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Improve Speaking Performance: A case Study of Using Youtube Videos Content Retelling

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Abstract. Improving English speaking skill has always been a major concern of both learners and educators. Therefore, it is necessary to explore specific ways to enhance this skill. While the employment of YouTube videos and storytelling has been found to bring certain advantages to enhancing learners' speaking competence, this study focuses on exploring the effectiveness when combining these two techniques. Conducted over four weeks with 102 university students using action research approach and questionnaires for the study has found that YouTube Videos Content Retelling (YVCR) technique was effective in improving students' speaking components, thereby supporting students with their speaking competence. Additionally, this method can also increase students' motivation and engagement in speaking practice. Thus, findings from this research are useful for those who are seeking methods to enhance speaking competence as well as motivation for speaking practice.

Keywords. retelling, speaking competence, storytelling, YouTube videos

1. Introduction

The ability to achieve pragmatic goals through communicative interaction with other speakers is a critical indicator of successful language (Brown & Lee, 2015), thus, it is also of great importance to English language learners. However, speaking competence is often considered one of the most challenging aspects of language acquisition as it requires not only the mastery of linguistic structures but also the ability to convey meaning dynamically and interactively (Wang, Abdullah, & Leong, 2022; Whyte, 2019). To make improvement in this skill, it has been proved in many studies that frequent practice is the key. Therefore, it is important for English language teachers to maximize opportunities for speaking practice to boost their students' speaking competence.

Common methods to improve speaking performance include face-to-face conversations and classroom discussion with tasks assigned by textbooks. Besides this traditional approach, the Internet has added other modern approaches through which learners can enhance this productive skill. One of these is the use of authentic videos.

The employment of authentic videos in teaching English is not a new approach and has long been a common practice in English language classrooms. Along with this is lots of research conducted to measure the influence of using videos and films on teaching and learning English. Specifically, Bajrami and Ismaili (2016) confirmed that videos and films can stimulate

students' learning autonomy, provide topics and ideas for classroom discussions and increase students' interaction and communication. Later, Kamelia (2019) added that learning through videos allows students to be exposed to authentic communicative situations, and can understand the pragmatic language used by different characters. Moreover, a research carried out by Marleni (2018) showed that students' speaking skill is obviously improved when teachers involve videos in their teaching practice. Meanwhile, the work of Sánchez-Auñón, Férrez-Mora and Monroy-Hernández (2023) points out that the pedagogical exploitation of films receives strong acceptance from both teachers and learners.

Contributing to many previous studies which examine the implementation of videos to enhance learners' communication, this research was conducted to examine the impacts of watching videos on learners' speaking competence. In particular, this paper brings the focus on exploring the impacts of a particular method namely YouTube videos Content Share on learners speaking performance and their perceptions of this method.

In this article, the researchers focus on answering the 2 questions:

1. What are students' attitudes towards the effects of YouTube Videos Content Retelling (YVCR) on their speaking competence?
2. How can the activity of YouTube Videos Content Retelling (VCR) support students in their speaking performance?

2. Theoretical Framework

2.1 Definition of English speaking skill and its importance

According to Putra et al. (2022), speaking is the process of creating and using language to communicate with other people for particular purposes in different circumstances. Various terms have been employed to describe the speaking aspects of the English language (Wang, Abdullah, & Leong, 2022). For example, Brown and Lee (2015) used the term "Oral communication skills" as they see that speaking is usually accompanied by listening, even with single-direction form of spoken language input such as speeches and lectures. Concesal and Roslaini (2024) support this view, stating that the activities involve at least two participants - a listener and a speaker- who have to take turns reacting to the other's expressions. On the other hand, Harmer (2015) uses the term "spoken language", highlighting that it possesses distinct grammatical patterns compared to its written counterpart. Besides, Hughes (2017) uses "speech" to relate to speaking activities and emphasizes that speech involves dynamic exchange between not only speakers but also the discourse and the context, all of which contribute to the language choice for successful communication. Generally, it can be said that speaking is a complex, interactive, and dynamic skill that is essential for effective communication.

Speaking is one of the four important skills that learners need to acquire when they learn English. Indeed, it is the most important skill in language learning and teaching (Concesal & Roslaini, 2024), and is believed to be the and key element to evaluate the proficiency of students (Saed et al., 2021).

2.2 Improving speaking skill

How to improve students' English speaking competence has always been a focus of teachers. In classroom contexts, the ways to improve speaking are extremely diverse, depending on the teachers and learners (Brown & Lee, 2015). It is widely accepted that frequent practice of speaking will result in better competence. In other words, teachers need to create many opportunities for students to practice speaking. However, the big challenge is that students are usually reluctant to raise their voice (Harmer, 2015). Causes for this reluctance are various,

ranging from insufficient linguistic knowledge, such as vocabulary and grammar, to affective factors such as anxiety and the fear of being criticised due to fallible language production (Alenezi, 2020). Additionally, the lack of ideas for speaking topics is also recognised as one of the considerable reasons for reluctance for speaking practice (Tuyen & Loan, 2019). Therefore, depending on the classroom contexts, a teacher will need to address some of these issues to expand learners' speaking practice, contributing to enhancing their speaking performance. While the diverse of classroom contexts with different characteristics of learners and teachers results in a wide range of approaches and specific methods to deal with these issues, using audio-visual aids, such as videos, have been found to be one of the effective solutions in many studies.

2.3 Definition of YouTube and its use in language teaching

YouTube is a website that allows uploading, watching and sharing videos for free (Srinivasacharlu, 2020). With the advancement and widespread use of smartphones and other gadgets, it has become a widely accessible website among Internet users. With a device connected with the Internet, one can get access to countless videos of the topics they are interested in. In language classrooms, the use of YouTube to facilitate speaking activities has long been commonplace to many educators and learners as videos on this website offer a great source of learning and teaching materials. One reason making this website an effective educational source perhaps is its functions including pausing, rewinding, going forward and auto generated transcript, which makes understanding of the videos content more enjoyable for users (Suseno, Purwati, & Anam, 2024)

YouTube videos have been used in many different ways in English language classrooms to enhance learning experience, leading to positive effects on learners' speaking competence. In particular, assigning students to watch YouTube videos appropriate with educational purposes and their level of proficiency allows learners to be exposed to authenticity of language use through their content such as tone, intonation, pitch, and stress (Suseno, Purwati, & Anam, 2024). Indeed, learners identify pronunciation as the language area that experience the highest improvement when YouTube videos are involved in speaking lessons (Suseno, Purwati, & Anam, 2024; Truong & Le, 2022). Thus, students can practice and apply such expressions to their speaking performance. Teachers can also assign narrating activity for students after letting them watch a particular video on YouTube, which provides them with rich linguistic input they can absorb through some function such as slowing down the speed of the video and turning on the transcription. Suseno, Purwati and Anam (2024) found that in this way, students can broaden their knowledge of English grammar structures, vocabulary and pronunciation, and their speaking and listening skills are also considerably improved with this approach. This conclusion aligns with results of an empirical study by Saed et al. (2021), showing that students taught through the use of YouTube videos experienced a noticeable improvement in pronunciation, fluency and coherence, lexical resource and grammatical accuracy. The YouTube platform also encourages students to have positive learning attitudes in classrooms. Specifically, watching YouTube videos in class have been found to increase students' participation in learning and solve the problem of students' shortage of motivation for speaking (Anggraini, 2021). Mulyo, Rokhayati and Setiyono (2024) agreed with this conclusion, adding that the employment of digital media on YouTube enhances students' active engagement in speaking activities, contributing to their better speaking proficiency. Anggraini (2021), in his action research, explains that the nature of video, which provides audio and visual

stimuli, makes students find it easier to come up with new ideas, thus encourage them to be more enthusiastic towards verbal language production.

Despite the numerous benefits, there are certain obstacles when using YouTube videos as a means to support speaking. Noted disadvantages include comprehension challenges for students due to linguistic variances, the requirement of gadgets and internet connection, the possible confusion in selecting particular videos as there are abundant videos of various topics on this website. Therefore, incorporating YouTube videos in teaching and learning requires careful considerations about technical resources and educational purposes.

2.4 *Storytelling and its relation to language acquisition*

When reviewing different articles studying the use of storytelling in teaching language, Lucarevschi (2016) emphasizes that stories in storytelling encompasses different types such as fairytales, folktales, personal experience retelling, etc. There are also various formats in storytelling, ranging from traditional printed stories, oral stories, to modern digital stories. Despite this variety, Lucarevschi (2016) simply describes storytelling as an activity or process through which the story teller conveys the meaning of a story to the listeners, who then express how well they understand and receive the information through their facial expressions. Although storytelling is often regarded as an activity primarily for kids, it should be recognized that the fairy tales were not originally created for young children (Mokhtar, Halim, & Kamarulzaman, 2011). In fact, Mokhtar, Halim and Kamarulzaman (2011) explained that it also involves sharing our experiences and understanding each other by exchanging our personal anecdotes, values and ideas.

In spite of the variation of stories' forms and formats, researchers who studied the effects of storytelling in language teaching and learning seem to have an agreement towards its important role in language acquisition. Rachmawaty and Hermagustiana (2010) describe that with storytelling, learners are required to memorize what they have listened to or read to convey the story to the audience. Therefore, the story in storytelling can serve as language models for students at different ages and levels. Mokhtar, Halim, & Kamarulzaman, 2011 agreed with this conclusion, adding that storytelling is an effective strategy for developing pragmatic goals. Meanwhile, Fadilaturrehman and Antoni (2022) used the term "retelling" to indicate this technique, saying that it is a process to determine students' comprehension of a story. In particular, the authors stated that retelling can be done with stories from books or other sources such as videos.

2.5 *Definition of Videos Content Retelling (VCR) and its implication in teaching practice*

Video Content Retelling (VCR) involves students selecting a video clip on YouTube related to a particular given topic, which is relevant to the speaking lesson they will study in class. Specifically, students are required to independently choose a video to watch at home each week. In class, they will practice retelling the content of the chosen video in front of other students using a storytelling approach. With this method, students will employ the narrative genre to retell the video content, which is believed to facilitate engagement and comprehension of the whole class.

Indeed, YouTube video content retelling can be considered as a modern form of storytelling, through which students need to remember key points in their chosen video and convey the information to other listeners. This activity encourages them to organize a sequence of information for a coherent retelling performance. The preparation stage can involve students'

strategies to memorize what they have watched to recount the information effectively such as making notes and skipping or paraphrasing unfamiliar words (Rachmawaty & Hermagustiana, 2010). Thus, VCR is a technique that allows students to enhance their learning experience and confidence in speaking skill. The significant benefits of storytelling technique, such as VCR, on students' speaking have been explored in many studies.

In short, the theoretical framework can be summarized as the figure below:

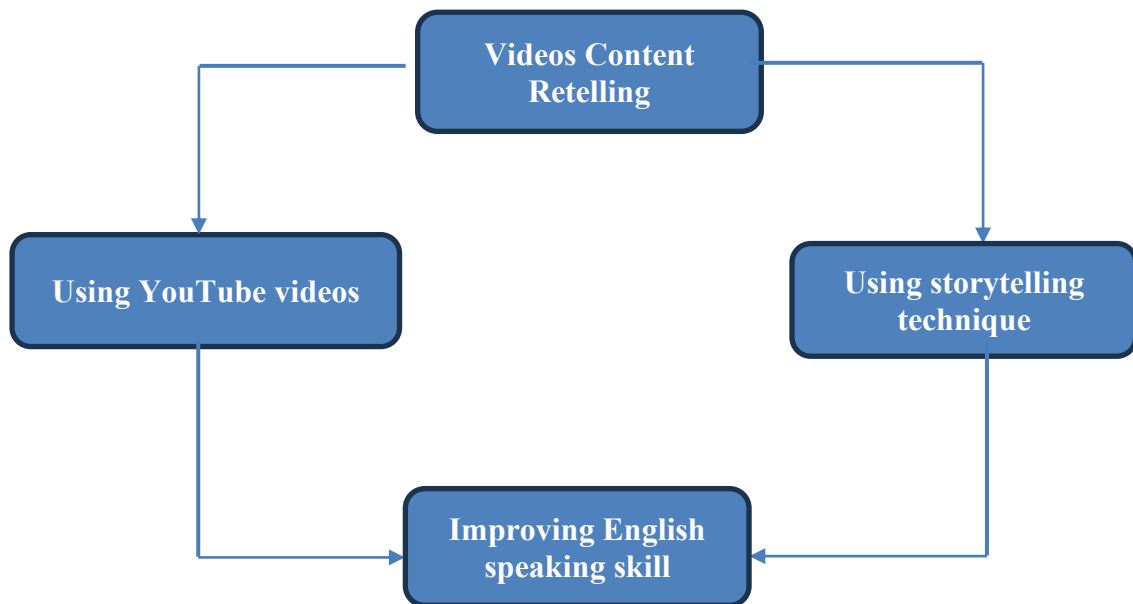


Figure 1. Theoretical framework.

3. Literature review

To examine the effect of retelling technique on students speaking fluency, Rachmawaty and Hermagustiana (2010) conducted a research involving 6 students who had some speaking problems and had low English proficiency. During the research, the participants were given 6 short reading texts to read in total, after each time reading they would make some preparation in a few minutes before retelling the content of the reading text in their own words. Their speech while narrating the reading content was recorded for data analysis. Findings from the study indicate that retelling technique had a significant impact on students' speaking fluency.

Another study was carried out by Mokhtar, Halim and Kamarulzaman (2011) to identify the effects of storytelling on 30 students' communicative performance. Within one semester of a school year, participants are given extensive reading tasks with 36 books to read. The storytelling process was done in groups of three when students discussed with their group mates to decide which book they would like to retell the content and then took turns retelling each part of the chosen book. Besides employing the action research approach with interventions, the researchers also used questionnaires to examine students' perspectives on their speaking performance. The study has proved that storytelling can enhance students' language skills in addition to improving their self-esteem and build confidence through presentations. Noticeably, the technique also boosts students' self-perceived speaking competence even though they might not have performed as well.

The impact of storytelling technique also attracts interests of educators in Vietnam. Particularly, Hien and Phuong (2024) carried out an experimental research to examine its effects on learners at elementary level of English, whose ages vary from 8 to 14 years old. The study found that the experimental group who were taught using storytelling technique had superior enhancement in speaking compared to the control group taught by traditional method. The experimental group also indicated a more positive attitudes in speaking.

Adapting the technique in the technological era, Du, Nguyen and Le (2024) conducted research to investigate how digital storytelling improves first-year English majored students' speaking skills. Different from the previous studies, their research requires participants to cooperate to create stories themselves based on given topics. Students would then turn their stories into videos using a suggested application before showing their videos and presenting their stories in front of the class. Results from this quasi-experimental research prove that digital storytelling is significantly effective in developing vocabulary range and increasing speaking confidence. This technique also increases students' motivation and interests in learning and speaking English.

Generally, the reviewed studies encompass the effectiveness of storytelling technique in different forms on students' speaking performance. Although the researches differ from each other in terms of participants' age, language proficiency and nationality, all the findings provided are in agreement regarding the considerable effectiveness of storytelling on enhancing learners' speaking skill and motivation. However, little is known about a specific form of storytelling, which is VCR. Therefore, this paper is a case study which aims at exploring YouTube VCR effects on speaking performance students studying at a university in Viet Nam.

4. Methodology and research design

4.1 Participants

Participants in this study are freshmen majoring in English at Thu Dau Mot university. Specifically, there are 102 participants. Their ages vary from 18 to 23 years old and the majority of these students have learned English for more than 7 years.

4.2 Research design

To achieve the research objectives, this study primarily employs action research approach. This approach is chosen because it allows intervention deliberately, thus enabling improvement and adaptation in teaching practice (Burns, 2010). The cycle involved in the approach, starting from planning to acting, observing and reflecting, is suitable for educational settings because it involves the participation of both the researcher and the students. In this way, the action research approach ensures that findings can be applied immediately to the instructional strategies, making the research relevant and effective in the educational context.

4.3 Research procedure

Due to the time constraint, the researcher has determined to limit the study to 1 month starting from week 4 to week 8 of the first semester of the school year. The lesson of each week focuses on a particular topic according to the coursebook Reflect Listening and Speaking level 2, which is also the compulsory coursebook for the participants' course at Thu Dau Mot University. Video content retelling technique will be employed as the post-activity of the lesson each week. The activity involves steps that are repeated weekly until the end of the process and is described as follow:

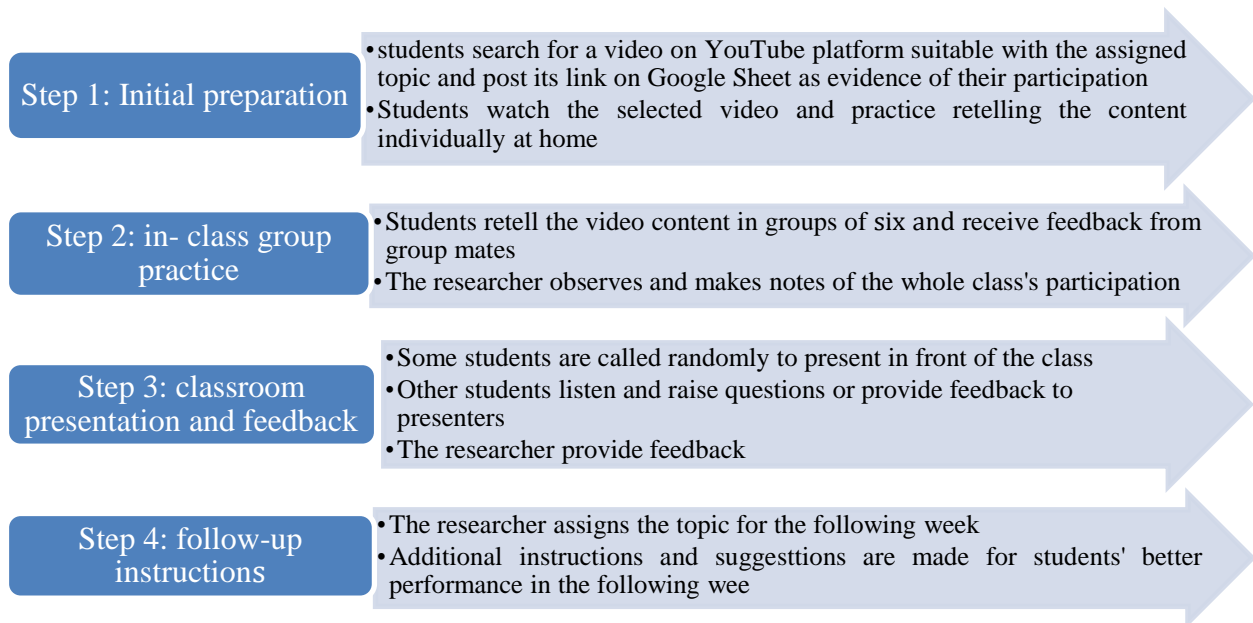


Figure 2. Research procedure

4.4 Instruments

The instruments employed in this study is a mixed questionnaire, which involves both closed and open-ended questions to explore the participants' experience as well as their attitudes towards YouTube Video Content Retelling. Particularly, the closed questions allow the researchers to generally see the attitudes of students towards how much they enjoy and evaluate the effectiveness of YouTube Video Content Retelling on their speaking, the open-ended questions enable collecting responses which give insights into how students think this technique can support their speaking performance. The questionnaire is given to the participants at the end of the final week of the research. The timing ensures that students have enough opportunities to engage in the activity and provide responses that accurately reflect their opinions.

4.5 Data collection

The questionnaire is given to the participants at the end of the final week of the research. The timing ensures that students have sufficient experience when engaging in the activity and provide responses that accurately reflect their opinions. The questionnaire is delivered to the participants through an online tool called Google Forms. Particularly, the researchers send a URL link to 3 different Zalo groups, which had been created since the beginning of the semester for interactions besides class time. Students then get accessed to the link and provide their responses after being informed about the study's purpose and their right for voluntary participation. This helps ensure the reliability of the responses collected.

5. Results

5.1 Students' attitudes

Students' level of enjoyment: Data collected reveal that the YVCR technique was greatly enjoyed by most of the participants when a total of nearly 80% of them rated their

experience as “very enjoyable” and “somewhat enjoyable”. Meanwhile, under a quarter of those showed a neutral attitude and nobody underwent unhappiness with the technique (*figure 3*).

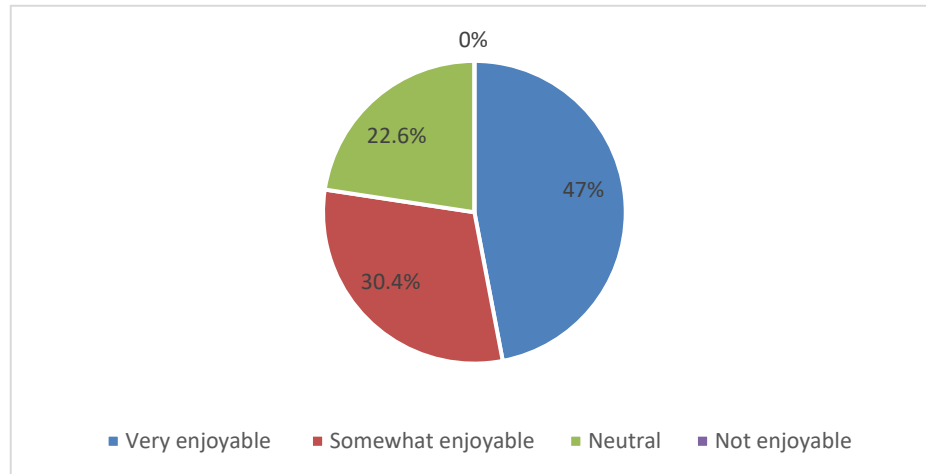


Figure 3. Participants’ level of enjoyment towards YVCR

Students’ perspectives towards the effectiveness of YVCR technique: Data from *figure 4* indicates that a big proportion of the students believed that YVCR is useful in improving their speaking competence. Specifically, a total of 83.3% participants rated the technique from “useful” to “very useful” in boosting their speaking competence. Meanwhile, a total of 1.9% of the students assessed the technique as “not very effective” or “not effective at all”. 11.8% of the participants showed uncertainty towards the positive effects of the technique on their speaking.

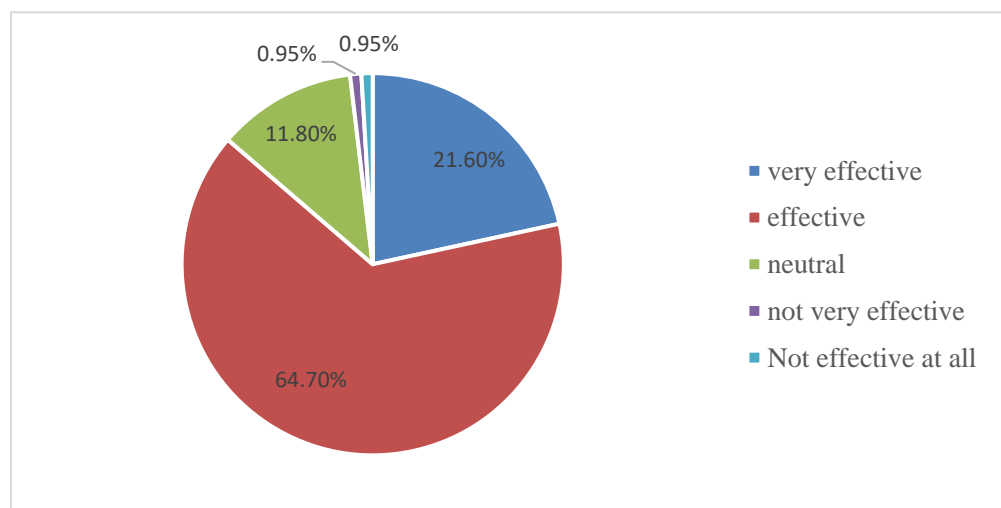


Figure 4. Students’ perspective towards the effectiveness of YVCR

Exploring the students’ perception of the technique’s effects in more detail, the bar chart below shows that the technique is useful in supporting 85.4% of the students in their speaking tasks preparation. Significantly, over 90% agreed that their speaking confidence has been improved with the activity. Besides, 72% of participants admitted that YVCR made them

more comfortable when speaking English in various situations. YVCR is found as a useful method which helped 84% of the participants organize their thoughts and ideas effectively when speaking. It has been found to bring a great source of motivation for speaking practice to more than 90% of the participants. Meanwhile, the number of participants who disagreed or strongly disagreed with these benefits is relatively low, ranging from 0.9% to 1.9% for aspects such as better preparation for speaking tasks, increased comfort speaking English in various speaking situations and higher motivation to practice speaking English. Generally, the majority of the participants are aware of the potential positive effects that YouTube VCR brings to their speaking eloquence.

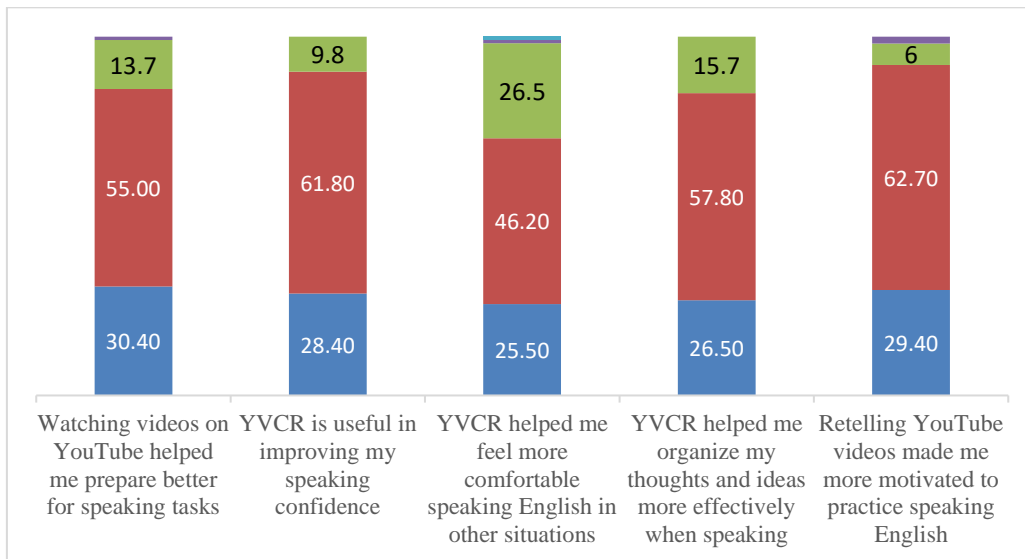


Figure 5. Students' perception of the particular support of YVCR in speaking performance

General comments and feedbacks: 83.4% of the students completely agreed to recommend the *Video content retelling* activity to other students for practicing speaking skills; meanwhile, 15.5% of them were quite unsure with “Maybe”, and only 1.1% of them noted “No”. Their satisfaction rates are also significant to be examined. The satisfaction rates showed a significant Mean of 4.12 with the standard deviation = 0.67<1, proving the success of the learning and teaching method.

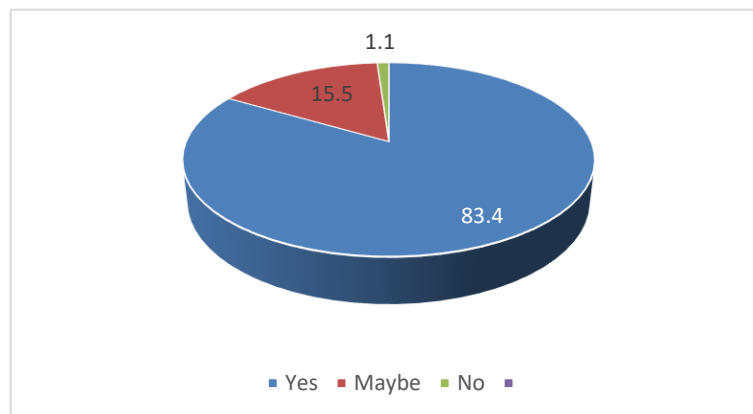


Figure 6. Students' willingness to recommend YVCR to other students

Table 1. Students' level of satisfaction with the YVCR activity as a method for improving speaking competence

Number	Very satisfied	Satisfied	Neutral	Disatisfied	Very disatisfied	Mean	SD
102	31	53	18	0	0	4.12	0.67

5.2 The influences of YVCR on students' specific speaking components

Figure 7 and table 2 proved that almost all of the participants (more than 90%) confirmed the positive contribution of the learning techniques to the components of speaking skills. The mean ranging from 2.2 to 2.4 out of 3, with the standard deviation around $0.5 < 1$, infers that the students' positive attitudes about YVCR are consistent and meaningful. Strikingly, approximately half of them stated the significant improvement of vocabulary budget when utilising the technique, while around one-thirds voted for the high development of fluency, pronunciation, and grammatical accuracy (27.4%, 38.2%, 29.4%). Moreover, the linguistic speaking components see those big numbers of percentages, ranging from 41.3 to 52.17, exposing students' *some improvement* from learning speaking skills through the *Retelling* activities. However, there are still small negative choices, which report "no improvement," from 0.0%, 1.45%, and 2.17% to 9.42% for pronunciation, fluency, vocabulary, and grammar accuracy.

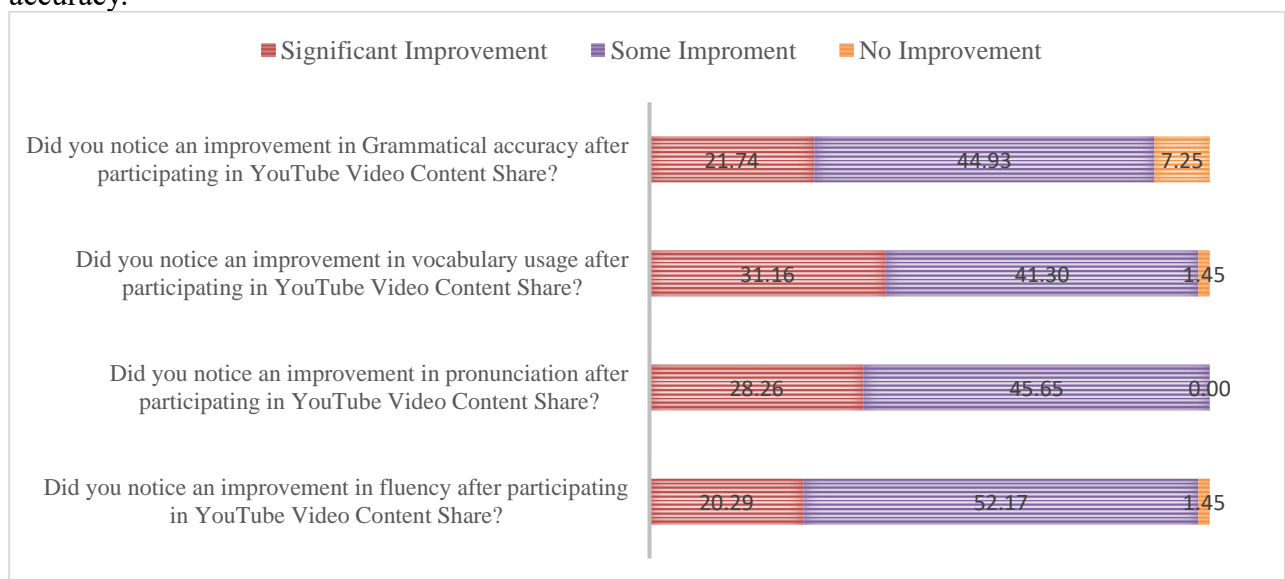


Figure 7. Effectiveness of YVCR on components of speaking skills

Table 2. Linguistic speaking components improved by YVCR

	Significant Imp	Some Imp	No Imp	Mean	SD
Did you notice an improvement in fluency after participating in YouTube Video Content Retelling?	28	72	2	2.23	0.48

Did you notice an improvement in pronunciation after participating in YVCR?	39	63	0	2.38	0.49
Did you notice an improvement in vocabulary usage after participating in YVCR?	43	57	2	2.4	0.53
Did you notice an improvement in grammatical accuracy after participating in YVCR	30	62	10	2.19	0.59

5.3 *Written feedback and Challenges*

Summary written on table 3 shows that students had positive feedback on the influence of the activity. Approximately two-thirds of the participants accepted that Video content retelling boosts their confidence in speaking English to their classmates as well as in front of the class. Respondent 18 wrote “*More confident in front of the crowd,*” while Respondent 101 noted “*It helps me be more confident when speaking in front of people.*” One fifth and fourth others reported that repeated retelling improved their ability to express ideas fluently, allowing for smoother and more natural speech, and the activity exposed respondents to new vocabulary and provided opportunities to practice pronunciation, directly impacting their language skills. Some others confirmed the positive impact on how the students organize and prepare their lessons before class time, reflect their speaking ability, and collaborative engagement with peer feedback. Respondent 81 wrote, “*Organize your thoughts and ideas, improving your performance skill,*” while respondent 7 typed “*I find that I am still weak in English; it's like a slap to reality,*” and respondent 77 expressed “*Everyone listens and asks questions, helping me refine my delivery.*” However, a small group of participants felt the activity had limited or no impact, often due to inconsistent participation or lack of engagement. Respondent 87 admitted, “*No significance, as I did not retell videos to classmates frequently.*”

Table 3. Respondents' commenting themes on influences by YVCR

Commenting themes	Numbers of respondents	Percentages
Confidence boost	63	61.8
Speaking Fluency	27	26.5
Pronunciation and Vocabulary	21	20.6
Organizational and Preparation Skills	13	12.7
Self-Reflection	9	8.8
Interaction and Feedback	11	10.8
Marginal or Negative Impact	6	5.9

Despite significant positively influential benefits, the respondents also clarified their challenges faced during the performance. Around 55% struggled with advanced vocabulary, unfamiliar words, and correct grammar usage. These issues hindered their ability to articulate thoughts clearly and deliver engaging presentations. Respondent 44 complained, “*I usually do not have enough vocabulary, sometimes I use incorrect grammar.*”. 18.6% notes for the difficulties in finding appropriate videos that match the lesson requirements. Respondent 66 wrote, “*Some videos had fast speech or unfamiliar vocabulary, making it hard to fully*

understand.” 13.7% admitted challenges with pronunciation and the difficulties in summarizing information. Respondent 10 wrote “*Pronunciation issues and lack of confidence.*”, and respondent 27 explained, “*I have difficulty summarizing the main content.*”

Table 4. Respondents’ clarifications for challenges in the application of YVCR

Commenting themes	Numbers of respondents	Percentages
Vocabulary and Grammar Issues	56	54.9
Confidence and Nervousness	27	26.5
Difficulty Finding Suitable Videos	19	18.6
Pronunciation Challenges	14	13.7
Difficulties in summarization	13	12.7

6. Discussion

6.1 What are students’ attitudes towards the effects of YVCR on their speaking competence?

Findings from this study indicate that the the majority of participants (more than 70%) enjoyed YVCR as a means to support their speaking competence. In addition, almost all acknowledged that with this technique, their learning experience was enhanced as watching YouTube videos improved students’ preparation for speaking tasks, allowed them to organise ideas and thoughts more effectively while speaking. Besides, there was also noticeable improvement in their speaking confidence and motivation for speaking English in other situations. In short, the majority of the study’s participants agreed that YVCR brings positive influences to their speaking competence though there was still a small number of them displayed an uncertainty towards the effectiveness of this method. As a result, there was a high rate of students’ satisfaction with participating in the learning activity—mean = 4.12 out of 5 (Dev = 0.67<1)—supports the productiveness of the teaching method, along with their agreement in the willingness to recommend the activity to other students. These findings aligns with confirmations from other previous researchers. Suseno, Purwati and Anam (2024) had found that the employment of video content would make the learning experience more enjoyable and understandable. Additionally, results relating to the students’ motivation and speaking confidence are also in accordance with findings from Anggraini (2021); Du, Nguyen and Le (2024) and Mokhtar, Halim and Kamarulzaman (2011). This consistency proves that YVCR, which can be considered as a form of storytelling, is an effective and enjoyable technique to enhance speaking competence of students in their perspectives.

6.2 How can the activity of YVCR support students in their speaking performance?

In terms of the influences of the YVCR teaching technique on students’ speaking competence, the results from the above sections prove the positive impacts. The significant scores from students’ attitudes towards the improvement of speaking skill components like fluency, pronunciation, vocabulary, and grammar accuracy—with almost 90% of the students’ agreement—strongly confirm the effectiveness of utilizing the learning activity in English speaking lessons. The findings are also consistent with the previously mentioned papers in specific various aspects. Rachmawaty and Hermagustiana (2010) stated the fluency advance and vocabulary expansion in using story retelling techniques in speaking classes. Also, the current consequences are aligned with the development of vocabulary range, confident

performance, and speaking competence in Du, Nguyen, and Le (2024) conclusion. Furthermore, Purwati and Anam (2024) stated the use of YouTube in speaking classes helps students boost their pronunciation accuracy, grammar structures, and vocabulary budgets, which is strikingly marked in the current findings. The consistency proves that video content retelling seems to be really fruitful to enhancing students' speaking competence. Beyond this and deeply marked than previous ones, the paper found that the majority of the participants noted the confidence value in performing speaking tasks, in individuals and groups, or in front of the crowd.

6.3 Challenges

Besides striking positive feedback, the paper found negative remarkable ones. It first seems that there is a conflict in the participants' responses about boosting confidence, improving vocabulary, and grammar. Some raised but some complained. This phenomenon might be actually explained by the level of students. Since all of them are freshmen, their limitation in English level restrained them from finishing the assignment. However, the ones whose English level are qualified, found motivation to practice speaking skills from the activity. Another result relates to the challenges in finding appropriate videos for lessons required. It is also another inevitable obstacle for inexperienced learners.

7. Conclusion

Aiming at examining the effectiveness of a technique called YouTube Videos Content Retelling (YVCR), which originates from storytelling with the employment of YouTube videos, on enhancing students' speaking performance, this study contributes to the field of English teaching and learning and provides valuable implications for educators who are looking for ways to improve students' English speaking skill. Results from this study show that the majority of participants witnessed improvement in their speaking components with the use of YVCR, leading to an overall enhancement in their speaking competence. Moreover, it also helps students be more confident and motivated for speaking. As learners experienced the benefits that YVCR brought to enhancing their speaking skill, the majority of them have a positive attitude towards the use of YVCR. This indicates that the technique is potential in English language classrooms to increase students' engagement in speaking activities as well as foster more effective practice. However, collected written responses and feedback about the challenges point out that students will struggle with linguistic and affective issues, difficulties in looking for appropriate videos and necessary skills no summarize the videos' content. Hence, depending on learners' proficiency, English language teachers may provide additional guidelines when employing YVCR technique.

While the objectives of this study have been achieved, there are certain limitations which could be considered for future studies on this topic. First, due to time constraint, the study research procedure was within only 4 weeks. Therefore, further studies could extend the duration so that participants could have more time to experience this technique, which allows them to give more specific feedback and insights regarding the impacts of YVCR method on their speaking competence. Second, this research was conducted on the limited number of 102 freshmen in Thu Dau Mot University. Thus, researchers interested in this field could conduct studies on a larger population, with various learners at different age groups to examine the effects of the technique in greater detail.

Acknowledgement

We would like to express our special thanks to the students who participated in this study. Their willingness to participate and share experiences about the YVCR technique is significant to achieve the research's objectives. The feedback provided by these participants is essential to our findings and discussion. Thus, their contributions are strongly appreciated and invaluable in this research.

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