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You-Tube Video Utilization to Enhance the Students Grammatical Competence

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Abstract: Continuous development of technology demand of innovations on the end of the language education. More specifically, Language teachers must constantly modernize approaches in Language teaching. This study was initiated to test a modernized language teaching approach. This study sought to determine whether there is an improvement of the grammatical competence of the participants after watching Youtube videos. Moreover, the constructs for grammatical competence were: phonology, morphology, vocabulary and syntax. A one-group, pre-post-test design was used with 45 students as the participants. For data collection, the researcher devised a questionnaire which underwent quality control measures (validity and reliability test).Results show that using YouTube in class had an evident improvement in the grammatical competence of the participants.

Keywords: Grammatical Competence, Youtube, Language Teaching.

1. INTRODUCTION

Grammar is an integral part of language learning [1]. It is defined as a rule that governs the construction of sentence in a language [2] In the case of English grammar, It isregarded as a system that dictates the order and arrangement of words in a sentence. Moreover, mastering grammar is a complex process [3-4]. Making it difficulty to learn for non-native speakers of the English language [5]. Provided that English language learners do not understand the grammar rules, they will most likely be ineffective in communicating in English [6].

English has long been the medium of instruction for subjectsMath and Science subjects in basic education [7]. Despite its long-standing usage, communicating in English has continued to be difficult for non-native speakers [8]. It only became evident in the Philippines when the English competence of Filipinos in basic educationwere found to be poor in some studies [9-11].As such, there is a need to findinnovative approaches in teaching English in the Philippines.

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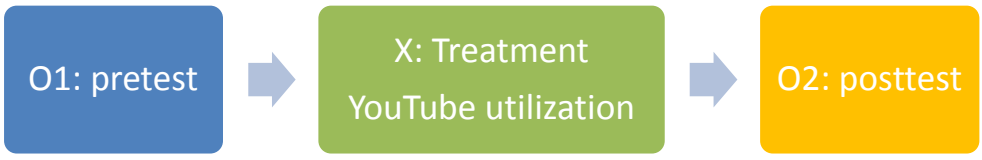
Existing studies show that innovative technology has been used in teaching. Such as social media, learning management system and online synchronous platforms [12-14]. Moreover, there were studies that tested different approaches in enhancing the grammatical competence of students. One study used concept-based instruction in enhancing the grammatical competence of students [15]. Another study utilized flipped learning developed grammar [16]. Facebook was even used to develop not only for grammatical competence but also writing proficiency [17].

YouTube has been an explored research topic in the locale [18-19], however, limited studies involved YouTube videos utilization in improving grammatical competence.This stirred the researcher to conduct this study in the hopes contributing to the field of language teaching. The main goal of this undertaking was to verify whether YouTube can develop grammatical competence. Using YouTube should be considered by language teachers since it is an untapped trend in teaching English.

2. METHODOLOGY

The study utilized a quasi-experimental design. Particularly, the one group Pre-Posttest design of Campbell and Stanley. A quasi-experimental design has become popular in educational researchers [20]. In fact, new teaching methods can be tested with this design using variables that are measured with the pre-test and post-test [21]. The design suited the study because the study sought to determine the effect of YouTube on the grammatical competence of students coming from one group. The use of YouTube being the treatment and grammatical competence as the measures of difference in both the pre-test and post-test. The design can be represented in figure 1 below.

Figure 1. One group Pre-Posttest design



The experiment was scheduled to elapse for 10 days. 45 students were identified as participants wherein all students belonged to one class.The 45 identified participants made up the experimental group. In the 10 days of the experiment, students watched YouTube videos. Students were instructed to watch YouTube videos that had English as the spoken language. A questionnaire was designed by the researcher to measure the 4 constructs of grammatical competence: Phonology, Morphology, Vocabulary and Syntax. Initially the questionnaire allotted 20 items for each construct. After the going through a validity and reliability test, 15 items were retained for each construct.

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Two statistical tools were used to treat the data obtained in the study: Average weighted mean and t test. Average weighted mean was used to determine the level of the grammatical competence for both pre-utilization and post-utilization of YouTube. T test was used to determine the significant difference for both pre-utilization and post-utilization of YouTube. A null (Ho) hypothesis was formulated and tested at $\alpha<.05$ (2-tailed) level of significance.

Ho: No significant difference could be established on the overall
grammatical competence of students' pre-utilization and post-utilization of YouTube

3. RESULTS AND FINDINGS

The grammatical competence was only moderate prior to the utilization of YouTube. Results are shown in table 1. Phonology and Syntax got an average descriptive equivalent while Morphology and Vocabulary hot a High descriptive equivalent. The mean scores for each construct are as follows: Phonology garnered 8, Morphology garnered 9, Vocabulary garnered 10 and Syntax with 8.

From the four components of grammatical competence, phonology had the lowest mean score. This can be attributed to the differences of the mother tongue and the target language. This scenario was uncovered by previous studies. In one study, Albanian EFL learners faced phonological problems because of the difference in the mother tongue and the English language [22]. Moreover, another study on Italian EFL learners revealed results which were similar. The learners had problems in the vowel and consonants sounds in English because of its difference with Italian [23].

Table 1. Grammatical competence of studentspre-utilization of YouTube

Grammatical Competence	Mean	SD	Descriptive equivalent
Phonology	8	2.28	Moderate
Morphology	9	1.78	High
Vocabulary	10	2.50	High
Syntax	8	2.12	Moderate
Overall	35	6.15	Moderate

Syntaxshared the lowest mean score with Phonology. This low score in syntax can be attributed to the difference in the sentence structure of L1(First Language) and TL (Target Language). Difference in L1 and TL is the major reason for student errors [24]. The L1 of the participants is Cebuano while the TL is English. The typical pattern for the Cebuano language follows a Verb-Subject-Object word order [25]. Contrarily, the English language hasa Subject-Verb-Object word order.

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It can be observed that two (Morphology and Vocabulary) from the constructs of grammatical competence have high descriptive value. Such results showed that varying degrees of competence in grammatical competence was demonstrated.Students were better in morphology and vocabulary contrary to morphology and syntax which garnered lower scores. Relative to learner difficulties in phonology, demonstrating competence on the sound categories of a second language is a verydifficult task. Learners often have better success in vocabulary as compared to phonology [26].

Table 2.Grammatical competence of students post-utilization of YouTube.

Indicator	Mean	SD	Descriptive Equivalent
Phonology	10	1.90	High
Morphology	11	1.32	High
Vocabulary	12	1.89	High
Syntax	10	1.67	High
Overall	43	4.77	High

Reflected in table 2 is the grammatical competence of students post-utilizaiton of YouTube. All four constructs garnered High descriptive equivalent. The mean scores for each construct are as follows: Phonology garnered 10, Morphology garnered 11, Vocabulary garnered 12 and Syntax with 10. When post-utilization is compared with the pre-utilization, there is an evident increase in the grammatical competence. YouTube had an effect as evidenced in the increased scores from all constructs of grammatical competence. This increase is supported by other studies.Language teachers can use YouTube videos in the classroom as it will make the learning process more meaningful. In addition, language learners will enjoy the experience and even become independent [27]. The same study also found that YouTube improved the spoken English of thelanguage learners. Furthermore, by making the learning an enjoyable experience the students will likely improve. Another study added that using videos in second language learning makes learning fun and even develops communication skills [28]. In totality, empirical evidence from previous studies have shown that using videos develop the language learner's ability to demonstrate the competencies of grammar[29-31]. In the context of this study, the videos used were from YouTube.

Table 3.Significant difference in the pre-utilization and post-utilization of YouTube on the students'overall grammatical competence.

Experimental group	Mean	SD	t value	Probability level	Decision
			6.961	0.000	Reject Ho
Pre-utilization	35	6.15			

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Post-utilization	43	4.77			

Table 3 revealed the comparison of the mean scores of the pre-utilization and the post-utilization of YouTube. Pre-utilization of YouTube got A mean score of 35 while post-utilization has a mean score of 43. The computed t value is 6.961.Since the p value obtained is 0.000, the null hypothesis is rejected; as such, the Ho (Hypothesis) is rejected. This means that there is a significant difference in the overall grammatical competence between the pre-utilization and post-utilization of YouTube.

4. CONCLUSION

From the results, the following conclusions were made:

- The overall grammatical competence of student's pre-utilization of YouTube was at a moderate level.
- The overall grammatical competence of student'spost-utilization of YouTube was at a high level.
- There is a significant difference in the overall grammatical competence ofstudent'spre-utilization and post-utilization of YouTube. Thus, the grammatical competence has significantly increased after the experiment of using YouTube.

Recommendation
Technology is continuously changing. Language teachers must consider innovative approaches in teaching a language. The fast-changing times demand language teachers to keep up with trends in technology. As such, language teachers as well as other relevant stakeholders must take advantage of using technology in the language classroom. One of which is YouTube. Based on the results of the studythe researcher generated the following recommendations:

- Language teachers should utilize YouTube videos in their classes to ignite discussions in the classroom as it plays a significant role in enhancing the grammatical competence of students.
- Educational institutions should provide internet connection that allows teachers and students to have enough resources in accessing YouTube videos.
- Further studies about the use of YouTube should be explored on other areas not limited to grammatical competence.

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