Using YouTube in Developing English Reading Comprehension
(Case study Ahfad University for women)

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ABSTRACT:
The aim of the study is the potential use of YouTube in Developing English Reading Comprehension at universities students, to draw the attention to the importance of YouTube as a new medium for teaching and education in general. The researcher used descriptive analytical method of analysis: the researcher has utilized of descriptive statistical method in the first step and inferential statistical method "T-test" to code and analysis data collected. The test was carefully constructed, and then it was distributed among the study which comprised of (20) students who were purposively selected. The researcher used SPSS (Statistical Packages for Social Sciences) program to analyze the data yielded from the focus group. The study showed that: YouTube has great role on enhancing the skills of reading comprehension. YouTube helps students to address their difficulties and problems of reading comprehension.
Keywords: Social Network Sites (SNSs), educational research, PhD student, Sudan.

المستخلص :
الهدف من هذه الدراسة هو إمكانية استخدام يوتيوب في تطوير اختبار القراءة الاستيعابية في الجامعات للطلاب، لرسم الانتباه إلى أهمية يوتيوب كوسيلة جديدة للتدريس والتعليم بشكل عام. استخدم الباحث المنهج الوصفي التحليلي لتحليل؛ الباحث وقد استخدمت طريقة الإحصائي الوصفي في الخطوة الأولى وطريقة إحصائية إستنتاجي "Test -T" لبيانات رمز والتحليل التي تم جمعها. وقد شيدت الاختبارات بعناية، ومن ثم تم توزيع ذلك ضمن الدراسة التي تتألف من (20) طالبة تم اختيارهم بطريقة العينة المتعمدة. استخدم الباحث SPSS (الحزم الإحصائية للعلوم الاجتماعية) برنامج لتحليل البيانات أسفرت عن مجموعة التركيز. وأظهرت الدراسة أن: يوتيوب لديها دور كبير في تعزيز مهارات الاستيعاب القرائي. يوتيوب يساعد الطلاب على معالجة الصعوبات والمشاكل من القراءة والفهم لها.
الكلمات المفتاحية: *مواقع الشبكة الاجتماعية، البحوث التربوية، طالب دكتوراه، السودان.*

INTRODUCTION

This study is carried to draw the attention of using YouTube in developing English Language Reading skills. In addition, investigating the power of Social Network Sites (SNSs), which are becoming omnipresent in the individual's daily life? Because a lot of Sudanese universities students spent most of their time on the internet. Moreover, the researcher thought that the old method used in developing reading is not effective. Reading comprehension is a very vital academic and life skill. As such, for the learners, it has to be developed sufficiently in order for them to succeed in their university life and in their future career. Today, the growth and popularity of online social networks introduces a new world of interaction and collaboration in language learning education. In addition, working collaboratively in an online learning environment would assist learners to be motivated to become active participants in their own learning process. This will also

enable learners to construct knowledge by expressing themselves through drawing on their experiences, emotions, and their feelings, all of which lead to meaningful learning. This article presents YouTube as a useful and meaningful learning environment that could support, enhance, and strengthen learners' language learning process. In second/foreign language learning classrooms, instructors should use meaningful online interaction where learners can work collaboratively in a non-threatening environment. Even though research has been surfing about utilizing social networks in general and YouTube in particular, this article pushes the research further. It aims to answer the following question: Is Social Network a seminal future aid in enhancing teaching and learning a foreign language?

MATERIALS AND METHODS

The data discussed in this paper are drawn from two qualitative studies of Social Network Sites (SNSs). The first study examines how social practices help to shape normative imaginaries of sharing on YouTube. Saunders et al. (2007) opined that the method for collecting research data is linked to research approaches adopted. The two data collection methods proved useful in providing detail information needed for the studies. Primary data collection methods that were adopted includes: questionnaire administration, interviewing, observation and focus group. Through qualitative analysis of semi-structured interviews with YouTube users, conducted between 2015 and 2016 as part of a larger study on sharing practices, we detail how performances of sharing and reciprocity negotiate norms of sharing, and establish undesired performances as over sharing. This study is restricted to the potential use of YouTube in developing English reading skills at university students. Study participants are from schools of female students of Ahfad University for women. During the 2015& 2016 academic year, the researchers completed experimentation with experimental and control groups. The experimental group was composed of 20 female students; 20 female students were also assigned to the control group. The researcher administered face-to-face learning to the control group and the YouTube learning program for the experimental group. Students of both groups were female students and have approximately similar levels of training in computer education, educational technology, educational media, and so on.

The researcher made use of some Facebook applications teaching reading comprehension such as post for writing the lessons and test; notifications to notify students for any kind of work, apology in case of delay, salutations and finally events, to remind students to any coming work or activity. The researcher used the data collected from the students' participations to develop the instrument, which is the test and focus group. The test was handed to two experts to measure its validity, suitability and its appropriateness. The researcher had made the final draft of the test after collecting the test from the experts and measured its reliability.

RESULTS

For testing the hypotheses of the study, it can be stated as follows:

The data in table (1) and table (2) has been treated statistically through inferential statistics (T-test) in order to reach a decision about the hypotheses testing. The significance level for the test was set at 0.05. Statement of the hypotheses H_0: $\mu_1 - \mu_2 = 0$ that is, teaching reading through YouTube produced no difference to achievement of the students between the means of scores in the two variables. H_A: $\mu_1 - \mu_2 \neq 0$ that is, teaching reading through YouTube produces difference to achievement of the students

between the means of scores in the two variables. From table (2), it could be inferred that there is a significance difference between the two means of pre- test and post-test at the significance level (0.05) and the P-value resulted from T-test. Calculation was 0.000< 0.05. Therefore, the H_0 : will be rejected savor of H_A: is proved to be productive and conducive to learning and teaching the language.

Table (1): Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation	Variance
Experiment	20	10.00	9.00	19.00	15.0000	.66886	2.99122	8.947
Control	20	12.00	14.00	26.00	20.1500	.83438	3.73145	13.924
Valid N (list wise)	20							

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean is higher: (15.000vs 20.1500).

Table (2): Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Experiment & control	20	0.797	0.000

This table shows the correlation between the two variables. The Sig. (0.000) is less than 0.05. This means that there is a strong positive correlation (0.797). People who did well on the pre- test also did well on the post-test.

DISCUSSION

These Social Network Sites (SNSs), such as YouTube, offer a place where people can share their personal stories in videos and pictures with their teachers and friends. Social networks also connect users with their peers, especially through the Groups feature. Since language learning is a dynamic and a flexible process, and each learner learns differently, there is no one way of teaching it. Nevertheless, utilizing YouTube allows a flexible method of learning and offers a more individualized learning process. Instructors should be more aware of new implementations of language teaching, and they should use virtual learning communities as an important part in the development of their classes. In addition, instructors should keep in mind learners' interests and learners' different learning styles. Such a medium in a language learning environment could promote social presence, which is an important factor that determines learners' usage of YouTube. Using YouTube as a medium for language learning encourages a collaborative environment, builds positive attitudes, increases motivation and learners' participation in the classroom. It can also encourage learners to collaborate and work together in a non-threatening environment. If planned appropriately as part of a learning process, the technologies and features of YouTube would be able to facilitate and produce effectual and meaningful learning of English within an online community of second/foreign language learners.

On the basis of the data analysis, the following findings are revealed: YouTube has a profound impact on enhancing reading comprehension skills of English students. It enables students to reach a satisfactory level of proficiency in reading comprehension. It also provides effective ways for students whereby they enhance reading comprehension

and other skills of English Language. YouTube helps students develop the ability of guessing and predicting meaning from the context. It can also enhance teacher-student interaction and learner-centered teaching and learning. YouTube fosters students towards risk-taking so that reading comprehension becomes easier and more challenging than ever before. It links students with the online network and keeps them in touch with the fresh and hot issues of teaching and learning. YouTube offers itself as a new pedagogical tool with flexibility that associates students from different walks of life to share standardized instructional and pedagogical attitudes and perception.

CONCLUSION

Based on the results of this study , the following recommendations may contribute to enhancing English Language teacher and students' performance in both the real and online context. These recommendations are as follows: Teachers of English should exert utmost effort to make maximum use of technology and social network to promote their performance in teaching. Students of different domains should try to benefit from the enormous potentials that Facebook and other social networks may offer in different realms. Teachers and students should be encouraged and trained to deal with the multimedia and web site which in its turn have the direct effect on their teaching and learning progress and promotion. Educational institutes should be supported with adequate multimedia and materials to contribute the enhancement of the academic attainment. YouTube should be authorized as instructional tool because of its possibility to be used in education and the flexibility in the ease of use and control. Further studies and researches should be conducted in the area of YouTube, social network and web sites in relation to education and teaching to make use of more facilities they offer.

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