

Teaching Using YouTube Tutorial Video to Improve Students' Speaking Skills

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Abstract: This study aimed at researching how YouTube Tutorial Videos can improve students' speaking skill in performing procedure text. It employs Collaborative Action Research adapting Kemmis and Taggart design, which covers 1) planning, 2) implementing, 3) observing, 4) reflecting. Result of the study showed that the students' speaking skill was improving in three aspects 1) accuracy, 2) fluency, 3) performance. However, it was revealed that native English speaker (NES) videos are not helpful for the students, especially the low-level student. Non-native English speaker (NNES) videos were more helpful for the students because they tend to speak slower with clearer articulation.

Key Words: youtube tutorial videos, speaking, procedure text

Abstrak: Penelitian bertujuan mengetahui bagaimana video tutorial YouTube dapat meningkatkan kemampuan berbicara siswa dalam menampilkan teks prosedur. Penelitian ini mengadaptasi desain penelitian tindakan kelas dari Kemmis dan Taggart, yang meliputi 1) perencanaan, 2) pelaksanaan, 3) observasi, 4) refleksi. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat dalam 3 aspek, yaitu 1) ketepatan, 2) kelancaran, dan 3) penampilan. Ditemukan juga bahwa video dengan penutur bahasa Inggris asli kurang bermanfaat bagi siswa terutama siswa yang berkemampuan rendah. Sebaliknya, yang bukan penutur asli lebih bermanfaat bagi siswa.

Kata kunci: video tutorial youtube, berbicara, teks prosedur

INTRODUCTION

One may say that a picture is worth a thousand words. The problem is those words may not come in handy if the pictures are biased or poorly understood. For that reason, the most effective way to express ideas and to know others' idea as well is through speech or spoken language. The same idea also leads to a notion that in ELT lenses, speaking is an important skill that L2 learners should acquire (Ur, 2009; Hughes, 2012; Palmer, 2014). The ability to speak is mostly considered as a key determiner of L2 learners' success in learning L2 (Yuliati, 2010). Having a well ability to convey thoughts and feelings through oral language will provide the learners ample benefits, now and in the future. On the contrary, the incompetence to express thoughts, and feeling through speech will lead to misunderstanding between interlocutors and, even worse, triggers a dispute.

Despite the necessity and importance of acquiring sufficient speaking skills, several problems may inhibit L2 learners to master this skill. A study conducted by Hosni (2015) in Oman reveals that limited vocabularies, linguistics difficulties, mother tongue overuse, and learner anxiety are among the key factors inhibiting L2 learners from performing good speaking. This is somewhat similar to what Cutrone (2009) and Saglamel (2013) found that anxiety if the one and obvious contributing factor inhibiting L2 learners to speak. Furthermore, a study conducted in Pakistan by Bilal et al. (2013) reported that poor listening facilities, learner's low interest in improving their language skills, and educational system which is not focusing on speaking skill become the main speaking hindrance factors.

Those research findings were also found in Indonesia suggesting that learners' low motivation (Syafii,

2011) and learners' inadequate vocabularies, and learners' poor pronunciation (Yuliati, 2010) are key factors contributing factors of their speaking hindrance. A more recent study conducted by Haidara (2016) found that psychological factors such as fear of making mistakes, feeling of shy, hesitation, and lack of confidence seem to affect negatively toward the learners' English speaking performance.

Although those studies were conducted in a different context, they seem to result in similar findings of speaking hindrances. The first is learners' lack of vocabulary bank. Learners often find difficulties in using appropriate words to convey their thoughts because of their limited vocabulary. That situation also leads the learners to use their L1 more, because somehow it is easier for them. The second-factor is learner anxiety. Speaking language differently from L1 will undoubtedly create an uncomfortable feeling. Different pronunciation and grammar rules are not easy to handle. Therefore, learners are afraid of speaking due to the worry of mispronouncing words and being laughed at by their peers as mentioned in Saglamel et al. (2013).

A quite similar condition was also found in *Sekolah Menengah Pertama Negeri* (SMPN) 1 Ngoro, the setting of this study, which is a junior high school located in Jombang regency, East Java province, Indonesia. Researcher teach one class of seventh-grade students in this school. When researcher teach, researcher usually use simple words in English highlighted with gestures and translate them if the students do not understand. They seem to really enjoy the learning process and are able to understand the materials presented. The problem arises when they often response my questions in Bahasa Indonesia. Every time researcher ask them to respond orally, researcher notice that the students are struggling with the vocabularies, which hinder them to speak. They also perform unsmooth speaking flow because of some mispronunciation. Since the students also often mispronounce certain words, they build themselves a boundary avoiding speaking English fearing to be laughed at by their friends.

In order to go deeper in understanding the students' speaking ability; researcher conducted a preliminary study by assigning students to present a simple procedural text orally. They should present the steps of how to make simple drink such as making tea, coffee, etc. in front of the class. Prior to the presentation, researcher give them a model how to present and time to prepare their performance. From their

performance, I observed that students were still struggling with using appropriate verbs. I also noticed that they hardly spoke fluently and looked anxious. During the presentation, I also took scores, which were then divided into three categories: upper, middle, and lower. Thirteen students obtained the scores ranging between 40 and 63 and the average score is 68.

From the observation and preliminary study result, it can be inferred that the English learners are dealing with speaking hurdles, which inhibit them to speak. In order to assist the learners to improve their speaking skill, a suitable teaching media can be employed. Media is highly influential in teaching and learning process. It is a powerful tool to enlighten classroom atmosphere, arouse learners' motivation, as well as improve learners' accuracy and fluency (Tafari, 2009). All these kinds of media are beneficial for the learners, yet video is perceived to be more influential than other media for second or foreign language learners (Woottipong, 2014).

Deploying short and feature-length video in ESL class is indeed an appealing way to work on skills like vocabulary and comprehension. This is plausible because videos might provide learners with the exposure of the use of natural English. Video provides aural and visual output. Through aural input students can listen to new vocabularies, meanwhile, visual output will assist the students' to deduce the meaning of the vocabularies. To understand words meaning students do not only rely on utterances they hear, a visual stimulus such as non-verbal cues presented in the video also give significant contribution toward students' comprehension (York, 2011; Basal *et al.*, 2015). Moreover, in the alternative to learning vocabularies through memorizing a list of words in a book, the use of videos is much more interesting and stress-free (Gezegin, 2014; Krol, 2013).

In relation to the feeling of anxiety which is considered the problem L2 learners require coping with when speaking, a common suggestion proposed by ELT experts is that teacher is demanded to create a joyful learning atmosphere in the classroom so that the students become more relax and enjoy the learning process. It is glaring that, according to some studies, videos i.e. YouTube supports joyful learning experience in the classroom (Shrosbree, 2008; Morat *et al.*, 2011; Krol, 2013; Gezegin, 2014; Wottipong, 2014; Alwehaibi, 2015). Apart from the use of video to provide the model of natural English, video is a good authentic spoken material which is attractive, motivating, and able to grab the viewers' attention (Koumi,

2006; Ur, 2009). Hence, utilizing video not only can help teachers cope with varied learning styles more effectively but also help learners acquire a second language, and further enhance motivation and confidence (Lin, 2009). In short, using videos as teaching aids in ESL/EFL teaching is scientifically beneficial.

There are a lot of types of video which can be used as teaching aids in ESL/EFL classrooms. Most of which are provided commercially by many publishing companies. The commercialization of instructional media is certainly hindering the teachers to freely utilize it for improving their teaching, especially due to financial problems. Fortunately, along with the development of technology, these videos to assist ESL teachers have been provided and uploaded on the internet and can be downloaded freely. One of them is Youtube.

Nowadays, Youtube has been 'a daily consumption' for people around the globe, especially teenagers. They enjoy watching YouTube because they feel connected with what is happening around the world. Everyone in the world can share their videos, and enjoy them at the same time through YouTube. Since YouTube is used around the world, therefore it is nothing to lose that students can learn how English is used in its authentic context, and they enjoy it (Xiaoning, 2007; Wang, 2014; Basal *et al.*, 2015). Authentic materials, such as YouTube, are useful for the students as long as teachers are able to select the suitable material which is relevant to students' proficiency level (Polio, 2014).

There are lots of things people can watch from YouTube videos such as music, movie clip, humor, sports, tutorial and other audiovisual contents. In response to this, teachers should be able to choose the suitable video which can support learning process in the classroom. The video should be relevant with students' proficiency level and has the connection with learning materials discussed in the class. In answer to the problems faced by the students as mentioned in the result of the preliminary study, which is students have the low speaking ability in procedure text, therefore tutorial video is perceived as the most suitable video to be implemented. Tutorial video is also a part of procedure text because it shows how to do or to make something in series of steps.

YouTube tutorial video is not only potentially advantageous for enriching students' vocabulary and reduces their anxiety in speaking, but also it is a good speaking model for the students. Students can observe the correct pronunciation, intonation, and stress while

they are watching the video in a fun way. Sometimes students get bored when teachers or their peers become their speaking model, in this case, video can replace this role.

Studies in the context of EFL teaching in Indonesia also show positive results about the use of video in speaking classes. Saleng *et al.* (2014) who conducted his study in SMP Negeri Satu Atap Lik Layana Indah Palu reports that the use of video gives much exposure to the students in an enjoyable way. Therefore the students are motivated to speak more and improve their speaking ability. The post-test result also shows that there is a significant improvement on the students' speaking score after video is employed in classroom.

Another study by Ni'mah (2012) conducted in YIP Senior High School in Nganjuk, reports that the experimental group's speaking test score has improved by using a combination of storytelling and animation-video. Priajana (2010) conducted a similar study with higher level students, IAIN (State Islamic Institute of) Cirebon. The result of his study also reveals that video is able to improve the students' speaking skill. The students also show positive attitudes to the implementation of video in speaking class.

Against this theoretical background and context, the following question guided this study: How can YouTube Tutorial Video be taught as an alternative media to help students improve their speaking skills?

METHOD

This study employed action research design as it was initiated to solve real problems which means to all participants (Roberts, 1998). This study involved a junior high school in Jombang regency East Java, and an English teacher acting as part of the research team. The participants were selected in line with the aims of the study which is to investigate educational practice for transformation and empowerment through action. In conducting the study, researcher worked with an English teacher in the research site, SMPN 1 Ngoro. Researcher role in the study was as the teacher-practitioner while the role of my collaborating teacher was as the observer of the whole teaching process. During the implementation of the research, I used observation checklist and field notes filled by my collaborator based on the factual activity happened during the teaching and learning process.

This research was conducted in some steps following the action research design adapted from Kem-

mis and Taggart (2014). Started with the preliminary study conducted by identifying the students' speaking problem, the action was then followed by preparing the lesson plan, preparing teaching materials and media, preparing the instruments, and setting up the criteria of success. Then researcher continued to the next step: (1) planning the action, (2) implementing the action, (3) observing and evaluating the action, and (4) reflecting the action. After the first cycle, collaborator and researcher evaluated the result, if the result achieved had not yet reached the criteria of success, then researcher would continue to the second cycle. On the other hand, the cycle would automatically stop if the result has met the criteria of success previously formulated.

In order to give a guideline on measuring the success of YouTube Tutorial video implementation in improving students' speaking skill, setting the criteria of success is badly needed. Based on the result of the preliminary study, students' speaking skills are categorized into three (3) groups: upper, middle, and lower. The lower group is the one who really needs improvement and the speaking test needs long duration. Therefore, for the sake of efficiency, researcher would emphasize on the lower group. Simply to say, if the lower group made a significant improvement on their speaking average score, it also likely happens in the middle and upper group. Therefore the criteria of success are achieved when the low-level students reach ten-point improvement or above in their achievements score after YouTube tutorial video was implemented, compared with their preliminary study's score. On behalf of this, pair sample t-test is also employed to prove that there is a significant improvement.

RESULTS

In the following section, researcher present the results obtained through the implementation of YouTube Tutorial Video to help students improve their speaking skills. Results are presented chronologically under each CAR cycle. In the Discussion section the data are problematized under each of the guided research questions.

Cycle 1

Implementation of YouTube Tutorial Videos

First meeting (May 12th) is focusing on the introduction of procedure text to the students. It is then followed by giving the example of procedure text in

the form YouTube tutorial video and written texts. Tutorial videos used are Native-English speakers (NES). The modelling of the text is then followed by discussing generic structure and feature of procedure text. In this meeting, it is found that students encounter difficulties in comprehending the video. They said that the speakers spoke too fast.

Second meeting (May, 13th). This meeting was focusing on enriching students' vocabulary by presenting more YouTube tutorial videos. This time the videos used were Non-native English Speakers (NNES), which enriched with written hints. Students reported that these videos were easier to understand. The following activities were throw ball game, and information gap activity, which aimed students could practice uttering common verbs in procedure text properly.

Third meeting (May 19th). This meeting, students imitated a YouTube tutorial video and performed it in group.

Fourth meeting (May 20th). It was time for the individual performance or speaking test in procedure text.

Students' Speaking Ability

After the YouTube, tutorial videos were implemented in teaching and learning process, students' speaking skill in accuracy, fluency, and accuracy aspects are improving. It can be seen from the speaking test's result in the fourth meeting of cycle 1. The speaking scoring rubric used for the test is adapted from Brown (2004). Below are charts showing students' improvement in three aspects of writing.

From Figure 1, it could be seen that in the preliminary study, all students in the lower level group or 13 students were in the Good level which ranged from 11-14 points. Four students of the lower-level group obtained 11 points which was the lowest score in Good level, one student got 13 point and 8 students reached 14 points. After YouTube tutorial video implemented and the speaking post-test conducted, six students were still in Good level with some improvement points, and seven students had shifted from Good level to Excellent level.

Two students who got 11 points in their pre-test had improved from 2 points into 13 points. Two students who got 11 points had enhanced from 3 points into 14. One student improved two points from 13 to 15. One student increased one point from 14 to 15. These six students or 46% of the lower-level group students were still in Good level. Meanwhile the rest of the lower-level students or seven students had

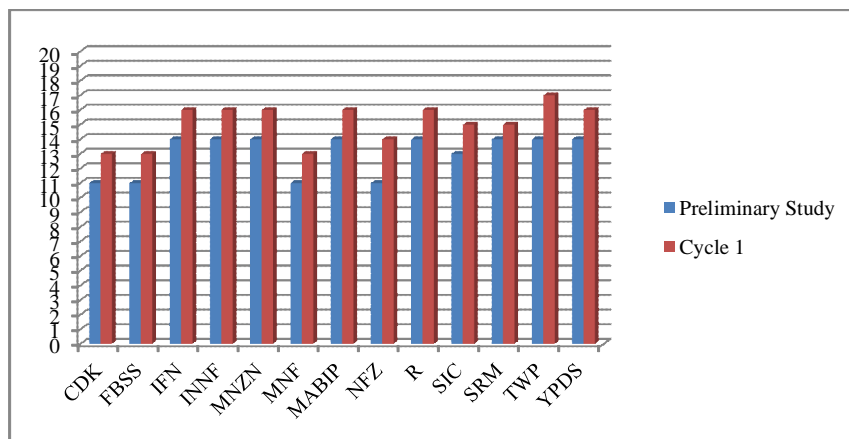


Figure 1. Students' Score Improvement in Accuracy Aspect in Cycle 1

reached Excellent level. Seven students who obtained 14 points in their pre-test had increased from two points into 16 points. One student who got 14 points had enhanced three points into 17 points. From the description of the chart above, it could be observed that most of the students or 69% of the students gain 2 points improvement from their pre-test for the accuracy aspect. Meanwhile, one student or 8% gained 1 point improvement, and three students or 23% obtained 3 points improvement. Based on the scoring rubric, the accuracy points were multiplied, therefore 2 points improvement means 4 points improvement in the students' final score.

Figure 2 presented, it could be seen that five students or 38% were in Fair level. Eight students or 62% were in Good level. In Fair level, five students got 10 points. In Good level, two students obtained 11, three students achieved 12 points, and two students gained 14 points. After You Tube tutorial video implemented, there were no students in Fair level. Three students who got 10 points improved 2 points into 12 points, therefore the level shifted into Good level. One

student who obtained 11 points gained one point improvement into 12 points, and another student who also had 11 points gained two points improvement into 13 points. Students who achieved 12 points had increased two points into 14 points. One student with 14 points had increased into 15 points, and one student who also had 14 points raised into 16 points. Therefore, it could be concluded that eight students or 62% of the students reached two points improvement, and five students or 38% gained one point improvement. Fluency aspect also weighed two, therefore one point improvement means two points improvement in the final score, two points improvement means four points improvement in the final score and so on.

For the aspect of performance, from the Figure 3 could be seen that in the pre-test all students were in Fair level. Ten students or 77% gained two points improvement. Nine of the ten students had improved from 8 to 10 points, yet they were still in Fair level. One student's point improved from 10 to 12 points, therefore shifted into Good level. Meanwhile three students or 23% did not make any improvement, they

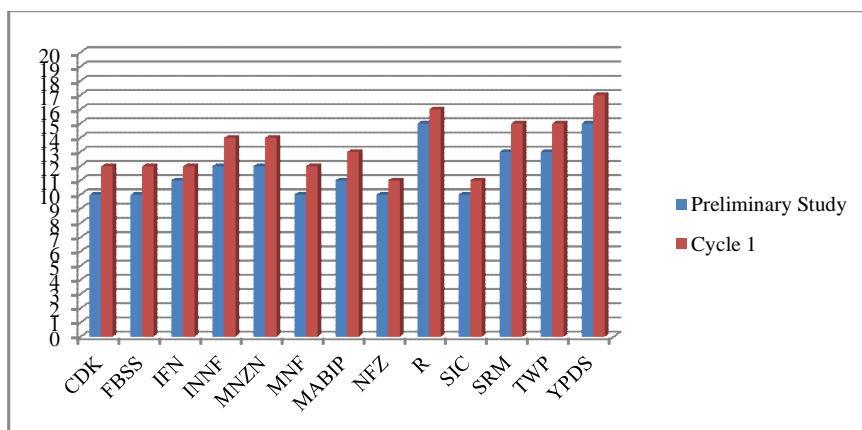


Figure 2. Students' Score Improvement in Fluency Aspect in Cycle 1

obtained 10 points in the pre-test and remained getting 10 points in the post-test.

From Figure 4 it can be seen that students' average score in accuracy aspect gained two points improvement, and fluency aspects gained one point improvement from their preliminary study. Based on the observation, the students improved their pronunciation accuracy mainly on the steps of making food and drink. This condition might occur because common verbs used in speaking often appeared in the videos which the students watched. Therefore they received more input which made it easier to recall whenever the students needed them. The learning activities had put more weight on pronouncing verbs correctly. Many teaching activities are also designed so that the students could practice pronouncing the verbs correctly since they were essential in showing the steps in procedure text.

A different accuracy outcome appeared when the students mentioned the materials and tools used to make certain food and drink. The students made more mistakes when they mentioned several noun used in their performance. Unlike the verbs used in making food and drink which were quite similar in any kind of procedure text, especially in cooking, the nouns used in procedure text were wider in range.

In fluency aspect, some students spoke quite smoothly but some still did some pauses remembering words/sentences, yet it did not interfere their intelligibility. Performance aspect showed one point improvement. In the preliminary study students' performance looked rigid. Their eye sight was straight forward and showed flat facial expression, and stiff body movement. After they saw many examples of how people present a procedure in making food and drink in the video, their performance became more attractive.

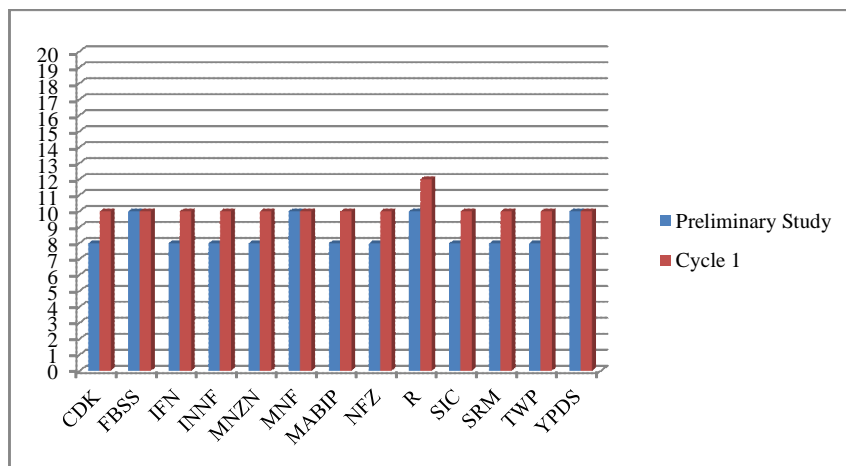


Figure 3. Students' Score Improvement in Performance Aspect in Cycle 1

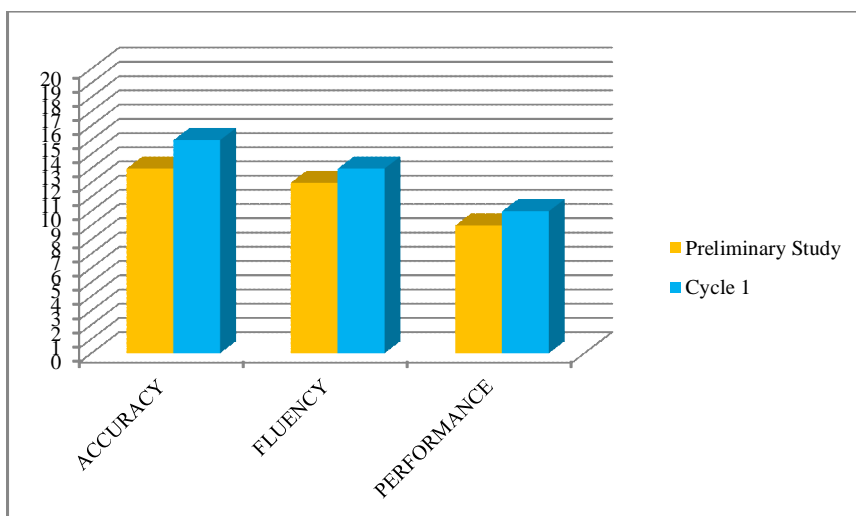


Figure 4. Students' Score Average Improvement in Three Speaking Aspects in cycle 1

Beside the previous chart which shows students' improvement in three speaking aspects, below also presented some examples of student's utterances in preliminary study and their performance in the last meeting in cycle 1. Data 1 until data 5 were some of students' utterances in preliminary study, and data 6 until 10 were some examples of students' utterances in the end of cycle 1. These data were obtained from five students who got the lowest score in the low-level group.

Preliminary Study-Data 1

CDK : Ice Nutrisari. one mmh nutrisari, water. Nutrisari to glass, and water, (pause) to stir, I to to... (pause) drink Nutrisari.

In the preliminary study, CDK's vocabulary was still very limited. Therefore she only produced small number of utterances. She did not mention any verb before the sentence as shown in "Nutrisari to glass" which made the imperative sentence incomplete. Other mistakes were also found in the other imperative sentences i.e. "to stir", "I to to... drink Nutrisari". The correct sentence should be "stir them together" "drink the Nutrisari" or a positive sentence "I drink the Nutrisari." No temporal conjunctions were used to show the sequence of the steps. CDK pause twice in the middle of her performance and also mispronounce the word "stir" /ÈstYÐ/ into /Èstjr/.

Preliminary Study-Data 2

FBSS : tea, material. Water hot..., tea..., sugar... to put sugar and tea ..umm .. in cup, (pause) to pour .. to pour .. water hot, to stir.

FBSS produced minimum utterances to explain how to make tea. He was mumbling in most part of his performance, and seemed anxious. He also repeated some words and paused for a while once. He made mistake in mentioning a noun phrase i.e. "Water hot" which should be "hot water". Some mistakes were also noticed in the use of to-infinitive in the imperative sentences i.e. "to put sugar, to pour, to stir" which should be "put sugar, pour hot water, stir them".

Preliminary Study-Data 3

MNF : I making Nescafe. Nescafe, water hot. I ... Opening Nescafe, I pu.. putting in glass, (pause) mixing in glass

MNF spoke more fluent than CDK and FBSS; nevertheless, he made mistakes in the use of present participle in "I making Nescafe, I ... Opening Nescafe, I pu.. putting in glass". To show the title of a procedure

in making something, it was better to use "I will make Nescafe" or "I want to make Nescafe". Furthermore, to show the steps of a procedure e.g. "I ... Opening Nescafe, I pu.. putting in glass" it was more common to use imperative sentence "Open a sachet of Nescafe, put it in a glass or cup". No temporal conjunction was used to show the step sequence. Despite those weaknesses, MNF spoke loudly and clearly, the only pronunciation mistake was when he said /ÈmÈkjK/ instead of /ÈmejK/.

Preliminary Study-Data 4

NFZ : tea ice. sugar, water, ice. To to.. put tea.. sugar uhh.. hmm in glass (pause) water in glass, and opo yo (speaking in Javanese language and mumbling) to stir ... stir. The end ice in glass.

NFZ looked nervous when she was speaking. She repeated some words, and mumbled using her mother tongue because of her nervousness. Similar to CDK and FBSS, NFZ also used "to infinitive" in explaining the steps which should be bare infinitive only. Unappropriate word choices were also found, i.e. "tea ice" should be "iced tea", "The end" which should be "finally".

Preliminary Study-Data 5

SIC : make coffee. Coffee, water, sugar. Put .. put .. coffee, and eh... put sugar in glass, po.. pour water, (pause) stir...

SIC spoke better than the four previously mentioned students. He implemented suitable verbs with proper grammar in explaining the steps. He also pronounced all the words correctly. Unfortunately he often repeated his utterances and paused in the middle of his performance.

The five students' utterances during the preliminary study showed that most of them had limited vocabulary, so that they produced quite short utterances to explain how to make something. Their limited vocabulary affected their fluency because sometimes they could not find the appropriate word to express what they wanted to. Some mispronunciations were also noticed in some verbs and nouns. A significant mistake was the use of to-infinitive and present participle instead of bare infinitive in the steps. They had not been familiar with imperative sentence which is commonly used to show steps in a procedure text. Based on the my observation and short interview with the students, it was revealed that when the students search for the meaning of verbs in some dictionaries, the verbs begins with "to; meanwhile, the use of present

participate in the steps caused by the students' habit to use present participle for every verbs in the elementary school.

Cycle 1- Data 6

CDK : I want.. to make.. coffee. Materials: glass, hot water, spoon, sugar, coffee. (pause) Step: first, prepare.. pre.. prepare the materials. Put coffee in the glass. Umm.. Add sugar.. add sugar and hot water. Stir, stir, stir.. Serve and enjoy.

The number of CDK's utterances was improving. It could be noticed that she used suitable verbs to show the steps. The imperative sentences in the steps were correct. Unfortunately her fluency did not improving much. She seemed hesitated, so that she often repeated her utterance and pause a while. Meanwhile she could pronounce the verbs correctly, some mispronunciations were found in the word sugar/ÈfŠaYr/ pronounced into /ÈfŠaQDr/. She employed the word "first" as temporal conjunction.

Cycle 1-Data 7

CDK : How to make chocolate sandwich. Materials: bread.. and with chocolate sandwich. Steps: the first, prepare bread.. ehm bread.. and chocolate milk. (pause) Take one bread. Spread chocolate milk. Take one bread and, and... (pause) and close. Finally serve the chocolate sandwich.

FBSS developed his vocabulary in the end of cycle 1. He spoke longer this time. He produced correct form of imperative sentence in the steps. Yet he was still speaking in low voice which makes him rather difficult to hear, he also paused twice in the middle of his performance. For the accuracy aspect, he could pronounce all of the verbs correctly. Mispronunciations noticed was the word bread /Èbred/ pronounced into /ÈbriDd/. FBSS used unsuitable word choice to explain the fifth and sixth step "take one bread and, and (pause) and close. It should be "take another bread and put it on top". FBSS used first and finally as temporal conjunction, yet he said the first instead of the first step or first.

Cycle 1-Data 8

MNF : How to make milk. The materials are milk, sugar, and hot water. Milk, eeh.. first, umm.. , first pour the milk into the glass. Then add.. (pause) opo iki rek (speaking in Javanese language) sugar into the glass and pour hot water into the glass. Stir it....

MNF was able to mention the goal and the materials correctly. The verbs chosen in the steps were

also correct. Nevertheless, he spoke quite fast, and mumbled in her mother tongue when she paused. He also looked a little bit anxious when mentioning the first step, so that he repeated his utterances. His accuracy was improving that he could pronounce most of the words correctly, except the word pour /ÈpTĐ/ which was pronounced into /ÈpuĐ/. He used the word first as the only temporal conjunction to show the sequence of the steps.

Cycle 1 -Data 9

NFZ : How to to.. make cho.. chocolate sandwich. Ingredients : two bread and chocolate milk. Steps prepare bread umm.. and milk chocolate.. two, (pause) take one bread, add milk , take two... take two bread and u.. unite the bread. Chocolate sandwich is ready.

NFZ's speaking was less smooth. She was still repeated some words, yet she was intelligible. The imperative sentences were correct, and she uttered all the words correctly except for the word bread /Èbred/ pronounced into /Èbrjd/.

Cycle 1- Data 10

SIC : How to make.. to make tea. We need glass, tea , sugar, hot water. Step how to make tea.. First, put sugar and tea into the glass. Hm.. Pour.. pour hot water. Then.. (pause) Stir sugar, milk, and hot water. Finally milk is ready

SIC had already used more proper form of imperative sentence compared to his performance in the preliminary study. In cycle 1, his utterances were more varied. He was able to say "We need" instead of the word materials or ingredients which are commonly used to mention the materials. For fluency aspect, he sometimes still hesitated in saying certain words. It could be depicted when he repeated some words, and paused once. Even though he was not very fluent, he was still intelligible. He was also capable of pronouncing all words in his procedure correctly. SIC also used temporal conjunctions such as first, then, and finally.

In general, the five students' speaking was improving. Their vocabulary increased, they used more varied verbs than before. Their pronunciation was also better. They were able to pronounce most of the verbs and nouns correctly. Yet, their fluency still needed more improvement. They paused in one or two places and repeated their utterance. The common temporal conjunction used were still limited, first and finally were the common ones. Table 1 presents students' total score improvement.

Table 1. Students' Score Improvement in Cycle 1

No.	Students' initial	Score		Point improvement
		Prelim. study	Cycle 1	
1	CDK	50	60	10
2	FBSS	52	60	8
3	IFN	58	66	8
4	INNPF	60	70	10
5	MNZN	60	70	10
6	MNF	52	60	8
7	MABIP	58	68	10
8	NFZ	50	60	10
9	R	68	76	8
10	SIC	54	62	8
11	SRM	62	70	8
12	TWP	62	74	12
13	YPDS	68	76	8

Students' Speaking Involvement

In the first meeting, when the teacher ask the students to mention the verbs used in the videos and in the text, many students raised their hands. Yet, none of the low level students (0%) raised their hand. In the end of the lesson, the teacher gave short quiz about how to make coffee video. The students actively answered the questions, but no level student (0%) raised his/her hand.

In second meeting there were two speaking activities conducted. The first speaking activity is throw ball game. In this activity every student (100%) involved actively. They enjoyed the activity very much, most of them also could mention the verb properly. Meanwhile in information gap activity the students also involved actively. All students (100%) do the activity, eventhough the low level students did not speak smoothly

In third meeting, it was the time for the students to perform procedure text entitled how to make lemon iced tea in group. All members of the groups (100%), including the low-level students practiced the text actively. In the performance some of the groups spoke fluently and clearly, nevertheless the low level students spoke in low voice, and often paused in the middle of the performance.

The fourth meeting was the day of the speaking test in cycle 1. All students (100%) involved in this activity. Some of the low-level students still showed unsmooth performance.

Reflection

The criteria of success was the low-level group students could reach ten points improvement or above in their achievement score after YouTube Tutorial vid-

eo implemented. The result of the speaking test showed there were still six students who could not gain 10-point improvement. They only reached eight points improvement.

From the observation, there were some problems which could be the cause of the failure to fulfill the criteria of success.

The first is dealing with video selection. Based on student's response, it was found that the videos uploaded by native English speakers (NES) were too sophisticated for the students. They said that the speaker spoke too fast. Meanwhile, non-native English speakers NNES videos were more welcomed by the students. Reflecting on those cases, it came to researcher mind that researcher would use videos made by Indonesian speakers, which have good English supposing that the speakers' utterances became more acceptable for the students.

Another problem based on my reflection was the use of temporal conjunction performed by the students in their performance. In the first cycle speaking test, the students used minimum temporal conjunction to mark the sequence of each step to make food and drink. The only temporal conjunction which they sometimes used were first to show the first step of the procedure and finally in the last step of the procedure. Therefore, in the next cycle I should gave more emphasis on this.

The last problem I noticed was how to deal with pauses during the performance. In students' presentation, they often paused for a while without saying anything. It seems that introducing the benefits of fillers such as you know, researcher mean, how should researcher say etc. are vital to improve their speaking skills instead of repeating and stopping followed by silence when they failed to recall words.

Considering all these problems noticed in Cycle 1, therefore researcher decided to continue to the next cycle stating with planning action again.

Cycle 2

Implementation of YouTube Tutorial Videos: 1) First meeting (May 22nd). This meeting was focused on the use of temporal conjunction to show the sequence of the steps, 2) Second meeting (May 23rd). This meeting was focused on the use of fillers to fill silence moments of students' performance, 3) Third meeting (May, 24th). Individual performance for the low-level students.

Students' Speaking Ability

In cycle 2 students' speaking skill is also improving in three aspects of speaking. Below are the charts showing students' improvement in those aspects.

Figure 5 showed that the students' accuracy was improving. In cycle 2 there was only one student in

Good level, twelve students had changed into Excellent level. In Good level, one student with 13 points increased one point becoming 14 points. In Excellent level, one student who got 13 points gained three points into 16 points. One student who got 14 points raised one point into 15 points. Three students who got 14 points improved from 2 points into 16 points. One student with 15 points score gained two points improvement into 17 points.

In cycle 2, the students' score in fluency aspect also improved. Six students were still in Good level, with several point improvement. Two students with 11 points improved 2 points into 13 points. One student with 11 points increased 3 points into 14 points. One student with 12 points gained two points improvement into 14 points. Last, two students with 12 points had increased 2 points into 15 points can showed in Figure 6.

Meanwhile, three students had shifted into Excellent level with several improvements. One student with 13 point raised 5 points into 18 points. One stu-

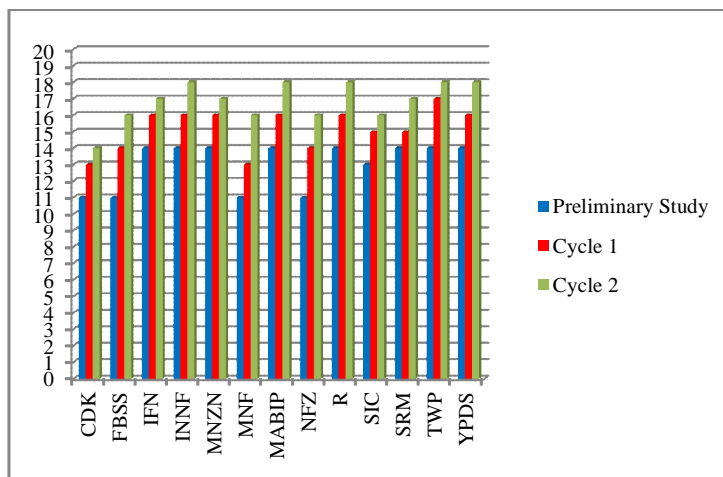


Figure 5. Students' Score Improvement in Accuracy Aspect in Cycle 2

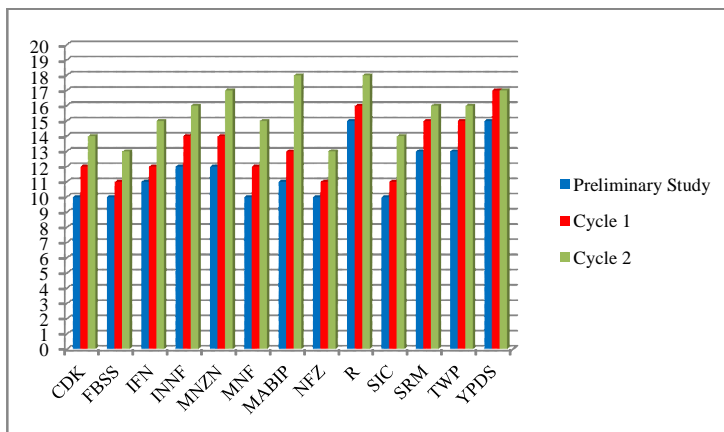


Figure 6. Students' Score Improvement in Fluency Aspect in Cycle 2

dent with 14 points raised 2 points into 16 points. Next, one student who got 14 points increased 3 points into 17 points.

One student who was in Excellent level in cycle 1 gain one point improvement into 16 points. Meanwhile one student was not improving. She got 16 points in cycle 1 and remained 16 points in cycle 2.

In conclusion, one student or 8% had five points improvement. Three students or 23% got three points improvement. Four students or 31% gained two points improvement. One student or 8% had one point improvement. Meanwhile, one student or 8% was not improving.

From Figure 7, nine students in Fair level had changed into Good level. One student who got 10 points raised 2 points into 12 points. Five students whose points were also 10 improved 3 points into 13. Three students who also got 10 points in cycle 1 had increased 5 points into 15 points.

One student in Excellent level with 12 points improved 1 point into 13 points. Meanwhile two stu-

dents did not make any improvement with 10 points and were still in Fair level.

From the data, it could be seen that three students or 23% reached five points improvement. Six students or 46% gained three points improvement. Two students or 15% improved two points. One student or 8% improved 1 point and two students or 15% did not make any improvement.

From Figure 8, accuracy aspect gained stable improvement with two points improvement from preliminary study, cycle 1 and cycle 2. In cycle 1 the students worked well in explaining the steps in making food and drink, they mentioned the steps with correct pronunciation, intonation and stress. Their weaknesses in mispronouncing the materials in cycle 1 were solved in cycle 2. They pronounced all materials correctly and did not make mistakes anymore when uttering spoon, sugar, and bread as what they did in cycle 1.

Based on the observation, student's improvement on their accuracy aspect might occur because of the

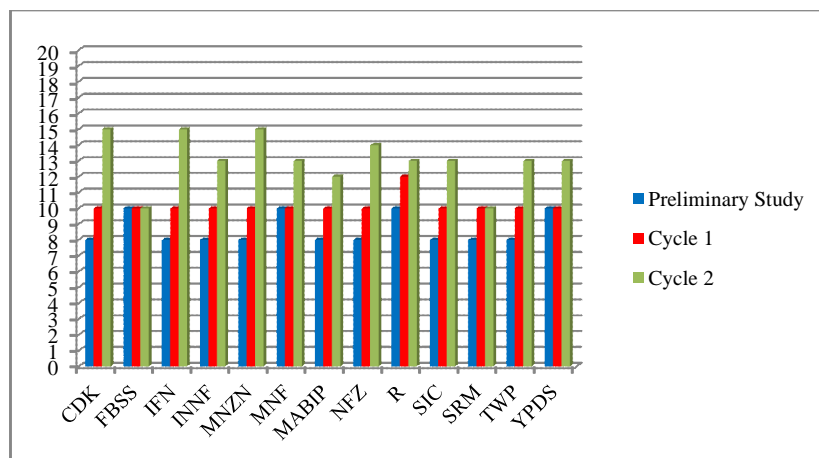


Figure 7. Students' Score Improvement in Performance Aspect in Cycle 2

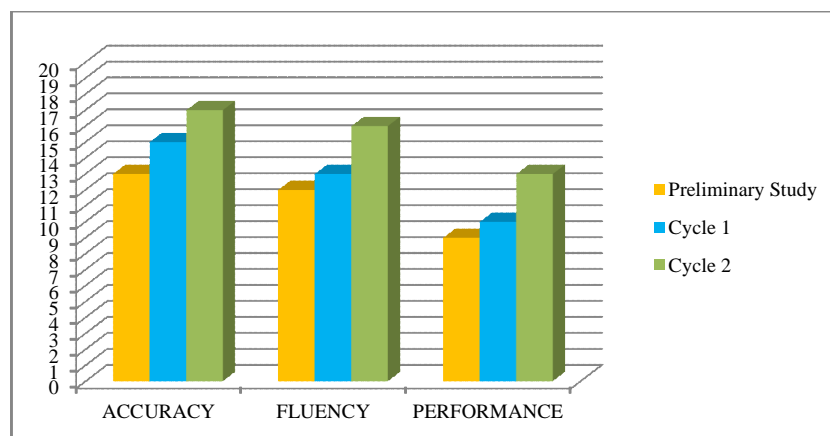


Figure 8. Students' Score Average Improvement in Three Speaking Aspects in cycle 1

video changing. The videos used in cycle 2 were uploaded by Indonesian, the speaker spoke slower in speed, and much clearer with Indonesian accent. Therefore the students felt more familiar with the speakers' utterances, and the videos became more comprehensible.

Furthermore, students' average score in fluency aspect improved three points from cycle 1. In cycle 2 the students became more confidence and less anxious. They had experienced the speaking test in cycle 1, and they started to implement fillers in filling their pauses. Therefore, their speaking became smoother and more natural can showed in Table 2.

Performance aspect also gained three point improvements. The videos changing might be the contributor for this improvement. Most of the speakers in cycle 2 were students, and the setting of their performances was at school, as what they did in the present time. Those videos became a good model of how to perform a procedure text in a classroom. The following is student's improvement score from preliminary study until the implementation in Cycle 2.

In order to capture the students' speaking improvement more clearly, below is also presented some examples of student's utterances in the end of cycle 2. The data were obtained from five students who got the lowest score in the low-level group.

Cycle 2-Data 1

CDK: Good morning.. how to make sausage sandwich. Hm.. You know.. The materials are two two.. slices of bread, two .. two sausage and two tomato sauce. Well first. Put one bread on a plate, next add sausage on the.. bread. Then pour tomato sauce on the sausage. Hm.. next, Take one more bread and put it on top. Hmmm delicious...

In cycle 2 CDK began to use greeting before she explained her procedure. She spoke simple fillers as Well and You know instead of staying silently when she forgot what to say. The temporal conjunctions used were more varied then before. Overall her speaking was quite smooth although there were small number of repetition i.e. two two.. slices and two .. two sausage. For the accuracy aspect CDK mispronounce one word only which was sausage /ÈsRsjd'/ into /ÈsRsj/ and she said two sausage instead of two sausages.

Cycle 2-Data 2

FBSS : How... to make milk coffee. Umm.. Material ... coffee, sugar, milk and hot water. How to... how to make it. First, po.. pour a sachet of coffee into cup. Next, add one spoon sugar and milk. After that pour the water. Next stir umm coffee, milk, and umm water together. Now umm... milk coffee is ready.

FBSS was still halting in one or two places. He often said umm.. and sometimes repeated his utterance, yet he did not pause or keep silent in the middle of performance anymore. More temporal conjunction were used and one mispronunciation was noticed i.e. water. /ÈwTÈtY/ into /ÈwÈtY/.

Cycle 2- Data 3

MNF : Good morning .. I want to show how to make milk coffee. Well.. we.. we need sugar, a sachet of milk, coffee, and hot water. Okay.. To make it. put a sachet of coffee into cup. Next, add two.. Eh.. I mean two spoons of sugar and a sachet of milk. after that hot water. And then stir with with.. spoon. Finally we can drink the milk.

Table 2. Students' Score Improvement from Preliminary Study, Cycle 1, and Cycle 2

No.	Students' Initial	Prelim. Study	Cycle 1	Cycle 2	Point improvement from prelim. to cycle 2
1	CDK	50	60	71	21
2	FBSS	52	60	68	16
3	IFN	58	66	79	21
4	INNF	60	70	81	21
5	MNZN	60	70	83	23
6	MNF	52	60	75	23
7	MABIP	58	68	84	26
8	NFZ	50	60	72	22
9	R	68	76	85	17
10	SIC	54	62	73	19
11	SRM	62	70	76	14
12	TWP	62	74	81	19
13	YPDS	68	76	83	15

MNF's speaking was more communicative in cycle 2. He opened his performance with greeting. He did not directly mentioned the title, but he said I want to show as an opening. He used simple fillers when he forgot what to say and employed temporal conjunction to introduce each step in the procedure, so that his speaking became smoother. MNF was able to pronounce all words correctly.

Cycle 2- Data 4

NFZ : Hello... I want to show, um I mean .. to show how to make markisa syrup ice. You will need markisa syrup ice, sugar, water and umm I mean ..ice cube . The steps are first pour, pour two spoons of markisa syrup into the glass. Add a spoon of sugar in the glass, pour water and stir. Next, put .. put ice cube into glass. Your markisa syrup is ready.

NFZ began her performance by simple greeting. Her performance was smooth with no pause, only two repetitions in the beginning and in the end of her speaking. She inserted filler I mean before she repeated her utterances so that her performance looked natural. There was only one mispronunciation noticed which was the word step /Ĕstep/ into /Ĕstjp/.

Cycle 2-Data 5

SIC: Good morning .. this morning.. yes this morning.. I want to make sausage sandwich. The materials are two breads, two .. sausage and two tomato sauce. The steps first. Put one bread on a plate, next umm.. hang on add sausage on the.. bread. Okay Then add tomato sauce on the sausage. Take one more bread umm and and..you see.. put it on the first bread . Hm yummy... the sandwich is ready to eat.

SIC looked nervous in the beginning of his performance until he repeated his greeting. Yet, the rest of his performance was quite smooth. She forgot what to say in one or two places but it was compensated with simple fillers. The imperative sentences for the steps were correct. One mistake found when she said two tomato sauce instead of two sachets of tomato sauce, and two sausage instead of two sausages.

In conclusion, the students' speaking in cycle 2 was smoother, almost no paused noticed. When they forgot what to say, they immediately compensated it with filler and then continued their speaking. Therefore their speaking became more natural. Their speaking was also richer. Greeting was used, and more varied

temporal conjunction employed. Those made their speaking more communicative. Small number of mispronunciation, some mistakes in grammar such as the absence of suffix -s to show plural noun, and the use of quantifiers were found. Nevertheless, those did not affect their intelligibility.

Students' Speaking Involvement

There are three meetings in cycle 2. In the first meeting, the students practice using more varied temporal conjunction. They are divided into groups, and then supplying a procedure text given with temporal conjunction. In this activity, the students are active translating the text. Each member of groups could cooperate well. In presentation time, the students are enthusiastic to come forward first. All groups (100%) are involved.

In second meeting, the students learn to use fillers in-group. In the beginning, they students looked passive and often forget to use filler. Yet, after 10 minutes practicing, they could do it well. In presentation time, all students (100%) are actively involved. Meanwhile, the third meeting is the speaking test.

Reflection

After cycle was implemented, I identified the result of the students' speaking test in cycle 2 whether it had met the criteria success or not. The criteria of success were the low-level group students could reach ten points improvement or above in their achievement score after YouTube Tutorial video implemented. In cycle 2, all students in low-level group students gained more than ten points improvement (See table II). Therefore the criteria of success was reached, the action was stopped.

DISCUSSION

Students' Speaking Ability

The use of video as media has been associated as a powerful tool to enlighten classroom atmosphere, arouse learners' motivation, as well as improve learners' accuracy and fluency (Tafari, 2009). This statement goes with the results of the implementation of YouTube tutorial video which show that there is improvement on students' speaking skill. This is evidenced by students' speaking test score from cycle 1 and cycle 2 which shows improvement from the score

of preliminary study. The speaking improvement was on three aspects of speaking which is accuracy, fluency, and performance.

Accuracy gained more improvement than fluency and performance in cycle 1. Students are able to use suitable verb to explain the steps, and pronounce most of the verbs correctly. Students are also able to compose proper imperative sentence which they could not do in preliminary study. These improvement happened because the videos are functioning as vocabulary source and a good speaking model. The students watch the visual cues, and hear the speaker's utterances in the same time. This combination of aural and visual stimulus make the vocabulary learned stick on students' memory. This fact goes with Gezegin (2014) and Krol (2013) statements that video is able to enrich students' vocabulary. Not only functioning as vocabulary source, YouTube tutorial video also acts as a good speaking model. The students often imitate the speakers' utterances while they are watching the video.

In cycle 2, fluency and performance gained triple points improvement. The students' fluency is increasing because their confidence is elevating. The students have obtained more vocabulary, their accuracy is increasing, therefore their confidence to speak is also increasing. Moreover the use of fillers can fill the students' pause moment so their speaking become more communicative. Meanwhile, the increasing of student's performance is caused by YouTube tutorial video multi functions. The videos are apparently not functioning as speaking model and vocabulary source only, but they also give an example of how to perform in public. By watching the video, the students can observe the speakers eye contact, gesture, and body movement when they are performing how to make certain food and drink.

Video Selection and Its Role in Improving Students' Speaking Ability

This research used four kinds of video. The first is Native-English Speakers (NES) video. Second is Non-Native English Speakers (NNES) video in which English is the second language in their country. These video are enriched with written hints. Third is NNES video in which English is foreign language in their country. This third kind is enriched with written hints also. The last video is NNES in which English is foreign language with no additional hints.

Based on the observation and students' respond of the video in the learning process, the first kind video is not really welcomed by the students. It seemed that Native-English Speakers (NES) is not everything to give good model of English. It is figured out that videos uploaded by English native speakers was too sophisticated for the students, whether it is high, medium, or low-level student. It does not suit with their proficiency. This condition goes with Walkinshaw and Oanh (2014) study which reveals that their subjects also encounter difficulties in comprehending NES speaking.

On the other hand, Non-Native English Speakers (NNES) in second, third, and fourth video are welcomed by the students, especially the low-level ones. The videos are easier to understand, especially those which are enriched with short hints. NNES tend to speak slower, with clearer articulation so that the students can catch their utterances. Even though NNES might have certain accent, the students are still able to comprehend their utterances. Therefore, it can be inferred that NNES, whether English is as second or foreign language, can also be a good model of English for the students.

Students' Participation in the Teaching and Learning Process

The results of the observation on students participation during the teaching and learning process showed positive result. The students show enthusiasm and curiosity when they are watching the videos. This condition goes with Wottipong (2014) statement which said that video is attractive for the students; therefore they always want to watch the video even if comprehension is limited. Watching video can reduce rigid and boring learning atmosphere which is often felt by the students when they merely memorize vocabularies from textbook. Therefore, they enjoy the learning process.

Joyful and less-formal learning atmosphere is more helpful to reduce students' anxiety, which is one of speaking hindrances (Kayaouglu & Saglamel, 2013). The presence of video enables the students to obtain joyful learning. As a result, students' participation in learning process is also improving. They, including the low-level ones, were involved actively in each learning activities. This can be proven by the observation sheet which stated that all the students were involved actively in the teaching and learning process.

CONCLUSIONS

The result of the study shows that YouTube tutorial video can successfully improve the students' speaking ability. The implementation of YouTube tutorial video as a media for teaching speaking includes the following activities: cycle 1 (a) introducing procedure text to the students, (b) modeling of the text, discussing generic structure and generic feature of the text, (c) throw ball game, (d) information gap, (e) group performance, (f) individual performance. Cycle 2 (a) supplying a procedure text with temporal conjunction and presenting it in group, (b) practicing using fillers, (c) individual performance.

Another condition proving the success of using YouTube tutorial video in the teaching of speaking is proven by the test of difference before and after the implementation of YouTube tutorial video as an alternative teaching media that students gained better scores in their speaking performance from cycle to cycle. The speaking ability improvement is on accuracy, fluency, and performance aspect.

Accuracy aspect improved because video is functioning as vocabulary source and good speaking model. The combination of aural and visual stimulus can enrich the students vocabulary, and help the vocabulary learned stick on students' memory. The students can also observe and imitate the speakers' utterances for their pronunciation betterment.

Meanwhile, fluency aspect is increasing because the students have more confidence to speak. The students' confidence is elevating because they know more vocabulary in how to make certain food and drink, they know the correct pattern of imperative sentence to mention the steps in procedure text, and their pronunciation is also better. Video also brings joyful learning atmosphere which is able to reduce students' anxiety, and promote their fluency in the same time.

Students' performance aspect is increasing because YouTube tutorial video is also functioning as a model of how to perform in public. By watching it, the students can observe the speakers' eye contact, gesture, and body movement.

However, it is revealed that native English speakers (NES) videos are not helpful for the students, especially the low-level students. The videos are too sophisticated for the students. Meanwhile, non-native English speakers (NNES) videos are more helpful for the students because they tend to speak slower with clearer articulation.

Considering the result of the research findings, researcher give some suggestions for the readers: Firstly, for the teacher who will implement YouTube tutorial video to improve students' speaking skills. The teacher has to choose appropriate tutorial videos. Choose video with short duration so that the students will not get bored. Use video which contain important hints about the materials and the steps of the procedure. Based on researcher personal experience, many videos contain too many lip services which are possible to confuse the students. The hints will help them to figure out the materials and steps of the procedure. Secondly, for further researcher, the findings of this research can be used as reference to conduct further research related to the implementation of You Tube tutorial video to improve students' speaking skill.

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