
NON-ENGLISH MAJORS' ATTITUDES TOWARDS USING YOUTUBE TO IMPROVE SPEAKING SKILLS

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Abstract

This study aimed to explore students' attitudes towards using YouTube to improve speaking skills at the context of a Binh Duong based university. A total of one hundred and fifty students participated in the research. Both quantitative and qualitative data was obtained through two instruments, namely questionnaires and interview. For analysing the data collected, descriptive statistics and content analysis were employed. The results of the study revealed that non-English majors had positive attitudes towards using YouTube to improve speaking skills. More interestingly, the findings revealed that they had affective attitudes towards the use of YouTube higher than the cognitive and behavioural attitudes. The study also made several suggestions for both teachers and students with the aim of contributing a small part to the teaching and learning of English speaking skills.

Introduction

It is evident that speaking is one of the most important skills for foreign language learners (Zaremba, 2006). In fact, speaking plays a major role in everyday communication. Rivers (1981) stated that speaking skill is used twice as much as writing and reading combined. According to Efrizal (2012), speaking helps people to interact and approach the world easier and more efficiently. It is obvious that humans spend much their time interacting orally with language rather than written form. More interestingly, humans are programmed to speak before they know how to read and write. In terms of English speaking skill, it is not an easy task for people to fluently communicate. In the traditional method, speaking skill is ignored by most of teachers. As a result, students become afraid of speaking English in daily life. That is why English teachers must seek for some way to facilitate their learners' speaking process.

According to Mazouzi (2013), learners' learning activities should be designed to develop the fluency and accuracy. These elements are really important in communicative approach. Therefore, classroom practice should help learners develop the competence of

communicating. The main aim of English language teaching is to give learners the ability to use English language effectively in communication (Davies, 2000). English videos on YouTube, as a result, become an extremely useful source of speaking materials since it provides learners with both audio and visual input. Further than that, the subtitles in clips on YouTube can also be used to facilitate both speaking and listening activities. The controversy arises around this is whether the use YouTube can enhance learners' speaking skills. Although many studies have been conducted over this issue, the answers are still far from conclusive.

In terms of attitudes, it is known that they can totally affect people's behaviour. Hewstone and Stroebe (2004) demonstrated that the more positive attitude a person has about his level of intelligence, the more he thinks that he could solve the problems. In addition, Conner and Armitage (1998) expressed that the components of attitudes are considered a person's obvious behavioural beliefs which represent outcomes of the behaviour.

More specifically, Spooncer (1992) classifies attitudes into three components: affective, cognitive and behavioural attitudes. Remarkably, affective attitude is the responses towards an attitude object. It includes how individuals think and feel about speaking activities, how encouraged they are to practice conversation and how much they are interested in speaking activities. Besides, cognitive attitude is the belief, thoughts and attributes that individuals pay attention to. Behavioural attitude refers to the responses or reaction in doing something.

In general, based on the significance of YouTube and attitudes towards speaking skills, the objective of this study was (1) to find out the non-English majors' attitudes towards the use of YouTube in improving speaking skills. In order to achieve this objective, the following research question was formulated:

- What are non-English majors' attitudes towards the use of YouTube in improving speaking skill?

Literature Review

Definitions and components of attitudes

Attitude is an important factor that affects students' learning process and perception. According to Jung (1971), attitude is a readiness of the psyche to act or react in a certain way. Gal and Ginsburg (1994) also stated that attitude is the collection of emotions and feelings experienced during learning periods. Walley et al. (2009) stated that attitudes may be positive, negative or neutral. In the context of attitudes, three main components, including cognitive, affective and behavioural ones are mentioned.

Affective component

The affective component is the response towards an attitude object. In terms of speaking, it includes how individuals think and feel about speaking activities, how encouraged they are to take part in English conversation and how much they are interested in speaking. Eagly and Chaiken (1998) define affective factor as the “feelings, moods, emotions, and sympathetic nervous system activity that people have experienced in relation to an attitude object and subsequently associate with it” (p.272). These authors claim that affective component is mainly based on the emotional experiences and preferences. A person can show their like or dislike to an activity. The affective factor should not be judged in terms of only the beliefs because emotion works simultaneously with cognitive factor. The combination of affective component, including the evaluative judgment on beliefs are proposed as an integrated model of attitude and choice (Agarwal & Malhotra, 2005). In terms of using YouTube in speaking, affective component involves the mental process of choosing favourite clips and applying learned structures to daily conversations.

Cognitive component

Cognitive component of attitudes is the beliefs, thoughts and attributes that individuals express about the object. It refers that general knowledge of a person relates to part of attitudes. It is based on how people think about attitude objects. Schiffman and Kanuk (2004) state that cognitive factor consists of information and perceptions. These two elements can be found through the mixture of experiences of attitude objects and the information in different sources. In relation to YouTube, it is believed that when learners feel interested in learning English through YouTube, they have more positive attitudes toward it.

Behavioural component

Behavioural component refers to the listeners' responses or feedback to English clips on YouTube. According to Defleur and Westie (1963), it involves a person's response or reaction in doing something. To learners, behavioural approach helps them clearly locate the main ideas and then apply to real conversations.

YouTube and English speaking skill

YouTube was official founded by Chad Hurley, Steve Chen, and Jawed Karim in June, 2005. (Burgess, 2009). It provides a lot of videos with different categories. In terms of teaching and learning, it contains many useful videos which help to enhance the learning process (Patel, 2009). Besides that YouTube videos are limited in lengths; this helps them become appropriate for classroom's time.

YouTube has been considered an effective tool for improving English skills and help people become familiar with spoken languages. YouTube is the most popular site with lots of videos, in which English learning clips are watched by billions of people in the world (YouTube, 2013). Many users upload videos to show the real conversations which are taken place every day. Using YouTube as multimedia has been popular for people. Hence, students become familiar with different cultures, pronunciation, accents and so on (Muna, 2011). According to Prakoso (2009), YouTube helps learners find all kinds of necessary clips with different categories. In reality, students can observe how native speakers speak from videos.

Stempleski and Tomalin (1990) emphasized the role of YouTube in communication. English speaking clips on YouTube help students become more ready to communicate in the target language. Besides that the vocabulary and grammar points used in clips help to enhance learners' English competence. Watkens and Wikins (2011) proved that using YouTube lets students have exposure toward authentic English. Videos can be used for most of the students' level with the purpose of enhancing speaking skill. It is no doubt that YouTube-based videos can improve students' speaking skills and motivation (Riswandi, 2016). They can also develop students' learning autonomy and explore the target culture easily. Singkhachorn (2014) found that students feel comfortable and enjoyable when they have the chance to learn speaking with YouTube. They also feel excited to learn and focus more in the lessons.

Previous research

In order to explore students' attitudes towards using YouTube in improve speaking skills, many researchers have recently conducted this kind of research. Researchers have proved that the movies on YouTube are effective for both teaching and learning speaking skill. As a result, many universities have implemented YouTube for teaching speaking (Arianti et al., 2018; Dorothy et al., 2013; Jia, 2019; Borko et al., 2019; Zhang et al., 2011).

There have been different studies which attempt to investigate students' attitudes towards the use of YouTube in improving speaking skills. Some noticeable studies are Buzzetto-More, 2015; Faizi et al., 2018; Balbay, 2017; Kurniawati, 2015; Kaboocha, 2018; Siwi, 2008; Trang, 2017; Huong, 2014). These studies indicated that attitudes have a positive effect on students such as improving pronunciation, listening skills; expanding vocabulary and structures; and becoming confident to take part in English conversations. In a word, various studies have been detecting the learner's attitudes towards using YouTube in improving speaking skills. However, most of these investigations were pursued recently, indicating that the topic is still new to researchers. Moreover, these studies focus on the English-majors although speaking is an important skill in general English classes. That is

one of the reasons why the research conducted this research to explore non-English majors' attitudes towards using YouTube to improve speaking skills.

Methodology

Research setting

This research was carried out at Thu Dau Mot University. The study was conducted in the first semester of the school year 2021–2021. The school consists of 12 departments, with the total of over 14,000 students. The students come from every part of the country. Most of them learnt English according the instruction of the seven-year or ten-year English Curriculum of Vietnamese Ministry of Education and Training through formal classes in secondary and high schools.

Participants

The participants of the present study consisted of 150 students who were the freshmen at the university. The participants' general information includes gender, time for learning English, major, time for watching clips YouTube with captions and kinds of favourite clips. The number of male and female students were 52.7% and 47.3% respectively. Students with 11 years and 7 years of learning English was 28% and 72% respectively. Most of the students taking part in this study were from Faculty of Information Technology (43%) and the others were mechanics students (30%), accounting students (28%), electronics students (29%) and business administration students (20%). In addition, time for watching movies on YouTube was divided into 4 groups. The first group with the highest frequency was 39.3%. The second group with 1-2 times per week was 34.7%. The third group with 3-4 times per week was 10%. The last group with the frequency of more than 5 times was 6.0%. Finally, the kinds of favourite clips which the participants chose to watch. More than a half of the students chose English daily conversations, accounting for 53.3%. The second choice was instruction videos for speaking and pronunciation, accounting for 43.3%. The next choice was English animated movies, accounting for 4.4%.

Instruments

The instruments employed in the study included closed-ended questionnaire and semi-structured interview. The questionnaire was designed in a multiple choice with a 5 Likert scale type ranging from 1 to 5 (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*). The questionnaire was divided into two parts with the total number of 25 items: personal information (6 items) and students' attitudes towards the use of YouTube (19 items). In order to avoid misunderstanding, the questionnaire was translated into Vietnamese. The Cronbach's Alpha was .953 which proved that the questionnaire was reliable. The semi-structured interview was use to evaluate the attitudes in the use of

YouTube. 20 interviewees were selected for separate interviews. The interviewees were labelled from S1 to S20.

Data collection and analysis

Regarding data collection procedure, the researcher conducted two classes and then the colleagues at the Faculty helped with three classes. The researcher and colleagues were teaching at the college. The online questionnaire and interviews were delivered to their students and an instruction how to choose the multiple choices and answer the questions in the interview was explained in detailed. For data analysis, the researcher employs SPSS 22.0 in which descriptive statistic including Mean (M), Standard Deviation (SD), Percentages (P) were processed, while content analysis was employed to deal with qualitative data.

Findings and discussion

Findings

Table 1 showed that the total mean scores of attitudes towards the use of YouTube was rather high ($M = 3.63$; $SD = .74$). It means that participants' attitudes towards the use of YouTube were relatively positive.

Table 1: Students' attitudes towards the use of YouTube

No.	Attitudes	N = 150	
		M	SD
1	Cognitive attitudes	3.55	.72
2	Affective attitudes	3.71	.69
3	Behavioural attitudes	3.63	.82
Total		3.63	.74

Note: M: mean; SD: Standard deviation

Cognitive attitudes

The questionnaire included 8 items asking respondents' cognitive attitudes towards the use of YouTube. As seen in the table 2, most of participants admitted that YouTube helped them to recognize the information (item 3: $M = 3.63$; $SD = .862$). Besides, participants realized that they could improve their pronunciation by watching YouTube (item 5: $M = 3.69$; $SD = .781$). In addition, they agreed that they can understand the contents of clips by watching subtitles and know which information is important (item 4: $M = 3.68$; $SD = .870$; item 7: $M = 3.65$; $SD = .768$). Regarding listening skills, participants said that they improved when watching subtitles in the screen (item 2: $M = 3.57$; $SD = .785$). Further to this, YouTube could help them to enhance their listening skills (item 1: $M = 3.65$; $SD = .780$). Concerning to their learning outcome, participants admitted that their learning outcomes improved thanks to practicing watching YouTube daily (item 8: $M = 3.49$; $SD = .782$). Participants also agreed that their speaking competence could

improve by watching and repeating subtitles (item 6: $M = 3.56$; $SD = .887$). These findings can be interpreted that YouTube helped participants improve their speaking skills as well as learning outcomes. Participants could have more chances to practise pronunciation and ability of defining important information from clips. Furthermore, participants became more confident when they could understand the whole story of the clips.

Table 2: Students' cognitive attitudes towards the use of YouTube

No.	Cognitive Attitudes	N = 150	
		M	SD
1	I can enhance my listening skills by watching YouTube.	3.65	.780
2	I can improve my listening skills when watching subtitles on the screen.	3.57	.785
3	Daily conversations help me to receive the information.	3.63	.862
4	I can understand the whole contents of clips by watching subtitles.	3.68	.870
5	I can improve my pronunciation by listening and watching subtitles in each clip.	3.69	.781
6	I can improve my speaking competence by watching and repeat subtitles.	3.56	.887
7	I improve my ability to recognize important information.	3.65	.768
8	My learning outcomes can improve after practise watching clips on YouTube.	3.49	.782
Total		3.62	.815

Note: M: mean; SD: Standard deviation

In order to obtain more information about the usefulness of clips on YouTube, the qualitative data from the interview was collected and analysed. The participants admitted that watching YouTube was useful and important for their speaking skills. They also reported some reasons for that:

"Students speak more fluently and recognize many new structures." (S2)

"English clips help students pronounce well." (S6)

"Students can correct their mistakes in pronunciation easily." (S16)

"Students can understand the cultures in communication of foreigners." (S19)

Affective attitudes

Participants' affective attitudes towards the use of YouTube were evaluated by 6 items. Participants felt more confident to evaluate speaking skills (item 12: $M = 3.92$; $SD = .746$). Thus, participants felt excited to practise conversations (item 11: $M = 3.81$; $SD = .817$). Participants emphasized that they felt interested in engaging more in learning activities (item 10; $M = 3.73$; $SD = .822$). Thanks to clips on YouTube, they were able to correct wrong pronunciation of other members in class (item 14: $M = 3.78$; $SD = .825$). In addition, they admitted that they felt more confident to put stress and adjust their own pronunciation (item 9: $M = 3.68$; $SD = .712$). Participants also thought that they could

make up the conversations on their own (item 13; $M = 3.69$; $SD = .810$). To put it briefly, participants had positive affective attitudes in using YouTube to improve their speaking skills. With the support of YouTube, they became more confident, enjoyable, engaged and interested in learning activities.

Table 3: Students' affective attitudes towards the use of YouTube

No.	Affective Attitudes	N = 150	
		M	SD
9	I feel more confident to put stress or adjust my weak pronunciation.	3.68	.712
10	I find it interesting to engage more in learning activities.	3.73	.822
11	I find it enjoyable to cooperate with my classmates in conversations.	3.81	.817
12	I find it confident to evaluate my speaking skills.	3.92	.746
13	I feel confident to make up conversations on my own.	3.69	.810
14	I find it confident to correct other students' pronunciation	3.78	.825
Total		3.77	.79

Note: M: mean; SD: Standard deviation

The qualitative data were analysed to express students' affective attitudes towards the use of YouTube. It was evident that participants had positive affective attitudes towards the use of YouTube. There were some positive comments from the interview as follows:

"I am confident to volunteer to join in most of speaking and pronunciation exercises." (S1)

"I am willing to help friends to find correct their pronunciation." (S2)

"I always volunteer to give some comments on speaking activities." (S12)

Behavioural attitudes

Students' behavioural attitudes towards the use of YouTube were measured by 5 items in the table 5. Students always spend time watching English clips to practise pronunciation (item 15: $M = 3.87$; $SD = .859$). Participants also agreed that they often took notes of interesting words and phrases (item 16: $M = 3.67$; $SD = .725$). Furthermore, students spent several times watching the same clips (item 17: $M = 6.65$; $SD = .740$). In addition, participants also admitted that they liked to spend much time watching favourite clips (item 18: $M = 3.38$; $SD = .854$). In summary, participants expressed positive behavioural attitudes towards the use of YouTube. There were some positive behavioural attitudes such as practicing watching clips to improve pronunciation, taking notes of words and phrases and choosing favourite movies to enhance speaking skills.

Table 4: Students' behavioural attitudes towards the use of YouTube

No.	Behavioural Attitudes	N = 150	
		M	SD
15	I always find interesting clips to practise pronunciation.	3.87	.859
16	I always take notes of interesting and strange words and phrases.	3.67	.725
17	I practice watching the clips several times.	3.65	.740
18	I pay much attention to my favourite clips.	3.38	.854
19	I spend my whole free time to listen to pronunciation clips.	3.65	.774
Total		3.64	.79

Note: M: mean; SD: Standard deviation

Aligning with quantitative data, qualitative data were used to prove students' positive behavioural attitudes towards the use of YouTube. In the interview, students showed their agreement with this:

"I can improve my pronunciation by watching the clips several times." (S3)

"I always pause the clips when I recognize strange words." (S18)

"I try to listen to different accents and then practice saying like clips." (S15)

Discussion

The findings of the study have revealed some highlighted features of students' attitudes towards the use of YouTube in improving speaking skills. First of all, it is noticed that the participants showed their positive attitudes towards the use of YouTube in improving speaking skills. In terms of cognitive attitudes, the findings were corroborated with the ideas of Tarun Patel (2009), who suggested that the contents and time of clips on YouTube are suitable for conducting speaking lessons. Participants agreed that they could improve pronunciation as well as recognizing ability from English clips. Last but not least, participants admitted that they could understand the contents of clips easily. Moreover, the results also divulged that students were aware of the usefulness of YouTube to listening skills. These findings were partially supported by the previous research carried out by Manu (2011), Prakoso (2009), Heriyanto (2015) and Stempleski and Tomalin (2013), who have proved that students can expand their vocabulary, improve their pronunciation and confidence and make up English conversations effectively.

Concerning affective attitudes, the participants showed that they engaged actively in most of speaking activities. The present findings seemed to be consistent with Riswandi (2016), who has pointed out factors such as feelings, moods, emotions and sympathetic nervous system that people have experienced. The findings unfolded that students felt more confident to correct the pronunciation in classroom. The results also accorded with Singhkhachorn (2014), who have found out that students had good motivation and became more enjoyable to watch clips on YouTube. Regarding behavioural attitudes, this study

produced results which were corroborated the findings of a great deal of the previous work in this field. In the same line with Dufy (2008), the finding revealed that students spent more time finding favourite clips on YouTube. Besides, students had positive attitude to their favourite clips and finding preferences to improve their speaking skills. The findings further also supported the idea of Terantino (2011), who has revealed students' positive attitudes in watching clips on YouTube. The majority of students agreed that for extra practice, they often looked for clips to practice at home.

Conclusion and implications

The results of this study shed light on students' attitudes towards the use of YouTube to improve speaking skills. One of the significant findings to emerge from this study was that students had positive attitudes towards the use of YouTube. In respect of cognitive attitudes, students agreed that their speaking skills as well as pronunciation improved a lot. Relating to affective attitudes, students believed that they felt more confident, enjoyable to engage in speaking activities. In terms of behavioural attitudes, students agreed that YouTube helped them to form the positive learning habits such as learning at home, taking notes of difficult phrases for later use and choosing favourite clips to watch.

The findings suggest several courses of action for the administrations, the teachers and students in general English classes. For the administrators, they should either allow more time for the general English course or reduce the number of students in classes. Besides, they should allow the course to take place in well-equipped classrooms or laboratories. In particular, the administrations or the faculty should organize workshops, training courses, and demonstration classes related to the practice of teaching by YouTube. Furthermore, the school and faculty should call for more research on this field. For the English teachers, they have to make sure that students fully understand the effectiveness of clips on YouTube. What is more, they should promote the interaction among students in the classrooms by creating a more supportive classroom environment. Last but not least, the teachers should design both in-class and out-of-class tasks with more activities for the students. To the students in general English classes, they should be aware of the importance and usefulness of YouTube to improve speaking skills.

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