

**การใช้วีดีโอภาษาอังกฤษจากยูทูปพัฒนาทักษะการพูด
ของนักเรียนอาชีวศึกษา วิทยาลัยอาชีวศึกษาสิงห์บุรี***

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาการใช้วีดีโอภาษาอังกฤษจากยูทูปพัฒนาทักษะการพูดภาษาอังกฤษของนักเรียนอาชีวศึกษาที่กำลังศึกษาอยู่ที่วิทยาลัยอาชีวศึกษาสิงห์บุรี กลุ่มตัวอย่างที่ใช้ใน การวิจัย คือ นักเรียนระดับประกาศนียบัตรวิชาชีพ (ปวช.) ชั้นปีที่ 1 วิชาคหกรรมฐานวิทยาศาสตร์ สาขางานแปรรูปอาหาร จำนวน 1 ห้องเรียน จำนวนนักเรียน 25 คน ซึ่งได้มาโดยการสุ่มอย่างง่าย (Simple Random Sampling) จากจำนวนนักเรียนชั้นปีที่ 1 ที่ลงทะเบียนเรียนวิชาภาษาอังกฤษเพื่อการลื่อสาร 1 ประจำภาคเรียนที่ 1 ปีการศึกษา 2559

เครื่องมือที่ใช้ในการวิจัยคือ (1) วีดีโอภาษาอังกฤษจากยูทูป หัวข้อการแนะนำตำแหน่ง การพูดเกี่ยวกับอาหาร และวิธีการทำயำ โดยใช้รูปแบบการเรียนรู้จำนวน 11 ลับคาดห์ จำนวน 22 ชั่วโมง (2) การทดสอบทักษะการพูดภาษาอังกฤษและการตอบคำถามก่อนและหลังการเรียนรู้ (One Group Pretest-Posttest Design) โดยนำคะแนนที่ได้จากแบบทดสอบการพูดภาษาอังกฤษ ก่อนและหลังการเรียนรู้ (One Group Pretest-Posttest Design) มาหาค่าเฉลี่ย (Mean) ค่าร้อยละของจำนวนเต็ม (Percentage) และค่าเบี่ยงเบนมาตรฐาน (S.D.)

ผลการวิจัยพบว่า วีดีโอภาษาอังกฤษจากยูทูปพัฒนาทักษะการพูดของนักเรียนอาชีวศึกษา คือ (1) หัวข้อระดับคะแนนสูงสุด คือ วิธีการทำயำ คะแนนเพิ่มขึ้นจาก 50.10 ถึง 69.00 เพิ่มขึ้น 18.90 เปอร์เซ็นต์ การแนะนำตำแหน่ง คะแนนเพิ่มขึ้นจาก 69.00 ถึง 83.30 เพิ่มขึ้น 14.30 เปอร์เซ็นต์ และการพูดเกี่ยวกับอาหาร คะแนนเพิ่มขึ้นจาก 59.70 ถึง 73.90 เพิ่มขึ้น 14.20 เปอร์เซ็นต์ตามลำดับ (2) เกณฑ์ทดสอบการพูดคะแนนสูงสุดคือ การออกแบบเสียง คะแนนเพิ่มขึ้นจาก 56.80 ถึง 83.20 เพิ่มขึ้น 26.40 เปอร์เซ็นต์ ไวยากรณ์ คะแนนเพิ่มขึ้นจาก 53.20 ถึง 68.00 เพิ่มขึ้น 14.80 เปอร์เซ็นต์ ความคล่องแคล่ว ในการพูด คะแนนเพิ่มขึ้นจาก 52.00 ถึง 63.60 เพิ่มขึ้น 11.60 เปอร์เซ็นต์ และคำศัพท์ คะแนนเพิ่มขึ้น จาก 76.40 ถึง 86.80 เพิ่มขึ้น 10.40 เปอร์เซ็นต์ตามลำดับ ผลคะแนนการทดสอบก่อนการใช้วีดีโอภาษาอังกฤษกับหลังการเรียนรู้จากวีดีโอภาษาอังกฤษจากยูทูป สูงขึ้นจาก 59.60 ถึง 75.40 เปอร์เซ็นต์

คำสำคัญ : วีดีโอภาษาอังกฤษจากยูทูป ทักษะการพูด นักเรียนอาชีวศึกษา

*บทความนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ “การใช้วีดีโอภาษาอังกฤษจากยูทูปพัฒนาทักษะการพูดของนักเรียนอาชีวศึกษา วิทยาลัยอาชีวศึกษาสิงห์บุรี” หลักสูตรศิลปศาสตร์บัณฑิต สาขาวิชาภาษาอังกฤษระดับสูงเพื่อการลื่อสาร บัณฑิตวิทยาลัย มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ อาจารย์ที่ปรึกษา : อาจารย์ดร. สุธิดา สุนทรริวาต

**นักศึกษาหลักสูตรศิลปศาสตร์บัณฑิต สาขาวิชาภาษาอังกฤษระดับสูงเพื่อการลื่อสาร บัณฑิตวิทยาลัย มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

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Using English Videos on YouTube to Develop Vocational Students' Speaking Skills At Singburi Vocational College

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ABSTRACT

The purpose of this study was to investigate the use of English videos on YouTube as a learning tool for developing vocational students' speaking skills. The samples were 25 first-year Science-Based Technology students in Food Processing program at Singburi vocational college. The study was conducted during the first semester of the academic year 2016.

The instruments of the study consisted of (1) English videos on YouTube, which incorporated three topics that were self-introduction, talking about food and how to make jam (2) English speaking tests, the data are collected qualitatively from the Pre and Post speaking tests to compare the students' score. The data was processed by computing and analyzing the mean score, percentage, and standard deviation (S.D.).

The findings showed that the use of YouTube videos for teaching learning process could develop vocational students' speaking skills. Namely, the highest score on the topic how to make jam rose from 50.10 to 69.00 an increase of 18.90 percent, followed by self-introduction which rose from 69.00 to 83.30 increased at 14.30 percent and lastly talking about food rose from 59.70 to 73.90 increased at 14.20 percent respectively. The highest score of the performance criteria was pronunciation which rose from 56.80 to 83.20 an increase of 26.40 percent, followed by grammatical range and accuracy which rose from 53.20 to 68.00, an increase of 14.80 percent, fluency and coherence which rose from 52.00 to 63.60, an increase of 11.60 percent and lexical resource which rose from 76.40 to 86.80, an increase of 10.40 percent respectively. As the result, the total score of English speaking tests before using English videos and after using English videos was increased from 59.60 to 75.40 percent

Keyword: English videos on YouTube, Speaking skills, Vocational students

Introduction

One of the major expected outcomes in learning English communication is the ability to communicate effectively. The speaking skills are inevitable in preparing students to be competitive in the working world. The Office of the Vocational Education Commission in Thailand has put a lot of stress on the English language, particularly the speaking part. The Office organizes many activities like speech and demonstration competitions every year to look for students who are good at English speaking skills to present about vocational abilities in Thailand and other countries. In addition, the ability to speak English is perceived as the students' asset when they are applying for a job.

However, Thai students have difficulties when they study English because of the differences between English and Thai. The researcher found several problems in vocational students' English speaking skills which are: 1) fluency; the students made long pauses and could not complete the conversation, 2) lexicon; the students' vocabulary was limited because they did not know words and phrases to express things they intended to, 3) grammatical mistakes occurred often in plural and past participation verb, 4) pronunciation; errors were found in diphthongs since it is different from their native language. These problems have to be solved but it is possible through the light shining at the end of the tunnel of technology.

The new science and technology is advancing rapidly in the present. Thus, the use of technology in the form of online media could be an effective part of the teaching and learning process. YouTube is an onlinet source that educators can apply as a teaching tool for speaking lessons since there are millions of videos on the website about all the matters (GCL Learnfree, n.d.). Everyone is allowed to upload and watch the videos freely anywhere and anytime via internet connection.

Furthermore, YouTube is a virtual stimulus to share ideas and thoughts (Hinduja & Patchin, 2008). It also enhances students' involvement as Sharif (2005) stated that they can be changed from passive to active learners. According to Fill and Ottewill (2006), media should be taken into consideration to dovetail, compliment and enrich and reinforce existing components of teaching.

As an aim of the research to come up with an effective way of teaching English speaking skills, the researcher was inspired to use YouTube videos as a method for developing vocational students' speaking skills.

Objective

The purpose of this study was to investigate the use of English videos on YouTube as a learning tool for developing vocational students' speaking skills.

Research Methodology

Participants of the study

The participants were selected via simple random sampling from the first year students who enrolled in English Communication I (2000-9407) during the first semester of the academic year 2016. They were 25 first-year Science-Based Technology students in the Food Processing program at Singburi vocational college.

Instruments of the study

The instruments of the study were;

1. English videos on YouTube regarding three topics: self-introduction, talking about food and how to make jam. Each topic consisted of two videos, which were consistent with the course syllabus.
2. English speaking tests; the first one was conducted before using English videos and the other was taken after using English videos. The samples were required to answer the questions for each speaking test.

Data collection and data analysis

The data was gathered qualitatively from the English speaking tests. Each test consisted of three topics relevant to the YouTube videos shown during class: self-introduction, talking about food and how to make jam. The methodology of the study was divided into three stages: 1) the researcher explained about the objective and instruction of the study. Then, the students took the pre-test and their speaking performance was recorded before learning from the YouTube videos, 2) the students learned from YouTube videos-one topic for three weeks. The duration of learning from YouTube videos was 30 minutes. The other one and a half hour of class time was used for related classroom activities and 3) the students were required to take the post-test and their speaking performance was also recorded .

English speaking tests made use of the criteria that were adapted from IELTS (International English Language Testing System). So, this study divided speaking section into four performance criteria with 5 points each: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The data collected was analyzed

using SPSS (Statistical Package for the Social Science) and the scores obtained from the pre-test and post-test were compared to determine the improvement of students' English speaking skills.

Research findings

The scores from the pre-speaking test and post-speaking test were compared to examine the development of the students' English speaking skills and the findings are demonstrated as follows:

The summary of Pre-Test on self-introduction, talking about food and how to make jam were demonstrated as follows:

Table 1: The mean percentage in pre-speaking test

Topic	Fluency and Coherence	Lexical resource	Grammatical range and accuracy	Pronunciation	Total	Mean percentage
Self-introduction	62.00	86.00	62.40	65.60	276.00	69.00
Talking about food	52.00	76.40	53.60	56.80	238.80	59.70
How to make jam	42.00	66.80	43.60	48.00	200.40	50.10
Mean percentage	52.00	76.40	53.20	56.80	238.40	59.60

Table 1 showed the mean percentage for each learning topic. For the self-introduction, the mean percentage was 69.00 percent. Then, for talking about food, the mean percentage was 59.70 percent. Lastly, the lowest score received was for the topic of how to make jam. It contained the mean percentage received was 50.10 percent.

The students' mean percentage from the three topics combined were shown regarding performance criteria, ranging from the highest to the lowest;

- 1) Lexical resource, the mean percentage was 76.40 percent.
- 2) Pronunciation, the mean percentage was 56.80 percent.
- 3) Grammatical range and accuracy, the mean percentage was 53.20 percent.
- 4) Fluency and coherence, the mean percentage was 52.00 percent.

The mean percentage of all topics and performances was 59.60 percent.

The summary of Post-test on self-introduction, talking about food and how to make jam was illustrated as follows:

Table 2: The mean percentage in post-speaking test

Topic	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation	Total	Mean Percentage
Self-introduction	73.60	92.40	77.60	89.60	333.20	83.30
Talking about food	63.60	84.80	66.00	81.20	295.60	73.90
How to make jam	53.60	83.20	60.40	78.80	276.00	69.00
Mean percentage	63.60	86.80	68.00	83.20	301.60	75.40

Table 2 showed the mean percentage of each topic. For self-introduction, the mean percentage was 83.30 percent, followed by talking about food, which had the mean percentage was 73.90 percent. Lastly, the lowest score received was for the topic of how to make jam. This yielded the mean percentage of 69.00 percent.

The students' mean percentage from the three topics combined were shown regarding performance criteria, ranging from the highest to the lowest;

- 1) Lexical resource, the mean percentage was 86.80 percent.
- 2) Pronunciation, the mean percentage was 83.20 percent.
- 3) Grammatical range & accuracy, the mean percentage was 68.00 percent.
- 4) Fluency & coherence, the mean percentage was 63.60 percent.

The mean percentage of all topics was 75.40 percent.

Comparison between the pre-test and the post-test

Based on the pre-test and post-test scores, the percentage score on performance criteria from the three speaking topics increased as follows:

Table 3: The result in pre- test and post-test (percentage)

Testing	Topic		
	Self-introduction	Talking about food	How to make jam
Pre-test	69.00	59.70	50.10
Post-test	83.30	73.90	69.00
Difference	+14.30	+14.20	+18.90

As shown in table 3, students' performances improved the most on the topic of how to make jam with the increased score at 18.90 percent from the pre-test, whereas the increased scores for self-introduction and talking about food were 14.30 and 14.20 percent respectively.

The pre-test and post-test scores were compared to show the difference for each performance criterion.

Table 4: A comparison of the percentages in pre-test and post-test

Testing	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation	Total	Mean Percentage
Pre-test	52.00	76.40	53.20	56.80	238.40	59.60
Post-test	63.60	86.80	68.00	83.20	301.60	75.40
Difference	+11.60	+10.40	+14.80	+26.40	+63.20	+15.80

According to table 4, the total score and percentage significantly increased in the pre-speaking test compared to the post-speaking test. The performance criterion in which the students got the highest improvement was pronunciation, which was at 26.40 percent. In terms of grammatical range and accuracy, the percentage increase was 14.80 percent. For fluency and coherence, the improvement was 11.60 percent and for lexical resource it was 10.40 percent. In accordance with the post-speaking test, the scores for the performance criteria were noticeably higher than those shown in the pre-speaking test.

Conclusion and Discussion

The students were required to watch interactive online YouTube videos played in the class as an activity to prompt the students to speak. The students were required to answer 12 questions to two English teachers from Bhutan. The three topics covered in the questions were self-introduction, talking about food and how to make jam. The speaking skills were examined based on four performance criteria: fluency & coherence, lexical resource, grammatical range & accuracy and pronunciation.

Referring to this study, the results revealed a mean percentage score at 59.60 in the pre-speaking test. The score did not meet the required percentage of 60 percent to pass English Communication I subject. From this, there were only 13 out of 25 students who could pass the course. In the post-speaking test, all participants could pass the

minimum passing grade. Moreover, the performance criteria scores in the post-test had improved noticeably. To demonstrate, the data analysis showed that the mean score increased from 11.92 in the pre-test to 15.08 in the post-test.

Teaching and learning process can be strengthened through advancement of technology. This research has revealed problems related to students' speaking skills and confirmed that an effective learning material is needed. This study showed that YouTube videos, an internet application that offers an innovative contribution towards a more efficient method of teaching, could develop vocational students' speaking skills. This supported Kurniawati (2012) who found positive results of students' speaking skills in terms of pronunciation, correction of usage, grammar, expression of ideas and fluency and Muhammad Sirrul Muna (2012) who mentioned that YouTube could improve students' speaking skill and classroom situation related to the improvement of students' speaking skill. Using the videos from YouTube provided students with many advantages. The videos provided the clear idea of how English was spoken, so that the students learned new words, knew how to pronounce correctly and they could even imitate body language. Students could pause or rewind the videos whenever they didn't understand and use the structures correctly. They could play the videos umpteen times until they understood and perfected it. They were instilled with extra confidence and guaranteed in knowing what they spoke was correct. Its efficiency resulted in improvement in the following speaking skills' components: fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation. Therefore, the use of YouTube videos is recommended to both educators and learners as one of the effective ways to improve their proficiency in any language of their liking. However, a variety of lessons and videos are needed be carried out. As Burgess, J.E. and Green, J.B. (2009) mentioned that YouTube is one of the most well-known media in the contemporary online environment, and it is the first genuinely mass-popular platform for user-created video. However, it should be kept in mind to carefully select the appropriate videos to fit the education purposes because all teaching materials should be screened ahead of time to ensure they are relevant and useful to the classroom teaching.

Recommendations

Based on the major findings, it was recommended that the students should be more engaging and creative during the teaching and learning sessions. In the absence of these, the students would not be capable of developing their skills no matter what

material was used. Moreover, learning inside the classroom alone is inadequate. They should be enthusiastic to learn outside the classroom as well through the use of technology. The teacher is also a key improvement of students' knowledge and skills. Thus, the teacher's teaching method is essential for students by providing the opportunity to practice speaking. The teacher also needs to create interesting and enjoyable learning methods through the use of media such as YouTube. For Singburi Vocational College and other vocational institutions, it is important to set priority on facilities and media to assist teaching and learning methodology. The available facilities can be used for many education purposes, especially speaking skills.

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