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Abstract

Speaking skill is one of the language skills that involve both productive and receptive skills that help learners communicate effectively. The ultimate objective of language teaching is to help the learners develop their communicative competency. Communicative competence enables the learners to convey and interpret the message and negotiate meanings within a specific context. Although most students have learned English for many years, they face difficulties speaking in English. Learners' English-speaking difficulties are caused mainly by a need for more vocabulary, pronunciation, and grammar knowledge. Traditional teaching methodology has also become the main reason for learners' speaking difficulties. However, YouTube videos are a good solution for improving learners' English-speaking skills. If language teachers incorporate YouTube videos in their teaching-learning process, they encourage students' motivation to practice speaking and develop a positive language-learning attitude. YouTube is an attractive website that can provide students better exposure to the English language and helps learners acquire new vocabulary, correct pronunciation, and correct grammatical structure to develop their speaking fluency.

Keywords: Enhance, Speaking skill, YouTube, Difficulties, Fluency

Introduction

One of the most important language skills is the speaking skill. Success in English learning is seen from their ability to use English to pass on sufficiently (Kurniawan, 2016). This shows that it is the most essential language skill that students should master. As shown in Kurniawan (2016) communicated speaking is an interactive process of building a meaning that joins receiving, producing, as well as planning information. This means speaking skill is not only a productive skill but also a receptive skill. According to McKay in Herlina (2014), speaking skill has six critical perspectives for instance (a) vocabulary, (b) pronunciation, (c) fluency, (d) grammar, (e) intonation or expression, and (f) comprehension. The general perspective refers to understanding the spoken articulations of the conversationalist, paying little attention to semantics and various bumbles. Vocabulary is an important aspect that shows using the right words and forms of the words used in a particular subject or context. Then, pronunciation refers to the articulation of the words. Grasping the meaning of the words becomes difficult if words are mispronounced. While fluency refers to someone's flawlessness in continuing to speak suddenly. However, people should also consider the accuracy and appropriateness of their talk in speaking. Then grammar refers to a set of rules that help to produce the correct sentence. The last element is intonation or expression, which refers to clarify a sentence being delivered. There are two types of intonation, rising and falling intonation.

Generally, there are several aspects of speaking skill that learners need to overcome to communicate effectively. The aim of this review literature composing is to redesign speaking skills through YouTube. Students' difficulty with English is a worldwide issue, particularly in countries where English is taught as a foreign or second language. The data have been obtained from a secondary source (journal articles). Thornbury (2008) argued that one disappointment for the most part spoken by students is that they went through years thinking about English but simultaneously cannot speak very well. Kurniawan (2016) revealed that most junior high school students of SMP T Bustanul Arifin Bener Meriah could not speak English, even in simple sentences. He further stated that the students faced these difficulties because of a lack of vocabulary, proper pronunciation, and grammar

knowledge. Even though many research studies have been conducted to find solutions for students' English-speaking difficulties, the problem still exists in most schools. This issue motivates the reviewer to review the works of literature to find out and suggest a better solution for students' English-speaking problems.

The development of information and communication technology has brought dramatic changes in every aspect of human life. In education, communication technology and information play an essential role and can be used for various purposes in education institutes. YouTube provides various kinds of videos that can be integrated and utilized by the teacher in the teaching and learning process in the classroom (Almurashi, 2016).

Among social media, YouTube is the best tool to enhance students' English-speaking skills. Khalid (2012, p. 527) described "YouTube as a video-sharing site on which anyone can move, deal and view." Berk (2009) recognized that it is a free Web site access people to move helpfully, video clips, and deal. YouTube videos support the digital learning style of the Net Generation, which can inspire and engage learners in the learning process (Burke & Snyder, 2008).

As stated by Almurashi (2016), YouTube has become one of the most popular destinations on earth. A fun and speedy permission to direction, culture-based accounts, and language from wherever the world can be offered by YouTube. In addition, Watkins and Wilkins (2011) stated that by employing YouTube both outside and inside the classroom, teachers may work on learners' oral and speaking capacities. In addition, YouTube has made progress in improving new vocabulary. Moreover, Watkins and Wilkins (2011) argued that employing YouTube in the classrooms helps learners have access to real-world English and independent learning.

Furthermore, Ataei (2012) argued that YouTube is undeniably the most popular online video uploader that can be used for language learning. It can be combined in merged learning to substitute verbal input by the teacher to make the class more interactive. Mohammad Jalaluddin (2016) stated that employing YouTube enhances Speaking Skills in ESL Classrooms. YouTube can be used inside and outside the classroom to cultivate speaking, tuning in, and oral capacities. Additionally, Herrington and Kervin (2007) motivated the learners to go further than whatever is instructed in the course perusing as learners reported they found the external associations and YouTube accounts particularly significant to their learning. Therefore, YouTube accounts as IT-based media can be recommended for dealing with learners' communication capacities.

The Distinctive Features of YouTube

YouTube is a website that shares various kinds of accounts, such as video clips, TV shows, musical works, and films. For instance, video share content to a blog, short, exciting, and informative accounts (Jalaluddin, 2016). Endless numbers on YouTube can be downloaded straightforwardly as an appearance source as authentic materials. Sherman (2003) pointed out that YouTube videos provide authentic materials, and authentic materials prove to be pushing, and people imagine that it is charming to see "real things." YouTube movies can help learners be conscious of the use of English spoken all through the world and offer learners genuine materials that can improve their speaking skills.

Watkins and Wilkins (2011) explained that YouTube is important for instructors enthused about enhancing learners' independence. This means YouTube helps the students to learn the language by themselves. It is a kind of instrument that learners can use inside and outside classrooms to develop their speaking skills. According to Brook (2011), YouTube is an instrument that enhances language acquisition and training, lifts confidence, offers genuine materials, and besides helps the participation of the learners. Learners without a very remarkable stretch can get any information and feel all the sure while they are working with the representation as they do not simply depend upon their speaking capacities yet but also on their comprehension. Lamessa et al. (2023) revealed that a smaller class size gives students more opportunities for personalized instruction and practice, enabling teachers to spend more time with each student and create a more personalized learning experience.

Benefits of Implementing YouTube Videos in the Class

YouTube provides various benefits in English language classrooms. According to Jalaluddin (2016), YouTube has the following advantages, such as:

- It can be used outside and inside the classroom.
- It offers access to the real-world English.
- It has a fascinating power in language study in the classrooms.
- It promotes an interactive learning style.
- It motivates students to develop their language skills.
- The students enjoy it.
- It is a valuable online resource for learning and teaching instruction.
- It highly attracts students' attention and makes the classroom very interactive.
- It allows an opportunity to learners to comment on and present requests about the videos.
- It inspires learners to foster their language capacities additionally.
- It motivates students to imitate and act like the character.
- It offers authentic and everyday English that people speak.
- It exposes students to various dialects of English existing all over the world.

Guidelines for Selecting Appropriate YouTube Videos for Teaching and Learning Purposes

Students can be assigned to watch a specific video suitable to the lesson's topic and objectives, or the teacher can provide them. It means that the teacher should set standards for the appropriate videos, which can be used by considering three sets of criteria namely (1) the learners' credits that relate to striking socio-demographic characteristics: gender or grade level, ethnicity, and language prevalence; (2) the offensiveness of the accounts where video with the substance of reasonable hostility, revolting language, exposure, sexuality, gore, racial and ethnicity get-together, and prescription use ought to be avoided; and (3) video structure which relates to thought on length, setting, action/visual, and different characters of the video (Berk, 2009). In this way, it might be expressed that YouTube is an online source that provides various videos that ought to be picked prior to utilizing it for classroom teaching and learning processes.

Practical Techniques for YouTube Video Implementation in the Classroom

ÇAKIR (2006) suggested the following practical classroom video implementation techniques.

Active viewing: Learners need to get a working part in the video since this method helps them to pay attention to the standard thought about a video. Preceding playing the video, the instructor must stay in contact for specific basic requests on the board regarding the video so the learners understand the layout of the substance of the video. The learners should make a note while watching the video and continuing there, and learners may address the requests orally. For further appreciation, the learners may be offered a brief guide, then make them watch and tune in to express the information required.

Freeze Framing and Prediction: It infers that the movie is paused at one point to indicate a particular picture on the screen by pressing the break button. Then, the learners are drawn nearer to forecast what action the individual in the frozen picture on the screen will, in all probability, do, what his/her tendency is, and what will happen, or some different requests regarding the picture. Freeze illustrating fires the imaginative brain of the learners by driving learners to anticipate and close extra information about the characters.

Silent viewing: This suggests that the movie is playing with the sound off and is simply watching the moving picture. Another technique for employing the procedure is that the learners can be drawn closer to see the lead of the individual. Then, stop the movie at one highlight, pause the moving picture on the screen, and make learners ponder what will happen or what has happened up to a point. Starting there forward, the movie segment is replayed with the voice on so that learners may differentiate their inference and what truly takes place in the movie.

Repetition and role-play: When the movie has some irksome lingo centers, emphasis can be crucial for an open creation workout. Through this strategy, the instructor replays the irksome sign of the movie and orders the learners to make repetition independently. After the learners get a sensible cognizance of that inconvenient point, they can be drawn nearer to grandstand the scene anyway a critical piece of the main structure that they can review preceding mentioning learners to extemporize the situation to oblige their viewpoints from the setting and the characters that students are acting.

Jigsaw viewing: To complete the task, the instructor can train some learners to leave the room for some time, and the rest of the students can attend the movie with the volume off. Then, learners change their places, and the ensuing social event watches the video with the picture off. Finally, they return to share their ideas concerning what is new with the video.

Techniques for Improving Speaking Capacities through Using YouTube Videos in ESL Classroom

YouTube accounts are implemented using various techniques to show oral ability in classrooms. This relies mainly on teachers (instructors) and how he or she will employ it in his or her classrooms. No school rule restricts the use of online resources in the classrooms. A teacher or an instructor has a right to do whatever he or she thinks would be helpful for the learners. Teachers can do the following things:

- Choose a socially and culturally acceptable video that is vital for teaching speaking skill.
- Play the chosen movie in the classroom and stop after a specific time.
- Ask learners to get an assumption regarding the video based on a topic.
- Let learners watch the whole movie.
- Ask students to inform the class about the movie.
- Ask learners to express about the movie.
- Ask learners to depict their leading actor in the video and why they like it.
- Make the learners figure out what they have said in the movie.
- Ask the learners to reflect on their perspective with regard to the movie.
- Express some elements of the movie.
- Answer students 'questions regarding the movie, language, structure, etc

Besides this method, language instructors can implement many tasks to work on the learners' pronunciation, speaking, and listening capacities. According to Rahayu and Widyarini (2019), uploading speaking assignments to YouTube coordinates as a work in extending learners' oral capacities. English speaking requires frequent practice as the skill can be acquired when people use it as often as possible. It is impossible to master any language if someone does not use and practice it daily.

Conclusion

Speaking is the most essential language skill that learners are supposed to master; however, most learners are not fluent English speakers. English language teachers or instructors are also expected to improve students speaking skills. Effective teachers or instructors use different teaching techniques to enhance their students' speaking skills. Teaching Speaking skill using YouTube is the best procedure to gain ground in English classes. YouTube video gives the learners genuine English. Therefore, students have better access to speaking elements such as vocabulary, grammar, fluency, pronunciation, and intonation that can maintain effective communication.

YouTube provides various kinds of professional videos designed to teach English speaking skill. Learning speaking skill through YouTube videos is an acceptable technique because it highly motivates students, makes them feel confident, and lets them enjoy themselves.

English language teachers are mainly advised to employ YouTube-focused movies in the classroom as authentic offline or online materials. The teachers or instructors should pay attention to the range of video playing and the substance that ought to be appropriate to the learners' level, so the teachers have to choose YouTube videos systematically. Generally, YouTube videos can help students practice pronunciation, enrich their vocabulary, and communicate fluently.

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