

YouTube To Improve Student's Speaking English Skill

Mainike Silvi Rety Badian
Politeknik Masamy Internasional
Banyuwangi, Indonesia
mainike.silvi@polmain.ac.id

Received: September 15, 2023

Accepted: September 16, 2023

Published: September 28, 2023

Abstract

One of the key linguistic skills in learning English is speaking. Speaking can demonstrate a student's proficiency in their English-learning. The majority of international communication takes place in English. In many crucial areas, it is utilized to communicate with others and exchange information. English has a significant significance in our nation as a foreign language. The area of this study covers the role of YouTube as a medium for learning a language, as well as the platform's influence on students' ability to improve their English-speaking skills. The educator must confront this difficulty and choose the best method for immersing students in the teaching and learning process, particularly in speaking, taking into account these circumstances and settings. In order to ascertain how utilizing YouTube might help students enhance their speaking abilities, it is chosen as one of the possibilities for teaching speaking in this article. To find out the use of YouTube video to improve student's speaking skill, a qualitative approach was used in this research. Qualitative research was utilized to conduct this research. To collect the data for the study, a questionnaire using Google Forms with close-ended questions was utilized. The questionnaire will contain 5 questions that were based on previous research regarding the roles of YouTube in improving English speaking skills. After implementing the action of research, the researcher found that the use of YouTube video in the teaching speaking had enhanced and motivated the students' speaking English skill.

Keywords: YouTube, improve, student, speaking skill,

1. Introduction

One of the key linguistic skills in learning English is speaking. Speaking can demonstrate a student's proficiency in their English-learning. Speaking is also the most typical form of interaction with people when conveying ideas, queries, and other things. But many students also struggle with a number of issues while trying to hone their speaking abilities. (Putu Enik & Dian, 2021)

In order to establish communication with different groups throughout the globe and for educational purposes, particularly in Indonesia, English has developed into an international language. As a result, it's crucial to now learn English. Learning empathy skills, such as listening, speaking, reading, and writing, is crucial to learning English. However, there are still a number of issues that kids deal with that prevent them from communicating. As a result, individuals lose their desire to talk, which naturally affects both their performance and their ability to speak.

The majority of international communication takes place in English. In many crucial areas, it is utilized to communicate with others and exchange information. English has a significant significance in our nation as a foreign language. English is only taught in schools or other educational institutions like English classes, and because it is a foreign language, it is still highly uncommon for individuals to utilize it in daily life. Students sometimes lack speaking confidence because they are hesitant and avoid expressing themselves in front of others, especially when asked for personal information or when speaking might force us to interact with one another. English is a foreign language in Indonesia, and it is taught in schools starting in the primary grades. Children who are in primary school readily pick up the language when given proper resources. One of the challenges Indonesian students have in developing their speaking abilities is that some students are still unwilling to talk to their professors or other people in English; others even close their mouths. In addition, pupils' poor comprehension prevents them from communicating in English.

The difficulties that students typically encounter in developing their speaking abilities include their feelings of shyness and anxiety when speaking in front of the class, their lack of confidence when responding to the teacher's

questions, their anxiety when required to give a presentation, and their inability to use the right vocabulary and grammar. Furthermore, he makes the case that the method many teachers employ to teach speaking skills in the classroom is typically boring and seldom ever encourages pupils to participate as active speakers. But by offering a fresh approach to speaking skill instruction, the issues that students' speaking ability encounter can be resolved. The tactic may be carried out by utilizing technical advancements. (Daru Susanti et al., 2022)

The issues they are currently facing in speaking class at the Easy English course are evident. First of all, when asked a question by the teacher, the pupils pay little attention and still exhibit feelings of insecurity, nervousness, and shyness. As a result, they are unable to communicate their thoughts clearly by utilizing the right terminology and grammatical structure. The kids can barely pronounce two or three words in English before they become completely stuck and return to speaking in their native tongue. According to Jones (2007), fluency means using the simplest words to convey meaning, even though longer words might be more descriptive. The second, atmosphere of the class is monotonous, here the teacher still uses textbook when they are teaching in the classroom so it makes students feel bored with the old teaching method. The way teacher teaches the students is still bringing monotonous teaching style in which there is no utilization of innovative teaching and learning media that can motivate the students to learn (Gunada, 2021).

The role of YouTube in learning has received increased attention across a number of disciplines in recent years. More recently, there has been an interest in YouTube as a platform for learning, and students are seeing the role of the aforementioned platform in a positive light. It has previously been observed that YouTube as a learning medium meets the needs of 21st century skills, and YouTube is currently regarded as an intriguing learning medium. YouTube as learning material not only offer knowledge or theory about the subjects being studied but also offer practice opportunities for students to improve their speaking skills (Sari & Margana, 2019). Additionally, during the pandemic, YouTube is known to be an effective tool in learning, as it is accessible anywhere, and the broad study materials can be adjusted to students' needs and psychological development (Rahmatika et al., 2021). It is also said that YouTube could enrich the student's general knowledge and the relationship between academic settings, and YouTube itself is shown to be leaning towards the positive side with various benefits for the students (Mady & Baadel, 2020). This is in line with Duffy, (2007) who concluded from his research that video or the materials from YouTube could be an effective tool for education and motivation.

One of the most significant current discussions on the role of YouTube in learning is the role of the said platform in English language learning. In the recent years since the platform launched, YouTube has become one of the most useful platforms for language learning for students all across the world, especially English, which is one of the most spoken languages in the world. Students who are studying a second language can find a variety of videos to aid in their learning of English. As a result, YouTube can assist students in developing their language skills (Kristiani & Pradnyadewi, 2021). The existing body of research on the role of YouTube in language learning suggests that YouTube is beneficial for students to improve their knowledge about the language, providing real-world experience, as well as cultural competence (Balcikanli, 2009). Even more so, research conducted with first-year Korean international students studying in America as the subject and informant, concluded that the educational usage of YouTube could encourage those students to pursue academic interests and involvement while they are studying outside of their home country by improving their English language proficiency and subject-matter expertise. Aside from this benefit, in the field of social and academic's progress, YouTube is also said to smoothen their transitional phase from their home country to the new countries they are staying in (Kim & Kim, 2021).

Based on the discussion above, the role of YouTube in learning is essential. The area of this study covers the role of YouTube as a medium for learning a language, as well as the platform's influence on students' ability to improve their English-speaking skills. So far, however, there have been very few studies that assessed how higher education students perceived the role of YouTube in improving one's speaking skills. Therefore, this research attempts to show the perception of the role of YouTube in improving the English-speaking skills according to higher education students. This study will reveal the perception of higher education students' role of YouTube in improving English speaking skills.

The Roles of social media in Improving English Speaking Skill

Studies on the use of social media in improving English speaking skills are widely conducted by many researchers all across the world, including a group of researchers, Ravindran et al., (2022), who did a study regarding the impact of social media on the teaching and learning of EFL speaking skills during the COVID-19 pandemic. Using qualitative analysis, the researchers used both EFL teachers and students as the subjects to conduct the research. The research proved that social media has roles in improving their speaking skills, which are: motivating shy students to participate more in class through online learning platforms; helping them gain confidence while speaking because they can repeat the same materials over and over again without worrying about it; providing them with a friendlier environment to learn; helping them study before the lesson by looking up vocabularies and sentence structures; lessening the pressure to perform and speak, thus making them more comfortable, and last, providing each student learning materials that they preferred. The findings of this research also indicate that social media can make them study more enthusiastically, as social media is less threatening to them. Additionally, Devi et al., (2020) did research investigating the use of social media Instagram in teaching EFL, and its effect on students' speaking ability. The subject of this study was the fourth-semester students of the Communication Science Study Program of Baturaja University in the year

2019/2020, with an overall number of populations of 50 students. The result of the study found that Instagram as social media has several impacts on students' speaking ability, which include: First, Instagram helps them construct their speeches properly, and they feel less pressured before posting their videos on Instagram. They have time to prepare their speech, and this time was used to help them look up related materials they want to include in their speech. Second, the video that they need to upload on Instagram helps them learn how to construct their speech properly and eventually improve their overall performance. Third, students can watch their as well as their friends' videos to do self-reflection for future reference. Fourth, students can gain confidence by preparing their videos first, later than do an impromptu speech in the class; this could be useful for shy students to participate in the lesson. Next, with a relaxing learning environment, Instagram provides them with a chance of language acquisition and improves their communication abilities. Last, Instagram gives them the motivation to improve their English abilities by watching their videos again.

The Roles of YouTube in Improving English Speaking Skill

Research on the value of YouTube in improving English speaking skills have been done by many researchers, one of them is Meinawati et al., (2020) with qualitative descriptive method in conducting the research. The study's findings showed that YouTube can help students become more fluent in English while also increasing their willingness to learn the language. YouTube also helps students pay attention in class longer because it is more engaging than a typical classroom setting. In addition to this, YouTube offers them videos where students may watch, learn from, and even mimic native speakers' speech in order to have suitable facial expressions, tones, and body language while speaking. Additionally, YouTube could help them attain confidence when speaking. Last, because they have access to learning from native speakers, students are better able to employ proper vocabularies, grammar, maintain conversations, organize ideas, and overall, they are more fluent because by watching natives speak, they do not have to worry about using the correct phrases.

Also, Saed et al., (2021) did a study about the use of YouTube in developing English speaking skills in Jordanian university students. The research was done by separating participants into two groups, control and experimental, with the former taught by traditional classroom teaching and the latter by YouTube. From this research, the researcher found that the roles of YouTube in developing English speaking skills are: developing students' eagerness and enthusiasm to learn and practice speaking in English after they watch YouTube videos, as well as participating in the discussion; providing students with videos in which they can see, learn, and imitates native speakers and thus encouraging them to speak more; improving their listening and speaking skills; improving students' fluency, vocabulary, pronunciation, grammar, and content while speaking, and last but not least, allowing students to speak with confidence and more expression. Furthermore, Binmahboob, (2020) conducted a study of the use of YouTube in improving English speaking skills in Saudi Arabia by distributing a questionnaire to 30 EFL teachers to see how they think about using YouTube in developing their students' speaking skills. The result showed that YouTube is favorable among them because the platform is very beneficial for the students. YouTube's role in improving English speaking skills, according to this research are: helping students guess unfamiliar words when speaking, keeping their attention while they speak and listen to the videos, helping them lower their anxiety while speaking, and helping them learn English faster during class.

Additionally, Carolinaliwati et al., (2021), did research about using YouTube in improving speaking skills among Non-English Major of the Faculty of Economics at the University of Palangka Raya. The result of the study was obtained by analyzing the speeches submitted by 15 participants of the research talking about the topic they were choosing, which were their dream jobs and managing finances. The result showed that YouTube makes it easier for them to speak in English because the participants had access to native speakers, where they can see them pronounce the words, thus correcting and improving the participants' pronunciation by imitating them. Next, the result showed that the participants had an improvement in terms of the vocabulary they used in their major, which is economics.

2.Method

This study uses qualitative research that aims to know how effective YouTube in learning student's English-speaking skill. According to Denzin and Lincoln in ((Royadi, Susiana, & Andhara Khumaida, 2019).

To find out the use of YouTube video to improve student's speaking skill, a qualitative approach was used in this research. Qualitative research was utilized to conduct this research. Qualitative research, as Creswell, (2014) stated, is a method for investigating and comprehending the meaning that certain people or groups give to social or human problems. Inductively growing from specifics to broad themes, data analysis, data interpretation, and emergent questions and processes are all part of the research process. Data are often acquired in participant settings and the final report's structure is adaptable. In a qualitative study, data are produced by asking questions in focus groups or personal interviews, seeing things and taking notes, potentially taking part in an event and reflecting on it, or shooting pictures. Typically, open-ended questions are posed, and the researcher makes an effort to acknowledge, then discard, prior assumptions regarding the question's possible outcomes (Magilvy & Thomas, 2009). In order to answer the research question, which was to know higher students' perception on the role of YouTube in improving speaking skills, descriptive analysis was employed. According to Magilvy & Thomas, (2009), qualitative descriptive analysis is a research analysis with constrained in the scope of the research question, sample size, data generation and analysis methods, and interpretation.

To collect the data for the study, a questionnaire using Google Forms with close-ended questions was utilized. The questionnaire will contain 5 questions that were based on previous research regarding the roles of YouTube in improving English speaking skills. After summarizing from seven previous research and articles, the researcher concluded that YouTube as a social media platform provides 22 roles in improving English speaking abilities, which are helping students to be more fluent in English, attain confidence when speaking, employ proper vocabularies, grammar, and pronunciation. YouTube could also help students to maintain conversation, organize ideas, and speak with more expressions. Students can also learn gestures and guess unfamiliar words when they speak in English. YouTube can also help them to learn English faster during class, and help them visualize how to communicate easily and fluently in English, as well as improving their listening skills. It has also been observed that in terms of comprehension, YouTube could aid the participants to understand the materials more compared to the traditional classroom. YouTube can increase students' willingness to learn the language. YouTube could develop students' eagerness and enthusiasm to learn and practice speaking in English. YouTube can help students in terms of participating in discussions, as well as lower their anxiety when speaking in English. YouTube could also offer flexibility so students can still practice their speaking skills regardless of where they are and motivate them to learn more. Last but not least, YouTube could provide them with broad English-speaking sources that they can use in their daily life and provide students with videos where they can learn from, and even mimic native speakers' speech in order to have suitable facial expressions, tones, and body language while speaking (Binmahboob, 2020; Carolinaliwati et al., 2021; Fata & Marhaban, 2021; Jalaluddin, 2016; Kristiani & Pradnyadewi, 2021; Meinawati et al., 2020; Saed et al., 2021).

To collect the data, the researcher spread a Google Form questionnaire, collected the data, and classified them using the Likert Scale, which is a scale that was designed to measure perception or attitude, ideas around an object or beliefs, in a scientifically acceptable way. Likert Scale offered to quantify the subjective attitudes, which could be affected by social interactions, in an acceptable and reliable manner (Joshi et al., 2015). Participants in this study were asked to rate their agreement with several claims about the benefits of YouTube for developing their English-speaking abilities on a metric scale. In this study, four scales "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree"—were employed (Joshi et al., 2015).

3. Findings and Discussion

After implementing the action of research, the researcher found that the use of YouTube video in the teaching speaking had enhanced and motivated the students' speaking English skill.

There are several students who participated in this research about YouTube to improve English Speaking skill, 63 % agree that YouTube as media in learning English speaking skill and 22,2 % strongly disagree.

Bagaimana jika pembelajaran Bahasa Inggris dengan menggunakan Media Youtube ?
27 jawaban

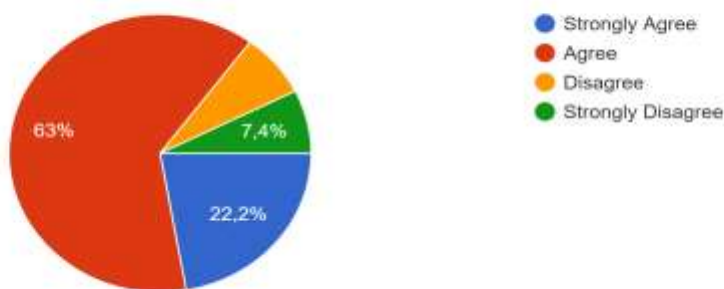


Diagram 3.1
Youtube as Media to improve English Speaking skill

Besides finding some response about YouTube as media to improve English speaking, the researcher took survey using google form that YouTube can motivate students in learning English. 33,3 % students strongly agree, 59,3 % agree, 7,4 % Disagree. which indicates that participants agreed with the idea and had a positive perception of using YouTube to assist students learn English more quickly.

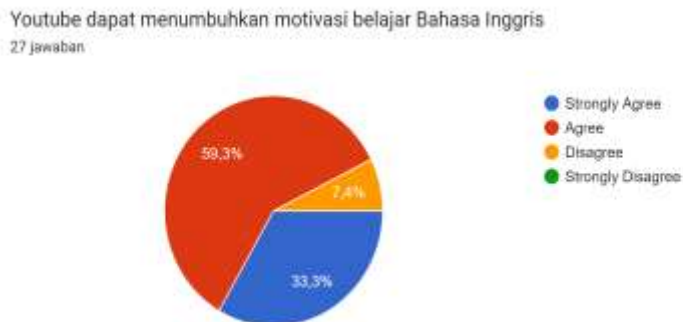


Diagram 3.2

Youtube can motivate students speaking English skill

The researcher also found enhancements in students' attitudes when given chance to speaking, before the implementation students often reject to perform in front of the class. In the early meeting, the students were still ashamed to get involved in the activities, but in the next meeting, most of them began to participate actively by giving their opinion and sharing their idea. They also tried to be active in answering the researcher's question and responding the researcher's instructions. They were interested and motivated to join and get involved in the speaking class.

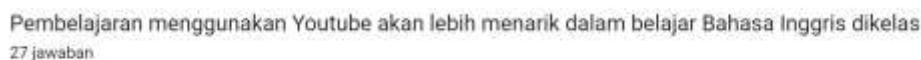


Diagram 3.3

Youtube can motivate students speaking English skill

After survey found that YouTube more interesting as media to improve English speaking skill, based on diagram above showed that 63% students strongly agree and 29.6% agree. It shows that Youtube can make students active because media of learning can make interest in learning English so, students will be active and having strongly want to be able speaking English well.

In the next questions of respondent that YouTube can making easily, based on respondent about youtube as diagram to the point below:

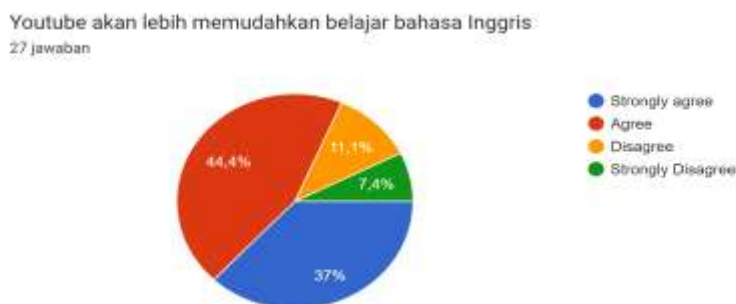


Diagram 3.4

Youtube can motivate students speaking English skill

Additionally, in the context of YouTube can help students employ proper pronunciation, based on the findings, students had positive perception and in agreement with the notion that YouTube can help them with pronunciation. This finding is in line with Fata & Marhaban, (2021), Jalaluddin, (2016), and Kristiani & Pradnyadewi, (2021). They came to the conclusion that YouTube can assist pupils in speaking with accurate pronunciation. Then, in the context of YouTube can help students employ proper maintain conversations, based on the findings, students agreed and had positive perception regarding the use of YouTube in helping students maintain conversations. This result is in line with Meinawati et al., (2020) and Saed et al., (2021). They both concluded from their individual research that YouTube videos can help students learn how-to carry-on conversations using English.

Moreover, in the context of YouTube can help students organize ideas, based on the findings, students had positive perception regarding the use of YouTube in helping students organize ideas. This is in line with Meinawati et al., (2020) and Saed et al., (2021). They both came to the conclusion that using YouTube to develop English speaking abilities has several advantages, including assisting students in organizing their ideas when speaking.

Next, in the context of YouTube can help students to speak with more expressions, based on the findings, students had positive perception regarding the notion that YouTube can help them speak with more expressions. This result is in line with Saed et al., (2021), who concluded in his research that YouTube can help students with expressions while speaking. Next, in the context of YouTube can help students learn gestures, based on the findings, students had positive perception regarding the notion that YouTube can help them learn gestures. This result is in line with Kristiani & Pradnyadewi, (2021) who came to a conclusion in her research that YouTube can help students learn gestures.

In addition, in the context of YouTube can help students guess unfamiliar words when speaking, based on the findings, students had positive perception and were in agreement with the notion that YouTube can help them guess unfamiliar words when speaking. This result is in line with Binmahboob, (2020) who came to a conclusion in his research that YouTube can help students guess unfamiliar words. Then, in the context of YouTube can help students visualize how to communicate and speak fluently and easily, based on the findings, students agreed and had positive perception that YouTube can help them visualize how to communicate and speak fluently and easily. This finding is in line with the research of Carolinaliwati et al., (2021), who also came to the conclusion that one of the benefits of using YouTube to improve English speaking skills is helping students with visualization on how to speak English properly.

Additionally, in the context of YouTube, in terms of comprehension could aid the participants to understand the materials more compared to the traditional classroom, based on the findings, students agree and had positive perception regarding the notion that YouTube could aid them to understand materials more compared to the traditional classroom. This finding is in line with research done by Fata & Marhaban, (2021), who concluded that YouTube could aid students to understand the materials more in terms of comprehension.

Furthermore, in the context of YouTube can develop students' eagerness and enthusiasm to learn and practice speaking in English, based on the findings, students agreed and had positive perceptions regarding the notion that YouTube can develop their eagerness and enthusiasm to learn and practice speaking in English. This finding is in line with Saed et al., (2021) and Jalaluddin, (2016) who both came to the conclusion that YouTube can develop eagerness and enthusiasm for them to learn speaking.

Next, in the context of YouTube can help students in terms of participating in the discussion, based on the findings, students had positive perception and agreed with the notion that YouTube can help them to participate in discussions using English. This result is in line with Saed et al., (2021) who did research and concluded that YouTube can help students in terms of participating in the discussion.

Moreover, in the context of YouTube can help students lower their anxiety while speaking, based on the findings, students had positive perception and were in agreement with the notion that YouTube can lower their anxiety while they are speaking in English. This result is in line with the research done by Binmahboob, (2020), who concluded in his research that YouTube can lower student's anxiety while they speak.

Then, in the context of YouTube can offer flexibility so students can still practice their speaking skills regardless of where they are, based on the finding, students agreed and had positive perception regarding the use of YouTube in helping them practice their speaking skills by providing them flexibility to learn from anywhere. This result is in line with the research from Kristiani & Pradnyadewi, (2021) who concluded that YouTube can offer students flexibility to practice speaking regardless of where they are

Moreover, the use of YouTube video as a teaching media in speaking class gave new atmosphere for the students. The students showed positive attitudes towards speaking lesson. The students become more active and enthusiastic both in responding to the researcher and in finishing the task given. The students' attitude toward speaking got better. They were not reluctant anymore to speak. It was not hard to ask them to present their monologue in front of the class. They were interested and motivated to join and to get involved in the teaching learning process. They were also more responsible in finishing their task both individual and group task. There were great enhancements in the students' attitude toward speaking lesson and students' speaking skill.

4. Conclusion

English has become an international language, so the mastery of English language skills is important. However, the students still face some problems that make them unmotivated and hinder speaking. Considering these situations and

conditions, the teacher must address this challenge and determine the most effective strategy for involving students in the teaching and learning process, particularly in speaking. Therefore, YouTube is selected as one of the options for teaching speaking in this article in order to determine how using YouTube in teaching procedure text might improve students' speaking skills. On the basis of the literature review and the application of YouTube in the classroom, it is concluded that YouTube can be beneficial to enhance students' speaking skills in teaching procedure text.

The researcher still needed to solve other shortcomings, such as the small number of selected participants. The researcher suggested that additional future research with a larger sample size as the study's subject is feasible. Given that YouTube is a successful instrument for teaching English speaking abilities, the study's findings may be applied to the usage of YouTube to improve English Speaking skill.

5. References

- Arikunto, S. S. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
Available: <https://www.iiste.org/Journals/index.php/JEP/article/view/9873>
- Binmahboob, T. (2020). YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School. *International Journal of Applied Linguistics and English Literature*, 9(6), 13. <https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13>
- C. V. Katemba, "Anxiety level of Indonesian students and its relationship to academic achievement in English," *J. Educ. Pract.*, vol. 4, no. 27, pp. 1–10, 2013, [Online].
- Carolinaliwati, C., Usadiati, W., & Misrita, M. (2021). the Use of Youtube Video By NonEnglish Major Students for Speaking Skills. *Cakrawala Indonesia*, 6(2), 49–54. <https://doi.org/10.55678/jci.v6i2.518>
- Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, And Mixed Methods Approaches* (4th Ed.). In M. Knight, V., Young J., Koscielak, K., Bauhaus, B., Markanich (Ed.), *News.Ge* (4th Editio). SAGE Publications Inc.
- Daru Susanti., Edri, Arman Syah, Nurhayati, Zikriah & Nurul Aisyah. (2022). Improving Students' Speaking Skills Motivation Using Youtube Video And Role Play.
- Gunada, I. W. (2021, januari 4). Using YouTube Video; An IT-based Media to Improve Students' Speaking Skill. Retrieved from Researchgate.net: https://www.researchgate.net/publication/326082917_Using_YouTube_Video_An_ITbased_Media_to_Improve_Students'_Speaking_Skill
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. <https://doi.org/10.9734/bjast/2015/14975>
- Kemmis, S. M. (2014). *The Action Research Planner: Doing Critical Participatory Action research*. Singapore. Springer Science+Business Media.
- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*. <https://doi.org/10.36663/tatefl.v1i2.97>
- Latief, M. (2010). *Tanya Jawab Metode Penelitian Pembelajaran Bahasa* (1st ed). Malang: Universitas Negeri Malang (UM Press).
- Magilvy, J. K., & Thomas, E. (2009). A first qualitative project: Qualitative descriptive design for novice Researchers: Scientific inquiry. *Journal for Specialists in Pediatric Nursing*, 14(4), 298–300. <https://doi.org/10.1111/j.1744-6155.2009.00212.x>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). Increasing English Speaking Skills Using Youtube. *Polyglot: Jurnal Ilmiah*, 16(1), 1. <https://doi.org/10.19166/pji.v16i1.1954>
- P. Pardede, "Meeting the 21st century ELT challenges: Becoming a professional English teacher," UKI ELT Conf., no. November, pp. 1–13, 2012, [Online]. Available: https://www.researchgate.net/publication/260454199_Meeting_the_21st_Century_ELT_Challenges_Becoming_a_Professional_Teacher.
- Putu Enik Kristiani, & Diah Ayu Manik Pradnyadewi. (2021). The Effectiveness of YouTube as Learning Media in improving Learners' Speaking Skill . <https://doi.org/10.36663/tatefl.v2i1.97>
- Royadi, D., Susiana, N., & Andhara Khumaida, F. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *ATM*, 3(1).
- Saed, H. A., Haider, A. S., Al-Salman, S., & Hussein, R. F. (2021). The use of YouTube in developing the speaking skills of Jordanian EFL university students. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2021.e07543>