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RESEARCH ARTICLE

Investigating English Fluency: YouTube's Impact on Speaking Skills for ESL Learners in Malaysian Higher Education

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ABSTRACT

This study explores the perspectives of Malaysian higher education ESL students on using YouTube to enhance their English proficiency. It investigates the advantages and disadvantages of incorporating YouTube into university settings and its impact on students' speaking skills. After surveying a diverse sample of Malaysian college students through a quantitative approach, this research reveals that YouTube provides authentic and informative content, making it a valuable resource for improving speaking skills due to its flexibility, accessibility, and cost-effectiveness. A total of 50 university students completed the survey questions. A Google Form survey was used as the study instrument, an open-ended survey with 0.80 reliability and 0.36 error variance. The findings indicate that using YouTube as part of an English language instruction program has the potential to provide students with exposure to learning and enhance their English-speaking skills in ways that fit their learning methods while simultaneously ensuring that students are learning in an environment that includes audio-visual aids to assist them in learning and possessing their speaking skills more effectively. This study also shows no significant differences between students enrolled in foundation programs, diploma programs, undergraduate programs, and master's degree or doctoral degree programs, which indicates that all of these student groups have a similar perception of the use of YouTube videos. In addition to this, several students expressed their concerns over the inadequacy of YouTube videos as a source of information for the development of English-speaking skills via the responses they provided. The novelty of this study emphasized the importance of integrating technological resources like YouTube into educational institutions to promote comprehensive language learning, offering valuable insights for educators in adapting to the evolving digital landscape.

INTRODUCTION

Technology is now well known. Education has benefited from technology. Over the past two decades, language training has increasingly used ICT. Technology is being used in and out of the classroom.

Technology can enhance classroom activities and learning (Ahmadi, 2018). Shyamlee and Phil (2012) say technology has driven social and linguistic transformation. Since English is worldwide, India and Malaysia learn it as a second language. Recent research shows that pupils use ICT extensively (Cakici, 2016).

The objectives of the research were to explore whether there are any differences in ESL learners' perceptions of the implementation of YouTube videos to enhance English-speaking skills in higher education institutions in Malaysia based on their level of education, to determine ESL learners' perceptions of the implementation of YouTube videos to enhance English-speaking skills in higher education institutions in Malaysia and to identify the problems faced by university ESL learners with the implementation of YouTube videos to enhance English-speaking skills in higher education institutions in Malaysia.

The information highlights the importance of integrating technology into the classroom to enhance student engagement and language learning experiences. While conventional teaching methods have merits, technology can create a more dynamic and interactive learning atmosphere. However, the reference to "Shyamlee and Phil (2012)" lacks specific details, making it challenging to understand their findings' context and relevance to the research at hand. Furthermore, the mention of a study pointing out deficiencies in traditional teaching approaches like communicative language teaching (CLT) hints at a research gap related to the effectiveness of different teaching methodologies.

To effectively address the research gap and provide theory support, the study will clarify the specific limitations of traditional teaching methods and explore how technology can mitigate these limitations. Additionally, it should incorporate well-established educational theories or frameworks that advocate for integrating technology into language learning. This would help build a more robust theoretical foundation for the research and demonstrate a clear rationale for investigating the impact of technology on language education. These difficulties impede pupils' academic achievement, notably English proficiency (Madani, 2021).

Another study found that technology's absence may affect kids' English ability. Lack of technology resources, effective professional development, poor teacher self-efficacy, and unfavourable teacher attitudes are external and internal problems (Harrell and Bynum, 2018). E-mails, the Internet, satellite, and cable TV can help young people realize the actual value of English, according to Brewster, Ellis, Girard, and Girard (2004). Technology can help kids learn a language in a fun, authentic way. If not for technology, students could actively learn a language outside the classroom (İlter, 2015). This thesis helps examine and understand how university students use technology in their education, particularly regarding their English proficiency. Thus, this thesis elevates the issue under study. Many consider the 21st century the technology age. Technology dominates our lives nowadays. The Internet allows students to find tutorials and other materials to improve their academic performance and learning (Raja and Nagasubramani, 2018).

This study aims to explore Malaysian higher education ESL students' views on utilizing YouTube for English proficiency enhancement, assessing the benefits and drawbacks of YouTube integration in universities, and its impact on speaking skills. The study included conducting a quantitative survey among varied college students in Malaysia. It revealed YouTube's benefits, such as authenticity and affordability, and its drawbacks, such as information assessment and possible diversions. The study underscores the significance of integrating technology like YouTube in educational institutions to promote comprehensive language learning, providing valuable insights for educators navigating the evolving digital landscape.

In the 20th century, renowned psychologist Jean Piaget proposed the constructivism theory. He emphasized that learning is a process that occurs through interaction with the environment and adaptation. On the other hand, Garrison, Anderson, and Archer introduced the Community of Inquiry (CoI) framework in 2000. It underscores the presence of three elements in online learning: cognitive presence (involving critical thinking and reflection), social presence (fostering a sense of community and interaction), and teaching presence (involving the facilitation of learning by the instructor). These theories provide a theoretical foundation

for integrating information and communication technology (ICT) in education. The widespread use of the Internet has further enhanced the practicality and significance of these theories, especially in the field of education in the 21st century.

The integration of ICT in education aligns with constructivism, which posits that learning is an active process facilitated through technology-mediated interactions, empowering learners to become creators of knowledge. Furthermore, the Community of Inquiry (CoI) framework highlights the importance of technology in establishing cognitive, social, and teaching presences to promote meaningful learning. CoI fosters collaborative online environments that enhance active engagement and knowledge construction. The extensive reach of the Internet amplifies the role of technology in education, particularly in computer-assisted language learning (CALL), making it a prominent aspect of instructional design that enriches learning experiences and offers global participation opportunities. In summary, these theories underscore the transformative impact of technology on learning and its potential to enhance educational practices.

Numerous studies have demonstrated that educators who exclusively practice teaching using conventional tools create a less engaging classroom than when technology tools are included in the classroom. There needs to be more engaging technological tools in the normal way of teaching. This is the case even when the traditional tools are used by the educators themselves. In this kind of classroom, the instructor is the one who poses questions, and it is up to the students to figure out the answers. As a result, there is far less opportunity for student engagement than when technology tools are used in the classroom. This assertion is reinforced by Shyamlee and Phil (2012), who states that it is possible that language learning does not require demonstrations via many processes but rather that tension and an ordered environment are established through questions and answers between instructors and students in a classroom setting. The conventional approach to teaching often entails the instructor asking students unscheduled questions and instructing them on how to react to those questions. Students may not be able to study at their speed. Students cannot study at their own pace since the atmosphere in the classroom is made more stressful by this strategy. In addition, one study found that traditional teaching methods such as CLT have errors, inefficiency, inadequate mastery, and a lack of engagement on the part of the students.

These issues hinder students' academic performance, particularly their English proficiency (Madani, 2021). Besides, a lack of implementing interesting and engaging technological tools and resources in the classroom causes a gap in getting students' interest and contribution to their learning processes. When this issue emerges, students may also feel disinterested in their learning materials since they are so used to reading content from their textbooks, contributing to boredom. This is because textbooks are a tool, not a solution. They are intended to augment education, to give references for when the learner is outside of the classroom, and to provide a resource that is both interesting and against which students may test their knowledge. Research reveals that textbooks have a good influence on education, and several schools all over the globe employ textbooks to achieve great success and favourable results. However, a significant portion of today's textbooks could be more interesting, shorter, designed with a focus on making a profit and organized according to outmoded assumptions about education. Because of this, students' motivation to learn English may deteriorate if their teachers rely more on textbooks than technology tools in their lessons.

The results of a research study, in which one of the researchers claims that his students lose interest if they merely work with the textbook, which results in them not learning very much, support this. When some of his pupils find a chapter uninteresting, he observes that they pay less attention than they would otherwise. Consequently, the students need more engagement in the learning process to acquire knowledge, particularly when the provided materials fail to stimulate or capture their interest (Nilsson, 2016).

In addition, another study revealed that the absence of technology tools might also influence the student's growth in their English proficiency. This is where skill gaps arise, and they are most prevalent when students lack the most fundamental skill in learning English: their proficiency skills. As a result, it was stated that

although classrooms may have access to technology initiatives, the proper implementation of technology in classrooms could be improved by several factors. These factors include a lack of sufficient technological tools, effective professional development (external factors), low teacher self-efficacy, and negative teacher perceptions (internal factors) (Harrell and Bynum, 2018). This will be a problem for the pupils in the sense that they will need help to visualize and learn English through the use of technology. According to Brewster, Ellis, Girard, and Girard (2004), young people may experience the genuine importance of English in their lives by using mediums such as e-mails, the Internet, satellite, and cable television. When the students in question are young and full of energy, it might be challenging to instruct them in a foreign language within the allotted class time. Technology may be a means through which young people can raise their linguistic awareness, as well as a setting that is authentic and fun for them to learn a language. Students may acquire language skills outside of the classroom through active participation, if not because of technology's ability to make this possible.

LITERATURE REVIEW

Technology-enhanced approaches to education and training are on the rise. The effectiveness of teaching and learning may be improved through several technologically mediated programs. Several learning pathways may be opened by the use of technology in education since it allows us to acquire information from all sources across the local, national, and worldwide levels. In instructional design, computer-assisted language learning (CALL) is a standout. For CALL to work, the student, instructor, and computer must work together as a team. Hence, "the teacher must assume a leadership position and urge other players (students) in the team to perform their best" for the use of CALL to be successful in a classroom (Son, 2002). The question is not whether computers should be utilized for language training but how they should be employed. This is even though there are a great many possible advantages that may be garnered from these "machines." Computers and CALL materials are currently being used for English language instruction, and this practice is expected to continue in the foreseeable future. This is the case even though some individuals and groups have advanced the hypothesis that using computers for language instruction has some drawbacks. It is possible to use it as a contemporary method for teaching and learning languages, in which the computer is employed as an aid in the presentation and for reinforcement and evaluation of the information that is to be learned by typically integrating considerable interactive components.

CALL's reach has grown significantly, particularly with the advent of the World Wide Web. It has evolved to the point that it is now conversational, interactive, and exploratory; as a result, audio and video activities or exercises may be included (Eslit, 2017). CALL is an instructional design standout. For CALL to work in a classroom, "the teacher must embrace a leadership position and push other players (students) in the team to accomplish their best" (Son, 2002). The World Wide Web has expanded CALL's reach. Technology adoption and use increase when students like it. Research states that to succeed in the global economy, states must train highly qualified IT workers. Student motivation filters all educational activities. Fatemeh and Allameh found that Iranian EFL students showed positive attitudes about ICT. Hartman et al. (1995) found This study found that networked classes improved student-teacher communication. Beauvois (1998) found better student-to-student involvement in networked classes.

Implementation of YouTube videos at tertiary levels in Malaysia

A new generation of independently educated people has emerged as a direct consequence of the proliferation of information and communication technology like the internet; they call themselves "Net Gen". As a result of their development, this group of technically literate people has developed a unique approach to education. As a result, there has been a change in the educational paradigm and the adoption of a new mode of instruction whereby YouTube videos are used in the classroom. This strategy has given educators fresh ideas for improving classroom practice in higher education, and using YouTube in the classroom might boost students' interest and participation. Web 2.0 tools, such as YouTube, have been suggested to keep today's students interested

in learning. Many schools throughout the globe now consider YouTube an essential resource. The Web Analytics Association (2006) found that MySpace, Facebook, and YouTube were the most popular social networking, communication, and video-sharing websites among college students. With the development of the internet and the World Wide Web, it is now possible to use YouTube in the classroom. The internet and YouTube videos are only two examples of the many ways in which today's technology has made it possible to improve classroom instruction. Many university students in Malaysia rely on these tools to aid them with their homework and language studies.

They were able to increase their knowledge of and comfort with the English language with the aid of this modern technology. Since it has been stated that students' lack of English language ability is a key issue leading to graduation unemployment, YouTube is presented as something extremely genuine and capable of aiding the pupils. Understanding how students utilize YouTube as a resource for learning English is crucial since it will provide teachers with insight into their students' learning styles, interests, and preferred methods of instruction. Therefore, it is important to provide students with a stimulating learning environment through a wide range of teaching strategies and educational activities in the classroom and beyond.

How exactly YouTube videos can facilitate language acquisition in the classroom is still up in the air, given how novel the notion of using YouTube videos to learn English is. According to studies , using YouTube in an English as a Second Language (ESL) classroom for undergraduate students is still a new area of research, and there needs to be more literature on the topic, particularly in the Malaysian setting. There has yet to be much study done to find out how undergraduates in Malaysia feel about utilizing YouTube in their English language classes, even though this platform has the potential to increase classroom engagement significantly. Thus, the purpose of this research is to fill that need. The study aims to investigate how YouTube may be used in ESL classes by collecting student feedback on their experiences with the platform. Specifically, it intends to investigate how students feel about incorporating YouTube videos into their English lessons and how that has affected their engagement with the subject outside class (Zaidi et al., 2018).

Assessing technology-mediated instruction and learning

The adoption of YouTube in language learning has several benefits, and one is that watching videos on YouTube may reduce emotional filtering and stimulate motivation. The studies that support the use of YouTube videos in English language acquisition also support the claims that YouTube videos assist learners in acquiring language more quickly and that learners feel motivated while they are engaged in the process of learning. According to research, using audio-visual aids in the classroom makes even students with the lowest levels of cognitive ability experience feelings of interest and motivation to engage in learning activities. According to the findings, learners watch and listen to videos on YouTube because the contents of the videos enable them to listen and view them at the same time.

Therefore, the learners can pick up the language with very little strain on their brains, and while doing so, they have much fun in the process. They have the opportunity to access YouTube.com and get entertaining videos that are relevant to the English language. Since many of the videos on YouTube are made by native speakers of the English language, they can get real English through watching such videos. Learners can talk about the videos they see in or outside the classroom, allowing teachers to ask questions about them. Using YouTube, both within and outside the classroom, helps improve one's ability to converse, listen, and pronounce words correctly. Videos found on YouTube may also be used as realia to enhance cultural education, increase exposure to "World Englishers," and speed up the acquisition of genuine vocabulary.

Aside from that, what sets it apart is its authenticity and emphasis on education. When it comes to the teaching and study of the English language, YouTube is an excellent platform for real content and an ecosystem centred on learning. Existing literature investigated YouTube videos in terms of genuine language and the learner-centred learning ecology of the videos in the context of English as a Foreign Language (EFL) and English as a Second Language (ESL). According to research , using

YouTube videos in the classroom leads to increased student involvement. However, the instructors are responsible for selecting movies relevant to the learners' conceptual frameworks and existing levels of comprehension. Educators at all levels of instruction are utilizing websites such as YouTube to "disseminate information and enhance learning either by incorporating material from the sites in daily instruction or by displaying student-produced projects and comments on the sites." According to the findings of yet another study, learners significantly enhance their ability to communicate orally when they get feedback from their classmates.

Even though the studies previously revealed that utilizing YouTube videos in language learning has benefits in terms of authenticity, engagement, higher levels of motivation, and learner autonomy, there are also some negatives to using YouTube videos in language learning. Since the videos are primarily intended for native speakers, Oddone discovered that there are occasions when students of the language are unable to understand how the speakers pronouncing words in the videos are pronouncing them. Learners from different cultures may need help understanding the words and cultural concerns discussed in the YouTube videos since they include specific components or phrases from the local culture (Hasan et al., 2018).

Theoretical framework

Literature shows technology's theoretical foundation in language training. Bandura's SCT guided the study. ICT-supported English language teaching training was examined in this study. Social Cognitive Theory Behavior modelling, computer self-efficacy, and result expectations are examples. Campeau and Higgins explored how technology affects people's cognitive, emotional, and behavioural reactions. The researchers intended to adjust the study's paradigm. This study examined how ICT-supported English language teaching training affects university instructors' knowledge, skills, and usage of ICT technologies. Thus, the correct theory was needed to comprehend training, variables, and results.

ICT-supported teacher training changes teachers' ICT use. Mishra and Koehler noted a prior study showing instructors' inability to incorporate instructional technology with language programs. Their efforts appeared narrow, diverse, and deep. This requires improved technology integration concepts for teaching and learning. Social contact creates knowledge in Vygotsky's social constructivism theory. In Piaget's constructivist method, students build on past knowledge. Knowledge is gained through lengthy social contacts, self-evaluation, and autonomous behaviour that reflects prior learning and comprehension. Teachers must create rich learning settings to foster meaningful interactions (Wawuda, 2019). Students can use resources, try new things, and reflect in these learning spaces. They are enabling learning. ELT courses use YouTube. In an English-language school, Bloom's Cognitive and Digital Taxonomies work with YouTube. It used to assess, but today it creates good teaching techniques and resources. The taxonomy blends LOTs and HOTS to facilitate technology integration and student access to information. In this technological age, technology should provide speaking resources for English as a second language.

Technology has changed classroom teaching and learning processes. The internet and WWW in Technology-Enhanced Language Learning (TELL) have changed the attention to digital natives, who build knowledge. This breaks with decades of teacher-centered classroom education. Researches suggest using YouTube to learn English (Zulkflee et al., 2022). The social-cognitive theory underpins learner autonomy. Autonomy and self-regulation give a good theoretical framework for analyzing language acquisition processes.

Taking charge of one's education shows learner autonomy. Second and foreign language theorists have explored learner autonomy. Theorists include Allwright (1990), Holec (1981, 1995), Littlewood (1996), and Wenden. Each thinker defines learner autonomy slightly differently. Dickinson (1987) defines autonomy as when the learner controls language acquisition. Holec (1981) states that students can manage their education. Littlewood (1996) defines autonomy as the ability and desire to take responsibility. Learner autonomy increases proficiency.

Psychology calls autonomy self-regulation. Vygotsky's social-cognitive theory emphasizes self-regulation (1978, 1986). Vygotsky believed only "more capable

people" could teach students to be self-reliant, self-regulated, and innovative problem-solvers. Vygotsky's psychology research on self-regulation involves learning procedures. Vygotsky describes self-regulation as "the act of planning, directing, and monitoring one's attention and actions".

Questioning, demanding, and working with others using language (or "social speech") are "social learning approaches" for social engagement. Vygotsky suggests that social speech helps children develop inner speech (reflecting metacognitive method behaviour) (Little, 1999). Oxford et al. (1999) recommends three more self-regulation strategies for language learners. According to Bandura's social cognitive theory, self-efficacy affects motivation and achievement. According to the self-efficacy idea, people who lack confidence in their skills shun tasks that need them, while those who do continue. Pajares (2003) states that confident speakers speak more. Bandura discovered that academic self-beliefs impacted performance (Shehzadi et al., 2018).

According to research, students must be exposed to content just above their grasp to learn a language. He also emphasizes a low "learner affective filter," which he describes as the impact of emotions like concern and boredom on learning. Previous researchers studied the importance of exciting classrooms. Technology that provides a wide range of accurate material can help English as a second language. YouTube influences pupils' English language learning, especially good ones. YouTube videos can suit emotional, musical, verbal, and visual learning styles. They can engage students and instruct them in various ways. The movies allowed students' brains to actively respond to both hemispheres, improving their comprehension.

Several researchers have argued for and produced many educational approaches to education. Walter Burke Barbe claims three learning styles. Visual, auditory, and kinesthetic learning are the three modes. Fleming and Mills also claimed that visual learners prefer charts, diagrams, graphs, symbols, and other non-verbal aids. Music helps auditory learners study best. Tactile learners prefer hands-on activities. Thus, students' YouTube viewing depends on their learning style, topic preferences, and interests (Michael and Shah, 2020). Learner autonomy and YouTube English language learning are based on Jean Piaget's cognitive constructivism philosophy. This idea also compares traditional and constructivist classrooms to help 21st-century students learn independently using internet platforms. They will also improve their grammar in spoken and written English.

Students are driven to change their mental representations of the language to reflect fresh facts and feedback from YouTube autonomous learning. Students learn this. To personalize their English language instruction, students will do so. Jean Piaget's cognitive constructivism hypothesis states that students actively construct knowledge based on their cognitive structure. Their efforts to study English independently demonstrate that their knowledge is inversely related to the growth of their cognitive abilities (McLeod, 2019). To integrate that knowledge, individuals can make appropriate and succinct changes to their conceptual framework (Rajendran and Din, 2021) .

Conceptual framework for the implementation of YouTube videos in an ESL classroom

Speaking with multiple media will help determine the outcome. Appropriate media should motivate students as they learn effective speaking and communication skills. YouTube videos can motivate students to talk during speaking practice. Bandura's social cognitive theory explained this. Social learning theory states that people can learn from others. The theory has been widely used to study how people learned to copy YouTube videos (Le and Hancer, 2021). YouTube videos boost kids' speaking and word-guessing skills. It also reduces anxiety, accelerates learning, and keeps children focused. Research also suggests using YouTube in English instruction to improve students' performance, help them understand their lessons, and improve their English language skills. YouTube videos can inspire students (Putrawansyah et al., 2020). Thus, the researcher has chosen YouTube videos to help pupils improve their speaking skills.

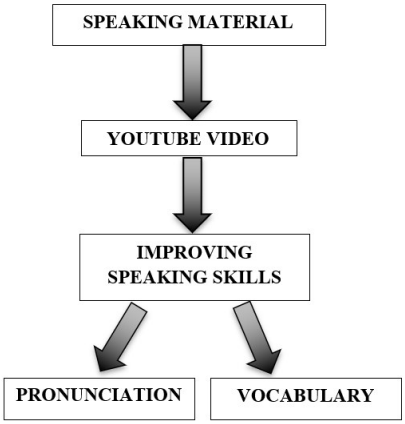

Figure 1: Conceptual framework: Adapted from (Putrawansyah et al., 2020)

A conceptual framework is a succinct statement that follows a graphical representation of the investigation's main concepts and variable relationships. This study's independent variable is YouTube-based productive learning. It is the framework's initial variable. The second level improves outcomes, skill acquisition, and retention—dependent variables. The learning outcomes of a resource educators use to teach pupils are significant. If the learner can study English productively, learning results will improve. According to Jean Piaget's cognitive constructivism theory, ESL learners may improve their previous knowledge, assimilate new knowledge from YouTube videos, and take the initiative to study the necessary language skills (Wawuda, 2019).

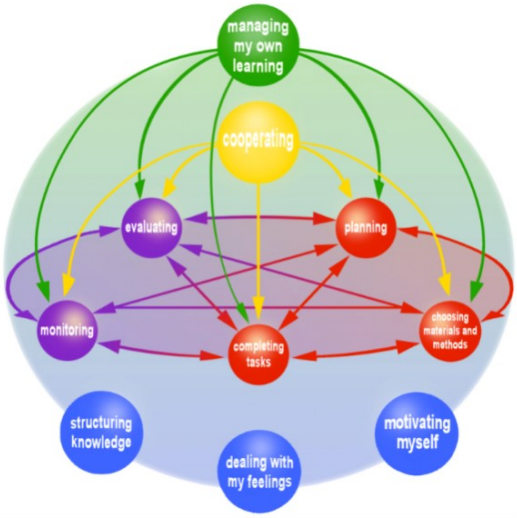

Figure 2: The dynamic model of learner autonomy: Adapted from (Rapture Rajendran, 2021)

Autonomous learning should assess the learner's autonomy-related abilities. This research's dynamic model of learner autonomy helps test and measure learning skills. This tool may aid students and advisers. The dynamic model describes student views, skills, and behaviours, considering cognitive, metacognitive, action-oriented, and emotional student autonomy. Flexible education lets students modify it. In examining the impact of technology on language learning, we posit two hypotheses.

First, we hypothesize that technology-enhanced language learning tools, such as interactive apps, positively influence students' English language proficiency. Second, we hypothesize that discernible differences in English language learning outcomes will emerge between students who actively engage with technology-mediated language learning materials and those who solely rely on traditional classroom methods.

To explore these hypotheses empirically, we pose a series of research questions:

- We seek to understand the extent to which students perceive technology as effective for improving their English language skills.
- We aim to uncover the specific challenges encountered when using technology for language learning and examine how these challenges impact learning outcomes.
- We investigate the role of students' motivations and attitudes toward technology in shaping their engagement with language learning applications.
- We inquire into the relationship between the frequency of technology usage and the level of improvement in students' speaking skills over time.

METHODOLOGY

This quantitative study examines how YouTube affects students' English proficiency in an ESL classroom. The researcher used a survey to obtain data for this quantitative study. The research method is a researcher's comprehensive steps before commencing a project. Quantitative research quantifies data.

Participants

Fifty recruited university students completed the survey. Since the researcher utilized snowball and convenience sampling, she sent the survey link to university students she knew via WhatsApp and Instagram. Then, We asked them to share the link with Malaysian university-studying friends and family. Only Malaysian university students were studied. University students utilize technology tools daily; therefore, involving them in this research may boost results.

Instrumentation

The study tool is a Google Form survey. Open-ended questions like rating scales will dominate the poll. This survey contains two components. Part A of the survey asks students about their age, highest educational level, and ESL experience. Students will rate claims on utilizing YouTube videos in ESL classes in Part B. YouTube videos can help pupils speak better, according to these 15 questions. Part C of the survey also asks ESL learners about their YouTube problems. This section has three questions. The researcher chose this survey questionnaire for their study for several reasons, including its extensive use in earlier studies. Google Forms for ESL evaluation has several benefits. Educators can replicate and expand this Google Forms-based program to help children learn English (Adelia et al., 2021).

Data collection procedures

The researcher searched Instagram and WhatsApp for university students ready to engage in the study and shared the Google forms with them. Thus, the researcher may immediately determine if they want to help complete the survey. The researcher explained the research's goal and motivation as they read the invitation. After respondents agreed to do the survey, the researcher politely suggested that they share the information with friends and relatives in higher education. The researcher stressed that they must complete the survey.

Tables and graphs will demonstrate data synthesis and collection. The researcher also computed the data's meaning, representing its overall pattern. The researcher also calculated the standard deviation and data percentage. To avoid errors, the researcher used Microsoft Excel as an online calculator and counted the digits manually. Pearson's correlation coefficient was used to determine the variables' relationship. The researcher clicked on the answers tab on their Google form page to analyze the survey findings. The survey page appears. After that, the researcher constructed a fresh Google Spreadsheet to calculate the survey findings. The researcher also used pivot tables and histograms to summarize the responses.

Validity and reliability

Reliability estimates show the testing's measurement inaccuracy. Square-rooting the correlation and removing 1.00 yields the measurement error index.

Due to random error, scores with a 0.80 dependability will have a 0.36 error variance (0.800.80 = 0.64; 1.00 - 0.64 = 0.36). Calculate the standard error to discover how much measurement error affects a student's observed score (SEM). Test item correlation increases alpha, the reliability coefficient. Internal consistency only sometimes increases with alpha. This makes sense since test time affects alpha. Short test periods reduce alpha's relevance. Alpha also characterizes test outcomes for a subgroup of test participants. Researchers must quantify alpha each time the test is applied (Tavakol and Dennick, 2011).

Three SEGi University ESL lecturers tested the research questionnaire's validity. First, the study questionnaire was tested to see if its results could be applied to other situations or people outside Malaysia's higher education institutions. A rigorous validity test ensured that the questionnaire accurately reflected the research topic, aligned with theoretical frameworks, appeared logical and believable, and was acceptable and relevant to the study setting. The researcher can validate the questionnaire. Thus, the research study and its conclusions will be more valid and reliable.

Table 1: Cronbach's alpha: A practical guide to interpreting test results

Scale of the Alpha Coefficient	The Level of Reliability
<0.6	Poor
0.6 to <0.7	Moderate
0.7 to <0.8	Good
0.8 to <0.9	Very good
0.9 >	Excellent

Source: (Nawi et al., 2020)

Table 1 explains Cronbach Alpha Test results.
The table shows that scores below 0.6 indicate limited reliability. However, 0.6–0.7 scores indicate moderate reliability. A score between 0.7 and 0.8 indicates good reliability. The questionnaire is reliable between 0.8 and 0.9. Scores above 0.9 are reliable.

Table 2: Statistics pertaining to the questionnaire's reliability

No. of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item
18	0.936	0.933

Table 2 shows the questionnaire's reliability Cronbach Alpha Test scores. According to Nawi et al. (2020) Cronbach's Alpha Reliability scores, the score of 0.936 was good. Thus, this study's questionnaire is highly acceptable.

Data Analysis

For the research question, "Are there any significant differences in ESL learners' perceptions of the implementation of YouTube videos to enhance English speaking skills in higher education institutions in Malaysia based on their level of education?" multiple SPSS analyses will be used, including one-way ANOVA. This analysis will examine ESL students' views on using YouTube videos to improve their English in college. A one-way analysis of variance (ANOVA) determines if three or more category groups differ significantly. At least three observations per group are needed to compare sample means—a one-way analysis of variance tests two hypotheses. Means and groups differ (Mackenzie, 2018). The data will be analyzed using descriptive statistics to address demographic data. Descriptive statistics characterize an investigation's data. Trochim, n.d.

Table 3: Data analysis tools and techniques

	Research Questions	Research instrument	Data analysis
1.	Are there any significant differences in ESL learners' perception on the implementation of YouTube videos to enhance English speaking-skills in higher education institution in Malaysia based on their level of education?	Survey questionnaire - Part B	Descriptive statistics - One way-ANOVA (Inferential Analysis)
2.	What is the ESL learner's perception of the implementation of YouTube videos to enhance English speaking-skills in higher education institution students in Malaysia?	Survey questionnaire - Part B	Descriptive statistics - Mean and standard deviation (Descriptive Analysis)
3.	What is the problem faced by ESL learners with the implementation of YouTube videos to enhance English-speaking skills in higher education institution students in Malaysia?	Survey questionnaire - Part C	Descriptive statistics - Mean and standard deviation (Descriptive Analysis)

STATISTICAL ANALYSIS

Demographic data

Table 4: Respondents' demographic profile

Items	Number	Percentage
Gender		
Male	12	24
Female	38	76
Total	50	100
Age		
18-24	42	84
25-34	8	16
Total	50	100
Level of Education Foundation	3	6
Diploma	7	14
Undergraduate	37	74
Masters/PhD Total	3 50	6 100

Background data showed the ages, genders, and educational levels of Malaysian higher education ESL students.

Table 4 shows that 76% of respondents were female, and 24% were male. Most respondents (84%) were 18–24 years old, while only 16 were 25–34. No one over 34 responded. However, 74% of respondents were in undergraduate programs, 14% in diploma programs, and 6% in foundation, master's, or Ph.D. programs. ESL Students' Perception of YouTube Videos in Enhancing Their English-Speaking Skills at Higher Education Institutions in Malaysia Based on Education Level This study looked at how ESL students in higher education schools in Malaysia feel about using YouTube movies to improve their English-speaking skills. The four categories show pupils' educational levels. Diploma, undergraduate, Masters/PhD The optimum test for comparing four educational levels is a one-way analysis of variance (ANOVA), which the researcher used.

Table 5: One-way ANOVA Test

Level of Education	Mean	Standard Deviation	*F*	*p*
Foundation	3.133	0.872		
Diploma	3.886	0.59	2.233	0.097
Undergraduate	4.124	0.898		
Masters/ PhD	4.844	0.269		

Significance ** $p < 0.05$

ESL Learners' perception of the implementation of YouTube videos to enhance their English-speaking skills in higher education institution students in Malaysia

A one-way analysis of variance indicated no statistically significant differences between groups (F (3, 46) = 2.233, p = 0.097). A Tukey post hoc test indicated that the mean score for the foundation level of schooling (M = 3.133, SD = 0.872) was not substantially different from the diploma level (M = 3.886, SD = 0.59), the undergraduate level (M = 4.124, SD = 0.898), or the master's or PhD level (M = 4.844, SD = 0.269). Diploma and master/PhD students scored similarly (p = 0.364). Masters and PhDs score similarly to undergraduates (p = 0.220) and foundation students (p = 0.076). They accepted the null hypothesis. This study demonstrated that YouTube videos improve English-speaking abilities for all ESL learners.

Table 6: Malaysian higher education students' opinions mean and standard deviation

No.	Item	Mean	SD
1.	YouTube videos help me communicate with classmates and professors.	4.160	1.017
2.	YouTube inspires me to address class topics.	3.920	1.047
3.	YouTube helps me arrange thoughts when speaking.	4.060	1.077
4.	I learn better from YouTube videos.	4.240	1.041
5.	YouTube expands my vocabulary.	4.160	1.037
6.	YouTube improves my pronunciation.	4.260	1.006
7.	YouTube videos help me understand.	4.340	0.895
8.	YouTube helps me decipher unknown language.	4.020	1.020
9.	YouTube helps me talk fluently.	4.040	0.989
10.	I segment speech using YouTube videos.	3.920	1.085
11.	YouTube videos keep my speech on track.	3.760	1.170
12.	YouTube videos help me comprehend.	4.240	1.041
13.	YouTube videos help me improve English faster.	4.060	1.018
14.	YouTube videos teach me proper grammar and vocabulary.	3.960	1.049
15.	YouTube reduces my nervousness of saying words in front of the class.	3.980	1.097
Total		4.075	1.039

Scale: 1= Strongly Disagree, 2= Disagree, 3= Almost Agree, 4= Agree, 5= Strongly Agree

The second research question is covered here. Table 6 demonstrates Malaysian higher education students' opinions on utilizing YouTube to enhance English. Mean score: 4.075, standard deviation: 1.039. Only 2% agree strongly on item 7, but 26% agree moderately on things 1, 2, 3,4,5,6,8,9,10,12,13,14,15. Low-agreement item 11. This table demonstrates ESL learners' opinions on utilizing YouTube to enhance English. YouTube videos helped respondents grasp the issue (M = 4.340, SD = 0.895) and improve their pronunciation (M = 4.260, SD = 1.006). Because some YouTube videos are too quick, fewer respondents said they protect them from speaking incorrectly (M = 3.760, SD = 1.17).

Problems ESL students face using YouTube videos to improve their English-speaking skills at Malaysian higher education institutions

Table 7: Problems ESL Students Face Using YouTube (Mean and SD)

No.	Items	Mean	SD
1.	I regularly have trouble viewing topical YouTube videos.	2.480	1.182
2.	YouTube videos don't let me practice pronunciation anyplace.	2	0.808
3.	YouTube videos don't teach English.	1.8	0.904
Total		2.093	0.965

Scale: 1= Strongly Disagree, 2= Disagree, 3= Almost Agree, 4= Agree, 5= Strongly Agree

Table 7 shows that the mean is 2.093, and the standard deviation is 0.965. 20% of respondents moderately disagreed with item 2, 10% agreed with item 3, and 70% strongly disagreed with item 1. This table demonstrates that most survey respondents strongly disagreed that they frequently experience challenges when watching topic-related YouTube videos (M = 2.480, SD = 1.182). Today's tech-savvy youth are used to having everything at their fingertips. However, some respondents agreed that YouTube videos are not an excellent source for English-speaking skills (M = 1.8, SD = 0.904). YouTube content may be erroneous or too tough for them.

DISCUSSION

Demographic data

Table 1 shows that female respondents predominated. 76% of respondents were women, and 24% were men. The researcher observed that 84% of respondents were 18–24, whereas only 16% were 25–34. Nobody over 34 has responded. (14%), and 6% are in foundation, Masters, or Ph.D. programs. However, 74% of respondents were undergraduates.

ESL students' perception of YouTube videos in enhancing their English-speaking skills at higher education institutions in Malaysia based on education level

Students were divided into four education levels: foundation, diploma, undergraduate, and master's/PhD. A one-way analysis of variance was employed to compare these four levels of education. The test's null hypothesis is that ESL students' self-perceptions regarding their English-speaking skills do not differ by educational background. p 0.05 one-way analysis of variance indicated no significant difference between groups ($F(3, 46) = 2.233$, $p = 0.097$). A Tukey post hoc test indicated that the foundation level mean score (M = 3.133, SD = 0.872) did not substantially differ from the diploma, undergraduate, and master or PhD mean scores. Diploma students had similar mean scores to master's and PhD students (p = 0.364). However, students with master's or PhD degrees have mean scores that are not statistically different from those with undergraduate or foundation degrees (p = 0.220 and 0.076, respectively). The null hypothesis follows. This study found that students learning English as a second language at all levels agree that watching English-language YouTube videos improves their English.

Malaysian higher education institution students' perception of YouTube videos to improve English-speaking skills

Most students liked using YouTube videos to improve their English (M = 4.075, SD = 1.039). Most pupils agreed that YouTube videos simplify lessons. This is because watching a YouTube video, especially on a difficult English topic, simplifies and breaks down the basic elements. Jati et al. (2021) found that YouTube significantly impacts education and student learning. This supports the prior claim. It adds a new, engaging, and cutting-edge element to traditional education. Understanding how things work in the real world helps students focus and remember (Jati et al., 2021). In contrast, a study, "Attitudes Towards the Use of Technology Among the College Students Who Study English as a Second Language (ESL)" (2016), found that YouTube tutorials could simplify complicated subjects. Educational videos also feature "audio and digital effects [that] make them more realistic and comprehensible". Some research suggests that audiovisual effects can "help learners to perceive the hidden meanings of specific allusions and idioms in the English language" (Vargas-Urpí and Xu, 2021).

However, pupils also agreed that YouTube tutorials improved their pronunciation. YouTube can boost teaching and learning and motivate students. Videos with sound are better for improving pronunciation than recordings. Sound and visuals will attract viewers. Students can hear native speaker pronunciation in videos. Students will improve their pronunciation with time (Andini and Zaitun, 2023). In addition, most students were satisfied with

using YouTube to increase their English-speaking skills. However, students must first master their listening skills before they can master their speaking skills. According to the study, pupils think listening comprehension is hard. Concentration and focus take energy. When the native speaker speaks too fast, they cannot understand. Students with limited vocabulary and a lack of English in their surroundings and society struggle to improve their hearing scores, threatening their English ability (NICKENT, 2023).

Problems ESL students face using YouTube videos to improve their English-speaking skills at Malaysian higher education institutions

Most students denied having problems watching subject-related YouTube videos. This is because YouTube videos are easily accessible and do not require much time or effort to find the right one to improve their English. Nofrika reports that students utilize vlogs more. Vlogging allows global communication. Artist-made videos enable communication. Global audiences see these films. Vlogs let students learn at their convenience. Students may feel less stressed when they think about a topic at their own pace and repeat a lesson as many times as they need (Sharma and Sharma, 2019). Due to these, watching YouTube in and out of class may improve speaking, listening, and word pronunciation. YouTube videos can inspire cultural education and improve vocabulary (Toleuzhan et al., 2023). However, most students believed YouTube videos could have been more reliable for improving English communication. Although YouTube has numerous English videos, some may need to be updated or more challenging to help students improve their speaking skills. Ida Prasetianing Jati, Alis Saukah, and Nunung Suryati found in 2019 that Native English Speakers (NES) are not needed to model English. English natural-speaker videos are too difficult for all students. That is unprofessional. NES speakers needed to be understood by Walkinshaw and Oanh (2014) (Jati et al., 2019).

Theoretical implications

This study shows that YouTube videos can help students learn English. This suggests that ESL teachers could use YouTube videos to help students learn pronunciation and vocabulary. It boosts their confidence and motivation, which helps them speak in front of their classmates. Instructors should also explore incorporating YouTube videos into their classes to streamline teaching. They also offer several fun activities for YouTube videos. This makes ESL learning more meaningful and engaging.

Practical implications

Additionally, educators can help students identify relevant YouTube videos to simplify the lecture. YouTube videos allow this. Depending on their English skills, students should watch English-language YouTube videos with real-life examples and realistic material. Out-of-classroom learning and outcomes are designed. This study also examines university ESL students' views on using YouTube to enhance their English. The researcher analyzed how well these pupils thought YouTube videos helped them speak better and what problems they faced. University lecturers' opinions on YouTube videos' efficacy in teaching speaking skills may be studied.

CONCLUSION

The findings imply that utilizing YouTube as part of an English language teaching program may allow students to learn and develop their English-speaking abilities in ways that match their learning styles and provide audiovisual assistance to help them speak better. This study also indicated that foundation, diploma, undergraduate, and master's or doctorate students perceive YouTube videos similarly. In addition, several students voiced worries about YouTube videos as a source of knowledge for improving their English-speaking skills. This can be avoided if kids watch YouTube videos tailored to their level. As a result, university ESL teachers can use YouTube lessons to improve their students' language skills, especially English.

Although only 50 people participated in the poll, it does not represent the overall number of students at other Malaysian institutions. Despite the limits, the research allowed students to discuss YouTube videos' efficacy for language acquisition and their challenges while watching them. This research may help ESL teachers incorporate YouTube videos into their courses without compromising quality.

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