The Impact of Pedagogical Use of YouTube Channel "EngVid" on Speaking Skills of Iranian EFL Learners

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Abstract

This study explores the impact of "EngVid" YouTube channel on improving Iranian EFL Learners' speaking abilities. The program employed in this study provided the learners with video clips for Improving their speaking skills. The participants were forty-eight advanced EFL learners studying English at a private institute in Esfahan. The participants were assigned to experimental and control groups. The YouTube channel "EngVid" is used in this project as a technological tool to enhance students' speaking abilities in the experimental group. The pair-work method was employed in the experimental class. On the other hand, the control group should present at the class and received help from the researcher through the conventional method. After six sessions, a post test was given to experimental and control groups. The application of an independent t-test and paired sample t-test indicated that the performance of the participants exposed to video clips from "EngVid" YouTube channel was significantly superior to that of the control group. The present study offers valuable insights for CALL material designers in selecting the optimal combination of video clips from platforms like YouTube to facilitate L2 speaking skills.

Introduction

One of the key components of communication is language. Everyone has the ability to communicate with others through language. Language use and humans go hand in hand. Every day, language is used to facilitate communication. It is a useful tool that social group members use to coordinate, communicate, and self-identify as claimed by Cameron (2010). Pronunciation and linguistic usage also go hand in hand. Native speakers speak with clear pronunciation. Richards and Renandya (2002) further defines speaking as verbal interaction. Speaking necessitates the interaction of two or more persons, which necessitates communication between the speakers. A vital skill for EFL students to master is speaking that should develop. The issue with students is that they get bored with studying English because of teachers' teaching methods and their fear of making mistakes and facing criticism from their peers.

According to Ford and Ford, (2009), there are a number of variables that make it difficult for learners to speak English, including students who are unconfident and find studying to be boring. These students also generally pay less attention to the teacher and the topic being taught. However, media that can draw in viewers and make learning comfortable seems necessary for students. It was discovered that students struggle with a number of issues, including their lack of vocabulary knowledge, their concerns about speaking mistakes, an excessive preoccupation with syntax, and boredom in class. Another issue with speaking skills is that teachers often struggle to select the appropriate tools and techniques, and students require learning tools that would keep them interested in what they are learning and would not make them feel bored.

The approach the teacher uses to explain the subject matter and media is still tedious. Only a few of the students in this situation have good speaking abilities, and the teacher only uses the whiteboard as a teaching tool. Using YouTube channels is one of the tools the researchers employ in the process of teaching and learning, particularly when it comes to speaking. Therefore, using these channels, the researchers can concentrate on speaking-related characteristics, particularly vocabulary and pronunciation.

A different option for learning through media for both teachers and learners is through YouTube channels designed for education and learning. Specifically, the ability to speak English by a non-native speaker can be improved in a variety of more cutting-edge and efficient ways. Learning English via a YouTube channel is a method in line with technological advancements. According to Binmahboob, (2020), using YouTube in class enables students to participate and communicate while watching and understanding the videos, alongside their friends and teachers. Users can see videos on the video-based platform YouTube, and they can listen to and interact with content. Additionally, YouTube is a platform that has the potential to be used for education as users can view and listen to the videos being played.

YouTube is a website that offers a wide range of videos, including trailers, music videos, video clips, and several other sorts of content, including educational short films, video snippets, and videos, according to (Young & West, 2018). By using the YouTube channel, students can

master speaking skills more quickly and effortlessly. YouTube can foster interaction among the teacher and the students in the classroom. Although they lack the vocabulary to express their thoughts and emotions, students can interact actively and spontaneously in English through YouTube (Anrasiyana et al., 2022, Kamelia, 2019, Pinandhita et al., 2022, and Pratama, 2018). This has a major impact on enhancing student learning processes and is an effective teaching tool for teachers to help students learn to speak English.

The teachers utilize   various techniques that can aid students in improving their speaking abilities. One of the strategies used by the researcher, based on Harmer's (2007) "How to Teach English", is the pair work strategy which can encourage students to engage in information gap activities, read more texts, learn new languages, or participate in information gap activities. They can come up with dialogue, guess what will be written in a book, or discuss what they have observed or heard in detail. As for pair work strategies (Hedge, 2003), students may read a book and speak a foreign language, and conduct language research. They have the ability to create discourse, foretell the content of texts they are reading, and share comments on what they have seen or heard.

Palmer (2003) asserts that the pair-work method is an effective strategy to aid students in honing their speaking abilities, especially in classes when there is a variety of mixed abilities. It suggests that the pair-work method is an effective technique to help students become competent speakers. In the current study, team projects and a YouTube channel media were employed to improve the students' English-speaking abilities. The researchers of the study were interested in leveraging the YouTube channel to perform research to help English language learners' speaking skills. With regard to the context of the issue, there are a number of issues, including students' lack of courage to speak English due to their embarrassment triggered by other students, their disinterest in the material the teacher is presenting due to their perception of the teacher's strategies as boring, and their difficulty speaking due to their limited vocabulary and incorrect grammar usage.

Language is an irreplaceable tool in human life, because it is used to communicate as well as speaking skills. By having this speaking skill, the message to be conveyed verbally will be conveyed effectively and efficiently which makes communication with other people better. As we know that there are four skills in English, namely listening, speaking, reading and writing. In this study focus is on speaking skills, speaking is how to communicate the language itself. Speaking is an oral communication in a two-way process between speaker and listener that involves productive speaking skills and receptive comprehension skills. There are several factors that cause difficulties in speaking English, such as bored with the media in the teaching and learning process. Students need a media that can attract their attention and provide comfort in learning to speak. The use of media as a tool in the learning process provides great benefits for students which will have a positive impact on students, in this study YouTube is a medium that will be the topic of this study.

Based on the foregoing context, it would be possible to raise the following question:

1. Are students who were taught via the YouTube channel "EngVid" and those who were not significantly different in their speaking abilities?

This study's major goal is to determine how using the YouTube channel EngVid affects students' speaking abilities. Communication requires speaking, especially when learning a language like English. By learning to employ these techniques, students should be able to successfully improve their speaking abilities by the EngVid YouTube Channel. The researcher is interested in using this YouTube channel to see how speaking abilities might develop.

Literature review

In this section the findings of similar studies are reviewed.

1. Speaking skills

Different studies have focused on speaking skills in learning a language which will be discussed in the following.

1.1 Speaking defined

Speaking is the act of expressing ideas verbally so that listeners can understand (Cameron, 1999). In addition to listening, reading, and writing, students also need to be proficient in speaking. The four skills, according to Harmer (2007), are divided into different categories. Reading and listening are examples of receptive skills, which are utilized to derive meaning from the speech. Writing and speaking are regarded as productive abilities because they necessitate students to actively create language.

Speaking or oral communication is regarded by Thornbury (2005) as an interaction involving two or more people in which the speaker and listener must immediately relay what they observe and speak. Richards and Renandya (2002) define speech as verbal communication. Speaking necessitates the interaction of two or more persons, necessitating communication between the speakers. Speaking is a verbal expression or method of verbal communication. Naturally, there is a meaning behind what someone says that helps others to comprehend what they stated.

1.2 Different speaking aspects

Speaking is essential in all facets of life. The following factors of speaking are used to ensure proper language use:

a. Grammar. Grammar has a number of definitions. First, according to Richards & Schmidt (2011), grammar is an explanation of how words and phrases are put together to produce sentences. There are rules in grammar and structures for the language system, according to the definition given in (Structure, n.d.), whereas the definition given above leads one to believe that there are rules and structures in grammar that designed to give sentences a cohesive meaning.

b. Pronunciation. In the words of Harmer (2001), ability to produce mouth sounds or face gestures is referred to as pronunciation in order to enable students to produce understandable language (Fang, 2022).

c. Vocabulary. A person's vocabulary, according to Barnhart (2008), is made up of a variety of specific phrases that are utilized to carry out tasks and communicate. Vocabulary, a vital feature of language, supports involvement in communication.

d. Fluency. Fluency, based on Harmer (2007), is achieved when a speaker concentrates on employing concise and powerful sentences. Fluency is the quality of speaking without hesitation or fear. The capacity to speak swiftly and fluently without hesitation or concern for making mistakes is referred to as fluency. Thus, it can be claimed that communicating clearly and effectively is what fluency is all about.

e. Comprehension. Hughes (2003) asserts that a person with comprehension is well-versed in all subjects. Any topic can be intelligently understood by someone with strong comprehension, and as a result, they will receive a satisfactory grade.

1.3 The challenges of speaking

Students have trouble speaking because of a number of reasons. According to Wang (2014), these factors include confidence, listener support, listening skills, and the need to perform well. Because understanding the grammatical and semantic structures in a language is only the first step towards learning to speak it, most people learning a new language do not like it since it is hard to master.

Here are a number of issues that can be classified as linguistic issues. Students typically struggle when speaking, according to Nguyen and Tran (2015), and this is because they lack confidence and listening support. Zrekat and Sohbani (2022) argues that many variables contribute to students' having trouble communicating in English. College students who lack vocabulary proficiency may struggle to comprehend discussions or grasp meaning due to a variety of factors. Students' motivation is another aspect that contributes to their difficulty speaking English. Some students are typically not very motivated to use English.

Hasibuan, Manurung, and Ekayati (2022) claim that psychological issues frequently affect children's ability to adjust to life's ups and downs, including feelings of anxiety, insecurity, and public speaking phobia. These issues may have an impact on students' public speaking abilities.

Therefore, the problems with students' speaking can be extrapolated to be a lack of language, a lack of self-assurance when speaking in front of a group of people or in class, not having enough motivation from numerous sources, and a child's psychological problems makeup all contribute.

2 Learning media

2.1 Definition of learning media

Susanti and Amelia (2021) assert that all kinds of media are used as intermediaries by those who disseminate ideas in order for those ideas to reach their intended audience. Similar views are expressed concerning the media by Blake and Horalsen (1988). Media is a tool used to spread messages.The media has two components, described as Gerlach and Ely's (1971) narrow and broad meanings. In a restricted meaning, media refers to pictures, images, and mechanical and electrical tools used to record, process, and transmit information. Media, broadly speaking, includes anything that can foster an environment in which students can pick up new knowledge, skills, and attitudes. The aforementioned explanation leads to the conclusion that the media are all types of conduits through which messages can be sent and received.

2.2 The objective of learning media

Sumantri and Rachmadtullah (2016) mention the following points as the goal of media-based learning. Firstly, it facilitates students' understanding of particular ideas, standards, dispositions, and abilities. Teachers can support students and offer guidelines, values, and attitudes as well as demonstrate practical processes and examples made for students through the use of learning media.

Second, using the teacher's learning resources to give students a unique and varied learning experience that includes both oral and visual components such as photos, videos, text, and sounds will help to spark their interest in learning.

Thirdly, it can foster certain perspectives and technological proficiency. Students can learn skills through media presentations. Additionally, it can pique kids' interest in utilizing or operating media, which will help them develop a positive outlook and technical proficiency over time.

The use of learning media serves a variety of objectives, including improving student comprehension of material, facilitating teachers' efforts to make lessons more engaging, and fostering a positive attitude among students toward using educational media.

3 YouTube channel

3.1 Understanding YouTube

Students who study from YouTube videos will be able to better understand the course materials, claim Burke, Snyder, & Rager (2009). Educators and students can utilize YouTube as an e-learning platform to submit films that demonstrate their understanding of a subject, building a social network and online community that focuses on certain skills. Therefore, one may say that YouTube is a website where people can download and watch different videos. YouTube videos feature a wide range of subjects, including advertisements, video tutorials, and educational content. YouTube can also be used for educational materials in the field of education, such as English lessons that are watched on YouTube channels.

3.2 "EngVid" YouTube channel

According to the EngVid website, EngVid refers to educational information, advice on using a YouTube channel and learning English, especially in speaking where viewers or listeners can watch or hear EngVid (a YouTube teacher) provide content or advice to enhance speaking abilities.

EngVid is a Canadian website for learning English grammar, vocabulary, pronunciation, writing, slang, formal and business English, and it contains lessons on culture, IELTS, TOEFL, TOEIC and learning strategies as well. The website is equipped with a sophisticated search engine that enables searching based on various criteria, such as the skill, lesson topic, level of fluency and teacher. Downloadable and printable resources can be found there too, but the list is limited to 33 items. Every piece of content he creates—including videos, podcast episodes, blog posts, guides, and courses—is geared on assisting English language learners in speaking English fluently.

Figure 1. *EngVid. Retrieved from https://www.engvid.com/. Screenshot by author.*

Thus, it can be said that the EngVid YouTube channel is a platform for sharing different English learning videos that offer advice and methods for learning the language. In addition, this channel emphasizes learning the language more, particularly speaking.

3.3 The purposes of YouTube

As stated by the website, users can generally use social networks and YouTube to:

a) Expand relationships based on shared values between participants;
b) Add insight or expertise through comments and information sharing.
c) Use YouTube platform as a leisurely medium, such as for watching humorous movies, cutting-edge technology, games, and other things.

Thus, it can be said that YouTube serves a variety of purposes, including the ability to increase each person's interactions within a set time frame, the ability to add insight or knowledge through the sharing and commenting of information, the capacity to use media for business dealings, political campaigns, and even educational purposes, such as using a YouTube channel for instruction.

4 Pair work in ESL research

Many researchers have highlighted the significant role of pair work activities in the classroom for language learning objectives.

4.1 Definition of pair work approach

Pair work is described as a learning strategy by Richards and Schmidt (2018) where students work in pairs and are placed in small groups to complete learning objectives while conversing. According to another description according to Hedge (2003), students can practice speaking in pairs and listening to one another while conversing about the subject matter, reading texts, or other aspects of learning. An approach to "set them (students) up and create them such a way as to optimize learning opportunities," according to Moon (2000), is the pair work strategy.

Therefore, the Pair Work Strategy can be mentioned as a learning technique that necessitates students to learn in teams. Together, Students may exercise using language by discussing readings and other materials.

4.2 Pair work strategy process

Hedge (2003) describes the steps involved in the pair work technique as follows:

a. There are several groups made up of students.
b. Teachers give instructions to their students.
c. Teachers monitor students' learning while paying attention to them.
d. The teacher notices, pays attention to, and supports struggling children.
a. The teacher comments on the kids' appearance and corrects it.
f. Students talk about their work.

Therefore, it can be said that a variety of processes are used when using pair work strategies within a classroom.

The study concluded that students were trained in the pair work approach to be able to collaborate and to participate in learning with their companions, and be capable of producing a work of thoughts and ideas based on the descriptions provided above.

5 Relevant prior research on the use of YouTube

1. "Effectiveness of Using Youtube Video in Improving Students' Speech Skills Through Asking and Answering Questions" was the focus of a study by Putrawansyah (2020). By incorporating the research's findings into the film, the researcher was able to identify the significance of employing YouTube video content. The goal of the research was to evaluate students' vocabulary and pronunciation abilities through question-and-answer sessions utilizing YouTube video content. This shows that using YouTube video content significantly improves vocabulary and pronunciation used in the text-to-speech technique.

2. A study titled "The Effectiveness of Youtube as a Learning Media in Improving Learners' Speaking Skills" was published by Kristiani & Pradnyadewi (2021). In particular, the usefulness of using YouTube to teach students how to talk more fluently is examined and categorized by the researcher. There are certain parallels and differences between the research that the researcher will conduct and the research mentioned above. The comparison is made when talking about how well kids can communicate by using YouTube videos. Researchers employ quasi-experimental techniques, but Kristiani & Pradnyadewi (2021) employed literary techniques. Researchers also employ teaching strategies, whereas Kristiani & Pradnyadewi (2021) do not.

3. There have been studies on the impact of YouTube content creation on students' speaking abilities (e.g., Tristiana & Swondo, 2020). The study's goal was to determine whether using YouTube videos can enhance students' speaking ability and proved that it actually works and has many discernible effects.

There are similarities and contrasts between the research that will be undertaken by researchers and the research mentioned above. The similarity is talking about how well kids may use YouTube media to develop their speaking abilities. Researchers employ semi-experimental techniques. The distinction is that researchers employ teaching methodologies, whereas Tristiana and Swondo (2020) do not.

Methodology

1 Research Design

Design of the study was quasi-experimental. The researcher utilized two classes—experimental and control classes—in this quasi-experimental design. The major objective is to evaluate a treatment's effect on research.

Pre-tests, treatments, and post-tests were all conducted as part of a quasi-experiment. Before receiving treatment and taking the posttest, the pretest aims to ascertain the students' past understanding of speaking. After the pre-test, the treatment was administered, and the results of the post-test were utilized to establish whether the treatment had a significant influence on the students' speaking abilities. In the experimental class, the researcher employed pair work and the EngVid YouTube channel, whereas the teacher in the control class used more traditional teaching methods to improve speaking abilities.

2 Sampling

A non-random sampling technique was used to choose the sample called purposive sampling, in which the researcher selects samples with certain features that are consistent with the goal of the study.

3 Instruments

The following instruments were utilized in this study: an oral proficiency test, a pretest, and a posttest. At the beginning of the semester, all the participants in both groups were given the Oral Proficiency Test to estimate the proficiency level and ensure the homogeneity of the two groups. The results of the test revealed that all the students were at an advanced level and were homogeneous. Furthermore, the researchers administered a pretest and posttest. A pre-test was administered to examine the participants' speaking abilities before the intervention sessions.

After six sessions of the intervention, all the students in the two groups were given a post-test to examine which approach for teaching speaking proved more successful and the extent to which there was a difference between utilizing the traditional approach for the participants in the control group and using video clips for the participants in the experimental group for improving speaking abilities.

4 The conceptual framework of the study

Teaching is more crucial than speaking instruction. Thus, it is hoped that the EngVid YouTube channel would assist teachers in introducing speaking abilities to their students. The following methodology used in this study:
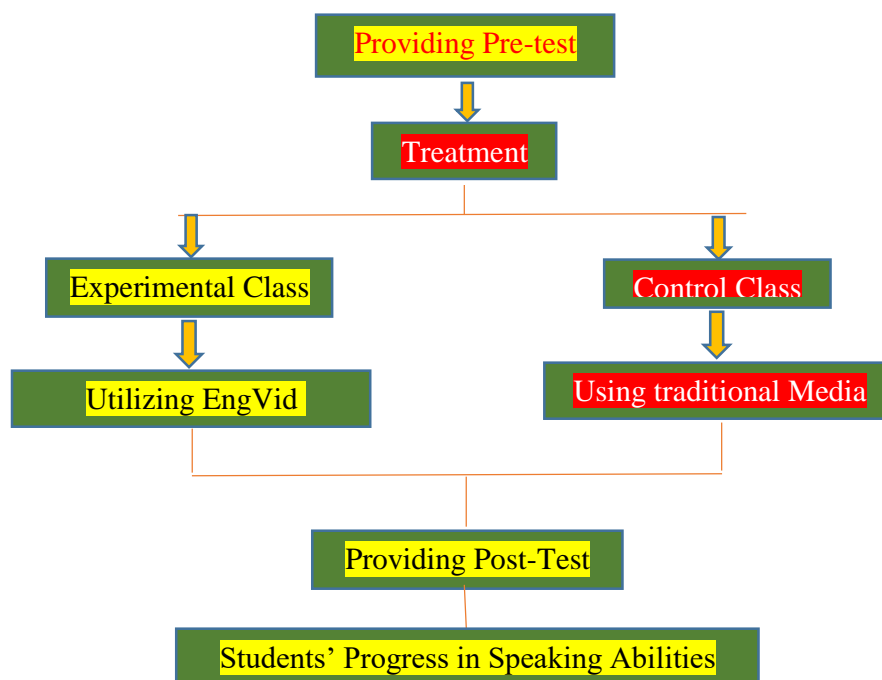

Figure 2. *Conceptual Framework*

In accordance with the conceptual framework, the researcher aims to offer English speaking practice sessions.

5. Data Collection Procedure

In behavioral research, pre-and post-testing procedures are frequently used, particularly to compare groups or track the effects of experimental treatments.

1. Pre-Test. A study group was formed by the researcher in that class for the pre-test section. The researcher used a YouTube channel to explain some things about speaking. The steps should adhere for the pre-test are listed below:

    a) Students were invited to introduce themselves
    b) The researcher discussed the study's goals.
    c) The researcher also explains the instruction given to the students.
    d) The researcher provided the material's explanation
    e) The researcher requested that students provide their opinions on a choice of topics and submit them.

Prior to receiving treatment, students took a pre-test. The purpose of the pre-test was to ascertain the students' prior vocabulary and pronunciation proficiency.

2. Treatment. The researcher administered a pre-test before providing the students with a treatment

    a) The six-meeting treatment includes the following steps: a. The researcher gives motivation and emphasizes the value of learning English before diving into the subject matter.
    b) The researcher explains that in order to help students with their speaking, they would teach English utilizing the EngVid YouTube channel.
    c) c.The researcher started playing the EngVid YouTube channel, and then requested that students view it.
    d) d. Following the viewing of the film, the researcher gave the student feedback and gave them the chance to ask questions, allowing for the researcher and the student's connection.
    e) e. To arrange students in groups so they could conduct talks, the researcher used pair-work processes. Following the conversations, the researcher instructed the students on public speaking techniques of the group.

3. Experimental Group. The YouTube channel EngVid is used in this lesson as a tool to help students' speaking abilities. The pair-work method was employed in the experimental class.

4. Control Group. Without utilizing YouTube channels, the teacher instructs students in the control class.

5. Post-test. Each meeting concludes with a post-test, which was used to assess the students' English-speaking abilities following treatment at the previous meeting.

The researcher gives the students the opportunity to discuss their feelings after having watched and learned from a YouTube video in the post-test part. The students were then told to have a conversation with a friend as an exam for the researcher in front of the group.

a) The researcher walks the students through the testing process.

b) The researcher requests a discussion from the class in front of the class.

6. Data Analysis

Utilizing the t-test method and a significance level of 5%, statistical analysis was utilized to evaluate the data and produce a score. In order to assess whether there was a significant difference in the average scores between the experimental and control groups, the independent sample t-test was used in this inquiry. Set of descriptives, normality testing, and analysis were all completed by the researcher before using a paired-sample T-test. Test of normality was required to ascertain whether the distribution of the data is normal. The t-test is a method of data analysis used to determine whether the students in the experimental class have significantly better speaking skills than the students in the control class, who do not access the YouTube channel. Independent Sample T-Test and Two-Sided Significance Test was employed in this investigation using IBM SPSS Statistics Version 22.0.

7 Data analysis procedure

The steps for conducting data analysis are as follows:

1. To assess the speaking abilities of the students in the control and experimental classrooms, the researcher conducted a pre-test at the first meeting. The researcher then discussed what the students would learn from the second through sixth meetings in both classes. The researcher described the learning resources that were employed, including the EngVid YouTube channel.

2. The researcher used YouTube for the second meeting of the control and experimental classes. EngVid is a YouTube channel that is intended for educational purposes. The researcher also employs a pair-work technique, which encourages collaboration among 2/3 of a group. The researcher did not use the control group's YouTube channel.

3. The researcher used the YouTube channel EngVid for learning from the third meeting to the sixth meeting. The purpose of this investigation is to ascertain whether the EngVid YouTube channel has an impact on students' speaking abilities.

4. The researcher tested the experimental and control classes after the previous meeting. To determine whether there is an impact on students after providing treatment, post-tests were undertaken. This aim behind conducting the post-test was to determine whether using the YouTube channel EngVid would be effective and may help students' speaking abilities.

Results and Discussion

In this section the findings based on the analyses conducted will be presented and then discussed.

1. Results

The tables below reveal the details of analyses in relation to research question 1.

a.   Pretest

Table 1. *Descriptive statistic of Experimental and Control Group Pre-Test*

						Descriptive Statistics				
	N	Min.	Max.	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest experiment	24	44.00	91.00	73.9583	11.15690	-.868	.472	.910	.91
pretest control	24	48.00	89.00	73.7917	11.23264	-.558	.472	-.202	.91
Valid N (listwise)	24								

According to the above table, descriptive statistical analysis can be used to describe the details of study data. There is no doubt that the sample (N=24) corresponds to the combined student body of the experimental and the control classes. The experimental class scored the best on the pretest at 91, while the highest pre-test control score was 89 and the lowest score was 44 and 48, respectively.

Table 2. *Pre-test for experimental classes and control classes*

No	Name	Experimental Class	Controlled Class
1	P1	79	65
2	P2	74	82
3	P3	77	72
4	P4	91	75
5	P5	84	58
6	P6	73	86
7	P7	63	48
8	P8	81	69
9	P9	83	89
10	P10	63	85
11	P11	66	89
12	P12	44	72
13	P13	71	60
14	P14	87	80

15	P15	78	69
16	P16	87	70
17	P17	83	83
18	P18	74	77
19	P19	73	74
20	P20	68	54
21	P21	54	71
22	P22	85	71
23	P23	64	88
24	P24	73	84

The researcher here examined the students' speaking abilities in light of the table above, which demonstrated how the speaking pre-test was utilized to determine the students' starting proficiency and discovered that both the experimental class and the control class's speaking abilities were still below average.

Table 3. *Normality Data Test pretest*

Tests of Normality					
Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.132	24	.200[*]	.948	24	.24
.127	24	.200[*]	.949	24	.25
*. This is a lower bound of the true significance.					

Based on the normality test results produced by the researcher, which were displayed in the above table, and which indicated that, according to SPSS analysis, both the Kolmogorov-Smirnov test and the Shapiro-Wilk test's significant value (Sig) for all data were more than 0.05, indicating that the study's data were distributed normally.

Table 4. *Independent Samples Test pretest*

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.404	.835	.052	46	.959	.16667	3.23	-6.33	6.67
Equal variances are not assumed.			.052	45.98	.959	.16667	3.23	-6.33	6.67

Based on the table above, to determine if the students in the control group and the experimental group had different speaking skill scores, an independent-samples t-test was performed. The data analysis revealed that the normality assumption had not been broken.

From the table, a Sig (2-tailed) value of 0.959>.05 indicates that there were no significant differences between the two groups before the treatment.

b. Treatment in both the experimental and control classes:

1. Treatment in the experimental class. By administering a pre-test at the class, A to gauge students' speaking abilities, the researcher began the treatment to enhance students' speaking abilities in the experimental class. The researcher used the pair work method and the YouTube channel EngVid after completing the pre-test. The researcher administered a post-test to students to gauge their speaking abilities after providing treatment for six sessions.

2. Treatment in the control class. The participants in the control group unlike the participants in the experimental group presented at the class and received instruction from the researcher through the traditional approach

c. The Experimental and Controlled Classes' Post-Test Scores

Class B was used by the researcher as a controlled class in this study.

Comparable with the experimental class, this class also studied how to discuss descriptive texts and had to take a comparable pre-test at the beginning. Then, after completing a pre-test similar to the one given towards the experimental class, this class also received instruction in relation to descriptive writing The experimental group performed differently in comparison to their counter parts in the control group. Descriptive text is taught in the control class without any special interventions, in contrast to the experimental class, which makes use of a YouTube channel and a method. The controlled class must then complete a post-test comparable to the one given to the experimental class following the completion of the teaching and learning process.

Table 5. *Descriptive statistic of Experimental and Control Group Post-Test*

	N	Min.	Max.	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Posttest Control	24	54.00	103.00	74.7500	11.85510	.337	.472	.019	.91
Posttest Experiment	24	71.00	105.00	88.1667	9.41168	-.055	.472	-.571	.91
Valid N (listwise)	24								

According to Table 5, which includes the descriptive statistical analysis, it can be seen that it takes into account the details of the data, and is useful for explaining research results. The sample (N=24) clearly shows the split between students in the experimental and the control classes. The highest post-test result for the experimental group was 105, while its lowest was 71. The control class's highest post-test score is 103, while the lowest is 54.

Table 6. Post-Test for Experimental Classes and Control Classes

No	Name	Experimental Class	Controlled Class
1	P1	71	81
2	P2	104	84
3	P3	86	67
4	P4	81	67
5	P5	85	70
6	P6	89	103
7	P7	79	78
8	P8	99	70
9	P9	88	54
10	P10	73	72
11	P11	94	65
12	P12	85	77
13	P13	94	88
14	P14	93	85
15	P15	105	54
16	P16	79	89
17	P17	100	78
18	P18	87	64
19	P19	87	69
20	P20	95	65
21	P21	97	67
22	P22	89	89
23	P23	83	71
24	P24	73	87

The study's post-test was carried out based on the table above. Afterwards, the learning process had been completed, a post-test was given. We can observe that after using the YouTube channel successfully to enhance students' speaking, there is an improvement in the quality of the students' speaking.

Table 7. *Tests of normality posttest*

Tests of Normality					
Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	Sig.
.133	24	.200[*]	.961	24	.46
.090	24	.200[*]	.975	24	.79
*. This is a lower bound of the true significance.					

Based on the normality test results produced by the researcher, which were displayed in the above table, and which indicated that according to SPSS, both the Kolmogorov-Smirnov test and the Shapiro-Wilk test's significant value (Sig) for all data were more than 0.05, indicating that the study's data were distributed normally.

Table 8. *Independent Samples Test posttest*

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.743	.193	4.342	46	.000	13.41	3.08	-7.19	19.63
Equal variances are not assumed.			4.342	43.75	.000	13.41	3.08	-7.18	19.64

Based on the table above, to determine if the students in the control group and the experimental group had different speaking skill scores, an independent-samples t-test was performed. The data analysis revealed that the normality assumption had not been broken. It was discovered that the experimental group and the control group had generally different post-test speaking abilities. As can be seen from Table8, the significance value of $0.001 < 0.05$, means that there is a significant effect for the participants in the experimental group (M=88.16, SD=9.41) and the control group (M=74.75, SD=11.85) (t=4.34, p=.001, df=46). It is indicated that using YouTube channel EngVid and using pair-work technique can be developing students' speaking abilities. The size of the mean difference was large (eta squared=.26).

According to Table 4, both the control class and the experimental class had some improvement in their speaking scores from the pre-test. The results show that integrating YouTube Channel EngVid with the pair work technique for a hybrid type of learning has an impact on students' speaking abilities when used in the experimental class for teaching and learning speaking.

Table 9. *Paired Samples Test*

		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest experimental- posttest experiment-al	-14.20833	14.28584	2.91608	-20.24071	-8.17595	-4.872	23	.000
Pair 2	pretest control posttest control	-.95833	16.19039	3.30485	-7.79493	5.87827	-.290	23	.774

Based on the table above, the difference in the speaking skills of the L2 learners from pre-test to post-test was tested with a paired samples test. the results indicated a statistically significant increase in speaking score for the experimental group from pre-test (M=73.95, SD=11.15) to post-test (M=88.16, SD=9.41), t (23) =4.87, p=.001 (two-tailed). The eta squared statistic (.5) indicated a large effect size. there is no a significant effect for the control group (p=.77).

2 Discussion

The current research study sought to examine the extent to which there was any significant difference between the traditional approach of teaching speaking abilities and video clips instruction from EngVid YouTube channel. The findings of this study revealed that EngVid YouTube channel can enhance students' speaking skills better in comparison to traditional classroom instruction.

The researchers first conducted a pre-test in both the experimental and control classes, and after that, they treated the experimental class using pair work strategies. The findings of the study that was done over the course of two months, showed that there were positive findings related to the use of YouTube Channel EngVid, showing that when researchers employed pair work techniques and the YouTube channel EngVid to teach in the experimental class, there was progress.

It can be seen from the students' speaking issues that they lack the confidence, individuals are hesitant to speak English out of concern for upsetting other students, that they find the teacher's teaching methods boring, which makes them less interested in the material the teacher is presenting, that they have trouble speaking because they don't know enough vocabulary, and that they lack knowledge about proper grammar usage. This issue can be resolved by using pair work techniques.

Students can read a text and practice their language skills through pair work procedures and conduct language research. They have the ability to create discourse, foretell the content of texts they are reading, and share comments on the information they have received. The YouTube videos can improve students' English-speaking proficiency by having them mimic every word that is said by native speakers in the videos (Cahyana, 2020; Khalid & Muhammad, 2012). Another claim that class control does not improve students' speaking abilities is made by Arif (2020).

It is asserted that pair work is a successful strategy for improving students' speaking skills, particularly in courses with a variety of mixed capabilities. This indicates that the pair-work method is an effective strategy to increase students' proficiency in speaking abilities. The experimental class employs the YouTube channel EngVid for the student learning process, which uses pair work tactics to help students become conscious of the knowledge they already possess and make plans for how to proceed. What to do and how to accomplish it. The pair work approach is used in its execution. Concentrating on students' creativity Students become more creative, more inspired to speak English, and less embarrassed to work on their speaking abilities as a result of using YouTube channels.

According to the data collected, speaking pre-tests performed prior to treatment revealed that experimental classes and controls had speaking abilities that were nearly equal. The average pre-test score for the control class was 73.79, whereas the average pre-test score for the experimental class was 73.95. The students taught and provided treatments utilizing these medium, and the researcher used the YouTube channel EngVid to carry out the research. Using the EngVid YouTube channel, students can pick up English in an entertaining way and simple method, which will increase their drive and inventiveness in the learning process. The students' speaking skills have a significant impact. Students in experimental classrooms had an average pre-test score of 73.95, and an average post-test score of 88.16, which demonstrate this. The data were evaluated using the T-test (paired samples t-test), with a standard significance level of 5% and the 2-tailed sig value is 0.001 < 0.05.

According to some recent studies (e.g, Meinawati et al., 2020; Sari et al., 2020), using YouTube to teach students is very beneficial and sparks their enthusiasm in learning English. Similar studies that examined the use of YouTube videos to enhance students' English-speaking abilities has produced findings that highlight the importance of each speech indicator (e.g., Bakar et al., 2019; Rachmijati, et al., 2019).

The pair work technique has been demonstrated to increase students' speaking abilities, particularly in courses with a range of mixed skills, the pair work method is an effective strategy to enhance students' speaking ability. This indicates that the pair-work method is an effective strategy to increase students' proficiency in speaking abilities.

The study also discovered certain challenges in the real world, such as the fact that some students are still uninterested in learning, which makes it challenging for them to improve their speaking abilities. Since this situation is normal, the only thing educators can do is control and encourage students as they learn. The researcher is hoping that the YouTube channel EngVid will help students improve their speaking abilities by using pair work tactics in addition to YouTube, which are predicted to be used to enhance students' speaking abilities.

According to the study's findings, using the EngVid YouTube channel significantly improved students' speaking abilities. The EngVid YouTube channel is popular with the students. According to study, students have trouble speaking since their vocabulary is limited and they are not hesitant when speaking. By using the EngVid YouTube channel, they can make things easier. This study suggests that the EngVid channel on YouTube can improve students' speaking abilities. The data were gathered using a quasi-experimental approach, and as a result, the significance level (2-tailed) was 0.001<0.05. Additionally, using the EngVid YouTube channel to educate speaking had a substantial impact on the students' speaking abilities.

In sum, as could be seen from the results, a sample (N) of 24 students was used for the explanation of what was learned in experimental classes. The lowest experimental pre-test score was 44 and the highest was 91; as a result, the average score was 73.95, while the lowest pre-test control score was 48 and the highest was 89; this resulted in an average score of 73.79. The control class post-test ranges from 54 to 103; as a result, the average value is 74.75. The maximum score on the post-test experiment is 105, making the average 88.16. The deployment of a YouTube channel and the usage of a pair work method in experimental classes has been shown to significantly boost the importance of student learning outcomes in light of control courses.

The findings correspond with the findings of Snelson and Perkins (2009) who reported that YouTube videos can be utilized in different ways inside the language classroom. This is also supported by Wagner (2007), Alwehaibi (2015), and Fang (2022) who demonstrated that authentic materials such as YouTube videos are always the best way to improve the students` pronunciation and intonation.

YouTube videos can be a resolution for the language learners who have problems in speaking. This can be justified that, in YouTube videos-based classes, students are given opportunities to speak freely and share opinions and comments with their instructors and friends (Brown, 2014). In traditional speaking classes, however, students are inactive in addition to the lack of participation and exchange of comments and opinions whether with their instructors or with their friends. The findings showed that YouTube videos are more useful than the traditional speaking strategy as it enables the learners to interact with the text, confer and discuss, solve problems with each other, derive meaning and make comments (Lee, 2010).

YouTube videos make learners classroom-oriented and motivated to learn, participate, and interact. Also, YouTube videos kill the boredom that accompanies traditional language classes where all students are passive and the instructor makes all the efforts (Hasibuan, et al., 2022; Zrekat & Sohbani, 2022). Also, the findings correspond with Zorko (2009) who revealed that the students can use YouTube videos at their own place at home at any time of the day. Moreover, students benefit greatly through the authentic materials provided by YouTube videos and interaction is enhanced.

Conclusions

Students must be proficient in speaking to speak with one another. It is challenging to speak a new language; thus, instructors should start introducing it through engaging methods and media. The speaking abilities of students can be developed through a variety of techniques and media. Speaking abilities can be taught using a YouTube channel as a medium. The study's aim was to

investigate how students' speech abilities were affected by the EngVid YouTube channel. According to statistical estimates, using the pair work technique and the YouTube channel EngVid has a substantial impact on students. Differences between the typical pre-test and post-test scores of the students provide as evidence for this.

It may be said that using the YouTube channel EngVid has a significant impact on students' interactive abilities. Therefore, it is essential for language teachers to approach the features of spoken speech in their teaching and raise learners` awareness to prepare them to achieve fluency in speaking the target language.

Future researchers may add a delayed post-test to evaluate whether students have internalized the knowledge of video-based learning through YouTube that they learned. Future studies may also contribute by comparing the effects of other YouTube Channels for speech instruction with those of a conventional treatment. Similarly, whereas the present study looked at a sample from only one experimental site, future researchers may consider examining participants from diverse settings so as to obtain a more comprehensive view of the pedagogical effects of learning through pair work and YouTube videos.

It is advised that teachers integrate video-instruction in connected speech into their curriculum design, because video is very entertaining and easily arouses learners` interests. Instruction through online videos can not only help learners gain fluency in speaking the target language but also provide them with listening skills and better understanding.

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APPENDIX(A)

SPEAKING PRE-TEST

Instruction

1-The task will be related to our material in this semester.

2-The topic is "Describing people".

3-Please speak in front of the class with friends.

4-You have 5 minutes to speak.

Task

The material about "Describing people"

SPEAKING POST-TEST

Instruction

1-This task will be related to our material covered in this semester.

2-The topic is "Describing people".

3-Please speak in front of the class with friends.

4-You have 5 minutes to speak.

Task

Your experience in English class during this semester.

APPENDIX (B)

Speaking skills rubric

No	Criteria	Rating Scores		Description
1	Pronunciation	5	Above 94	The students have excellent word recognition.
		4	85-94	The students have good word pronunciation.
		3	75-84	The students' pronunciation of the words is adequate.
		2	65-74	The words are frequently unintelligible but the students can pronounce them.
		1	Below 65	The students have terrible word pronunciation.
2	Grammar	5	Above 94	The students possess excellent grammar.
		4	85-94	The students' grammar mistakes are fairly common.
		3	75-84	The students' grammar is adequate and they can effectively aspect the language's structure.
		2	65-74	Although the students' grammar construction is generally correct, they lack thorough or certain control.
		1	Below 65	Although students frequently make mistakes, the material is nonetheless grasped
3	vocabulary	5	Above 94	The students are using board vocabulary.
		4	85-94	The students are using terminology from the board.
		3	75-84	The students have adequate vocabulary.
		2	65-74	The student's vocabulary is restricted.
		1	Below 65	The student's vocabulary is extremely limited.
4	Fluency	5	Above 94	Speech generally follows style and is simple to comprehend.
		4	85-94	Language issues appear to have a small impact on speech.
		3	75-84	Language restriction has further negative effects on speech and fluency.
		2	65-74	Usually resistant: frequently silenced by a language barrier.
		1	Below 65	Conversation is so difficult to carry on since speech is so slurred and erratic.
5	comprehension	5	Above 94	Highly ordered ideas that encompass every aspect of speaking.
		4	85-94	Well-structured ideas almost entirely cover the speaking component.
		3	75-84	Ideas that are less ordered and that lack some speaking components when practicing dialogue
		2	65-74	Ideas that are less ordered and merely address the primary aspect of the speaking issue
		1	Below 65	can't be said to comprehend even basic conversational English.