

Enhancing Grammatical Skills through Recounting the YouTube Video to Improve Speaking Ability

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Abstract

Delivering ideas to others involves speaking in a significant way. Information exchange amongst language users is facilitated by this. However, many EFL students had difficulties when they tried to practice speaking. During the delivery, they stutter and become stuck. Ten freshmen attend the therapy to address these faults. It modifies YouTube content to enhance students' speaking abilities. To understand how to create sentences, the session began by using lexicogrammar. The instructor requested that the student study and retell a grammar video from YouTube in order to improve understanding. The students watched a vocabulary film on YouTube and then learnt and repeated the topic to increase their vocabulary. They then studied and repeated the information from a YouTube video that described the image. The teacher invited the students to describe photos using both written and spoken language in order to observe the students' growth in their vocabulary, grammar, and speaking abilities. The instructor provided feedback in the most recent class. The information gathered during the procedure was qualitatively examined. The study's findings led to an improvement in the students' speaking abilities by helping them with their grammar, vocabulary, and pronunciation. This kind of discovery could be used by teachers to teach the pertinent subjects. Additionally, it motivates additional researchers to study relevant topics.

Keywords

grammar, listening, pronunciation, retelling, speaking

Introduction

Speaking ability is important in many areas of life. It encourages goodwill toward others, scholastic accomplishment, professional success, and personal growth (Sudarmo, 2021). People with good public speaking skills can convey themselves confidently, clearly, and hold the attention of their listeners. Just as written communication is crucial. Speaking effectively, eloquently, and persuasively is a skill that shouldn't be underrated (Sari et al, 2022).

One essential but frequently forgotten part of effective communication is listening. Active listening can help us to understand others better, build relationships and trust, solve challenges, and develop our leadership skills (Iorhen, 2020). It is crucial to be able to listen carefully in both professional and social contexts. Empathy, comprehension, and cooperation are fostered by active listening, which enhances results in a variety of spheres of life. The students must actively improve their listening abilities, be conscious of their significance, and take steps to do so (Hinz et al, 2022).

The importance of reading ability cannot be overstated. It improves communication and linguistic fluency, fosters empathy, and supports psychological well-being and cognitive progress. It also provides access to knowledge (Isaqjon, 2022). As a result, it is crucial for people to start reading as early as possible and to continue doing so as they get older. The students need to enhance their reading habits to boost their memory of the academic Knowledge (Utami et al., 2022).

YouTube has fundamentally altered the way the students learn by exploiting its accessibility, diversity of educational resources, expert-led channels, and opportunities for collaborative learning (Cihangir & Çoklar, 2021). Its dynamic, user-driven design has made it a top education platform by empowering users to take charge of their own learning. YouTube clearly has a lot of promise to advance and enrich education, but it's crucial to employ caution and critical thinking when navigating the vast amount of content available there. As the digital world progresses, YouTube's significance as a global educational resource will undoubtedly grow (Al-Jarf, 2022).

Their weak knowledge of grammar and vocabulary is one of the biggest speaking difficulties for EFL learners. Many students have trouble coming up with the right words or creating grammatically sound phrases on the spot. They might talk less eloquently and effectively overall as a result of this restriction. Focus should be placed on helping students improve their vocabulary and grammar. These skills' shortcomings make it difficult for individuals to communicate their views to others. They were unable to express their opinions. The idea-sharing process would be damaged. They must correct these issues if they want to improve their speaking (Houn and Em, 2022).

Despita (2021) stated that it is advantageous to use YouTube content to improve speaking classes. The teacher divided the pupils into small groups to carry it out. Each group had three to four pupils. The teacher shared the YouTube URL with the social media group to kick off the class. They then discovered it. After fully comprehending the material and making a list of key terms or phrases, they started to have a debate. The

topic of discussion was YouTube's content. The students' speaking abilities improve when they practice this strategy with various topics.

Because of the extensive selection of information, accessibility, and engagement it offers, YouTube is a priceless tool for enhancing speaking abilities. By utilizing language learning channels, authentic videos, and interactive components, learners may fully immerse themselves in a rich learning environment that promotes active involvement and practice. However, YouTube users should take prudence when using the website, selecting reliable sources, and actively participating in the learning process. YouTube may be a powerful tool for English language learners to improve their speaking skills when used properly (Purwati et al, 2022).

The purpose of the study is to comprehend how the teacher employs YouTube videos to enhance speaking abilities. To accomplish this, the teacher must plan how the lessons will be taught. The study need direction if it is to fulfill its goal. In order to address it, a research question is created. How does the teacher use the YouTube content to help the pupils become more effective communicators? It is a question that demands a response. The information obtained through the treatment will serve as the source data. It will go through a qualitative examination to get at the conclusion.

Method

Ten freshmen took part in this study. They were about the age of 19. English education is their area of study in the major. The teacher took several actions to reach the aim by addressing the shortcomings of the students. To make the teaching and learning process easier to follow, it is crucial to determine the delivery order. The teacher made sure that each student was added to the WhatsApp group in the first phase. It serves as the vehicle for establishing the instructional process. He used bilingualism to teach these lessons. Both English and Indonesian versions of the offered vocabulary were available. The students find it simpler to use it to build sentences. The students used their electronic dictionaries to verify the correct pronunciation. The hallmark of the lexico-grammar approach is using the available vocabulary to finish the grammar tasks and directions.

However, the students must become accustomed to comprehending the native speakers' delivery. To do this, the teacher showed the students YouTube talks regarding the grammar under discussion. The students recounted the material after listening to and comprehending it in order to record and post it on the forum. This kind of approach aids pupils in improving their speaking and listening skills. In addition, the teacher provided a YouTube vocabulary video for students to view and comprehend the material. The teacher instructed the pupils to recount the material to record and upload in order to assess their comprehension and listening skills. A different resource with comparable implementation is a YouTube explanatory image video. The URL was displayed by the instructor. The pupils clicked it to view the YouTube page. The students have learned how to accurately describe a picture after observing it. By imitating the speaker's delivery on YouTube, the students get practice interpreting an image. Their efforts were documented and posted on the forum. The teacher displayed a picture on the screen for

general learning. He requested written and verbal descriptions of it from the students. On the screen, those items were uploaded.

The evaluation of the students' uploaded words completes the teaching-learning process. The evaluation came from the teacher. The ability of the students to develop their speaking ability must be improved. Figure 1 depicts the steps involved in the teaching and learning process. The study's data was acquired by seeing the teaching and learning process in action. It was then qualitatively examined to achieve the study's objectives.



Figure 1. The Flow of The Teaching Learning

Results

Determining Class Medium

An important catalyst for the transformation of education is the online learning environment. Because of its inclusivity, it dismantles socioeconomic and geographic boundaries while offering easy learning opportunities. Self-paced learning's adaptability encourages a deeper knowledge of subjects by letting students pick up ideas at their own pace. Collaborative learning technologies encourage student participation and cross-cultural cooperation. By reaching students in distant locations and enriching the learning experience with multimedia tools, the online course increases access to high-quality education. The online class format opens the door for a more open, equal, and interesting educational system thanks to its many benefits.

The teacher selected a WhatsApp group as the venue for conducting the teaching and learning process. By creating it, the teacher and pupils are able to communicate with one another whenever and wherever they choose. It goes beyond the typical classroom context. By uploading and downloading materials in the forms of images, audio, videos, and text, they can use it to promote any activities. It aids them in putting any input into action to finish the process of achieving the academic objective. The teacher and students are listed among the participants, as can be seen in Figure 2. In order to manage the teaching and learning process, the teacher might take charge of the forum.

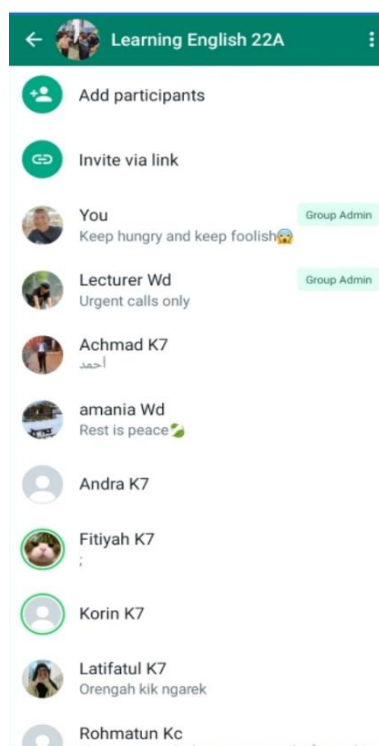


Figure 2. The page of WhatsApp group

Implementing Lexicogrammar

Learning grammar is a crucial part of learning a language since it helps people communicate and express themselves effectively. However, traditional grammar instruction frequently focuses on rule-based systems, which results in a disjointed understanding and limited application in real-world situations. The lexicogrammar approach is a substitute strategy that has gained popularity recently that emphasizes the connection between vocabulary and grammar. Understanding the advantages of using the lexicogrammar approach to teach grammar and improve language proficiency is crucial.

The primary goal of the class is to teach grammar. The teacher gave a list of multilingual terminology to get things going. Then he advised the pupils to consult their digital dictionaries to confirm the pronunciation. The teacher gives the students the grammar guidelines in order to trigger the use of lidded words. He introduces the application of the straightforward past tense rule, as shown in Figure 3. By using this guideline, he

combined the lesson's example and exercises with the language that was listed. For the lexicogrammar method, it is crucial. The teacher delivered the lesson in both the pupils' native tongue and English to facilitate comprehension. This style of delivery took place on the WhatsApp group's forum.

Vocabulary

Wash: Menyuci

Paint: Mengecat

Walk: Berjalan

Show: Memunjukkan

Simple Past Tense

* Untuk membaca setiap kata bahasa Inggris di dalam kotak, kita harus menirukan pengucapan dari aplikasi.

Bila makna "sedang" pada kata kerja di kejadian lampau dihilangkan, maka kata 'ing' harus dihilangkan dan kata was/were juga ikut dihilangkan. Namun kata 'was/were' tidak bisa hilang dan akan berubah menjadi 'ed' yang selanjutnya akan menempel pada kata dasar.

Contoh 1

Mereka sedang mencuci pada jam 2 kemarin siang

They were washing at 2 yesterday afternoon

Mereka mencuci pakaian kemarin

They washed clothes yesterday

Latihan 1

A. Terjemahkanlah soal di bawah ini ke dalam bahasa Inggris dan hasil pekerjaanmu tunjukkan pada guru!

1. Kita sedang mengecat pada jam 2 kemarin siang =
2. Kita mengecat seminggu lalu =
3. Kamu sedang berjalan jam 9 kemarin pagi =
4. Kamu berjalan 2 jam lalu =
5. Saya sedang menunjukkan gambarku pada jam 8 kemarin malam =
6. Saya menunjukkan gambarku kemarin =

Figure 3. The Page of Lexicogrammar

YouTube's Grammar Channel

YouTube has become an excellent resource for grammar students. The extensive and engaging content provided by websites like Everyday grammatical - VOA Learning English ensures that learners can effectively develop their grammatical skills. The dynamic connection between content creators and their users enhances learning by creating a sense of community and support. As we continue to embrace digital learning, YouTube unquestionably contributes significantly to grammar teaching.

Native speakers must teach the students how to use grammar. It is a sort of comparison of instruction given by non-native and native teachers. The pupils are taught how to present the same material from both sides. In speaking practice, it aids them in conducting the right delivery. Figure 4 illustrates how the native speaker and the teacher both spoke on the same subject. It concerns straightforward past tense instructions. The instructor displayed this kind of information on the screen. The teacher asked the pupils to recount the lesson in order to assess their comprehension of it. They took screen shots of their work and uploaded them. The pupils can access this page by clicking the following URL: <https://youtu.be/VOhvrOSAYWU>.



Figure 4. The Page of YouTube Grammar Video

Self-Review Instructions

The development of effective learning strategies, the promotion of critical thinking abilities, and the promotion of self-awareness all require the use of self-review instructions. By enabling people to recognize their strengths and limitations and giving them the chance to improve their skills and knowledge, self-reflection improves academic success. Students become self-directed, proactive learners who can adjust and improve continuously when self-review instructions are incorporated into the learning processes. As the eminent author Louis L'Amour famously put it, "Knowledge is like money: to be of value, it must circulate, and in circulating, it can increase in quantity and, hopefully, in value." Self-review guidelines act as catalysts for the spread and expansion of knowledge.

The pupils must show the YouTube information in video format in order to retell it. To convey the material like the native speaker did in the video, they will need some paper. It's crucial to model how natives communicate ideas in order to provide pupils a clear understanding of how to do so. To make the information appear clear, they wrote the key points. according to Figure 5. The ed suffix is circled by the pupil. It is intended to draw attention to how the verb has changed from simple present to simple past. By doing this, the teacher may observe how well the students have learned the content and have practiced speaking. The students must post their comments in the forum in order to receive feedback from the teacher.

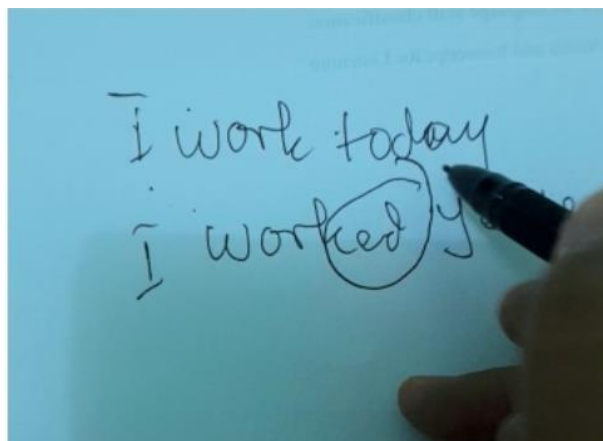


Figure 5. Self-Review Instructions

YouTube Vocabulary Videos

YouTube vocabulary channels have a wealth of advantages for improving language learners' speaking abilities. These channels are extremely effective due to their exponential vocabulary growth, exposure to real language usage, contextual comprehension, interactive format, and pronunciation practice. Retelling exercises using YouTube videos can greatly enhance oral communication abilities when incorporated into language learning methodologies. Learners can develop confidence, competence, and fluency in speaking by actively utilizing these tools, preparing them for real-world discussions with ease.



Figure 6. YouTube Vocabulary Video

But the students still need to increase their vocabulary. The teacher posted a YouTube vocabulary video on the forum to achieve this objective. It is genuine content. The pupils felt confident enough to learn it. The speaker explained the phrase "gold digger," as seen in Figure 6. Before viewing such a video, the students believed that it involved panning

for gold underground. To understand it, they translated it word for word. However, after seeing it, they realized that it is the expression of someone who cultivates relationships with others solely for financial gain. After learning it, the students understood that translating the phrases word for word would not help them understand them. They must understand the correct meaning behind the native speakers' statements. The teacher gave the students the task of retelling the topic in video in order to let the expression stick in their minds longer. The students' delivery will be more fluid and they will remember the new expression if they practice it. The students went to the following URL to access the material: <https://youtu.be/ZUkU-nEtf9U>

YouTube Videos Explaining Images

For students looking to improve their speaking abilities, including YouTube's explaining picture videos into language study can have a number of advantages. A well-rounded language learning experience includes exposure to visual stimuli, contextualized vocabulary learning, cultural understanding, and the chance to enhance pronunciation and intonation patterns. These films allow students to actively interact with the material, improve their language skills, and improve their spoken communication skills.

The students require instruction on how to create an image in order to describe it. The talent that students need to learn is how to present material naturally, much like native speakers do. Building their skills through YouTube videos is beneficial. Figure 7 illustrates an image that is described by a native speaker. He went into great depth on each element of the image. The pupils went to the given URL, <https://youtu.be/Yu9ArcVD818> to access the information. within the forum. The teacher gave the pupils the task of revising and uploading their work on the forum in order to help the students become proficient in accurately describing pictures. They did this to incorporate their understanding of grammar, pronunciation, and vocabulary into their final work. The teacher can monitor how well the students are doing with the work they have uploaded.



English for Beginners - ESL Short Story -
"Fair" - Lesson 100

Figure 7. Describing a Picture

Making a Narrative

Students can gain a variety of advantages from narrating an image, including better grammar, a broader vocabulary, increased critical thinking, improved communication abilities, and increased cultural knowledge. Teachers can create a stimulating and interactive environment that encourages students to actively participate by introducing visual aids into language study. Students' linguistic skills are developed, and their general language competency is improved when they are encouraged to describe and discuss pictures. In order to help students develop their grammar and speaking skills to their greatest potential, educators should embrace the use of images as learning tools.

The teacher also needs to be aware of the overall learning outcomes. It is necessary to assess pupils' proficiency with accurate sentence construction, word choice, pronunciation, and suprasegmentals. One can accomplish such an objective by using images. Figure 8 illustrates how the student broke down the image into its component parts. He used strange verbs to convey historical information. He used the simple present tense in the sentences as well. He conducted the blending of the two tenses to facilitate understanding of the delivery's flow. This type of work was done in both spoken and written language media. First, the students spoke aloud as they described it. He captured it on camera and posted it online. The student wrote a transcription and uploaded it on the forum to make the delivery sound as clear as the purpose. The teacher can provide feedback by presenting the two formats. He is able to follow the student's speech.



There are two children and their parents in the park. The parents are Mr. Andrew and Mrs. Lisa. The children are Matthew and Rose. Their hair is blonde. Matthew wore a black t-shirt, black shoes, and blue shorts. He kicked a ball. The parents and Rose ran after the ball. They wanted to kick the ball. They were happy.

Figure 8. Narrative

Delivering Feedback

Giving feedback is crucial, and that cannot be emphasized enough. Feedback acts as a potent motivator for development, progress, and self-awareness. By accepting criticism in both our personal and professional lives, we foster a culture of collaboration, trust, and ongoing development. It strengthens bonds, encourages performance improvement, and fosters a culture of learning and creativity. The act of providing feedback should be given priority going ahead since it has the power to change people and organizations.

The students must also be aware of the work they produced. They must learn the properness of their work. The task of checking their work falls on the teacher. Figure 9 illustrates how the teacher rated the students' work as good and very good. The other section was when he expressed his critique. Grammar and vocabulary are key. He recommended the phrase "enthusiastic and be (are)." For the pupils to improve their associated work in the future, this straightforward correction is crucial. The teacher assessed each piece of work that was uploaded. The advantage of using online forums is that feedback may be improved whenever the teacher is accessible. When they have time, the students can read the feedback.



Figure 9. Feedback

Discussion

The Importance of Class Medium

The instructor must improve the activities to accomplish the learning objective in order to improve the teaching-learning process. The traditional classroom has some limitations. It requires some improvements. The teacher needs some resources to improve student success. Enhancing the delivery of content in the form of images, text, music, video, and many other formats using WhatsApp groups as a platform. It is advantageous to use it to improve the traditional classroom. The additional tool to improve the teaching and learning process does not have to be provided by the teacher. The teacher only needs to display the internet address or URL on the screen to deliver the relevant materials. The teachers instruct the students to click on it and study it. He can instruct the students to transmit voice recordings using the voice note service so he can hear how well they pronounce words. It can be utilized to support a variety of

activities. It is a simple tool to obtain and utilize. Students frequently use applications of this type. To make it work, they simply need a reliable internet connection.

The Benefit of Implementing a Lexicogrammar Method

Students must be able to combine words in order to communicate clearly. To succeed, it needs to be aware of the rules. The vocabulary in the head needs to be arranged into meaningful intentions in order to conduct conversation. It makes use of the grammar that has been discussed as well as the offered terminology. It will enable the students to correctly construct sentences. To make the process of putting that kind of method into practice simpler, the teacher must be multilingual. The students can adopt their cultural sentence structure using L2. The students could see how the same idea was expressed using different sentence forms in the two languages. It helps students construct sentences using acceptable language and grammar. Students can create their own expression in accordance by employing this method consistently. Independent sentence construction skills could be developed. They will be able to see how easy it is for language users to communicate.

Noticing the Grammar Usage in YouTube Content

The use of bilingualism and the lexicogrammar technique helps the pupils grasp how the words should be ordered to make sense. However, the language culture of the students' native tongue has an impact on this type of practice. Students must align their grammatical input with the natural sources in order to get them to adopt speech that sounds natural (Kembara and Kennedy, 2021). Students have access to YouTube's content to help them achieve their goal. The teacher gave a YouTube video on a related grammar discussion. By studying the same grammatical review material as the teacher and the native speaker did, the students will obtain a full comprehension of how English rules relate to communication practice (Susanto and Afifani, 2023). The teacher asks the pupils to retell stories in order to improve their listening, pronunciation, and speaking skills. Imitation is the process used to learn a language. The quickest method to achieve a natural style of expressing thoughts is to mimic the native speaker (Dabamona and Yunus, 2022).

The Benefit of Self-Review Instructions

The ability to communicate verbally must be preserved. This is the activity that language learners must produce. It is done to increase the delivery process's success. Students learn a language to enhance their communication abilities. They must have practice creating their own words in order to communicate their intentions clearly. They will use their own knowledge of language, pronunciation, and grammar to make their utterances satisfying. When they are learning the YouTube material, they keep those kinds of inputs in mind. It is evidence of how well they have developed their delivery-related expertise. They learn to apply their general talents as they convey the message (Syafiq, 2021). Students perform self-review instruction using the YouTube materials. They mimic how the natives communicate ideas. Even if they are duplicating, the pupils will finish the delivery using what they already know. It makes it easier for individuals to express their

thoughts in profound ways. The pupils scribbled on the paper to connect one topic to another in order to follow the presentation's exciting flow. They will be able to escape the stuck by doing this. They will be able to perform a self-review as clearly as they can. Through practice speaking, the students' fluency grows (Nurdianti, 2022). Students' ability to communicate ideas clearly is improved when this method is used in speaking classes.

Developing Vocabulary Skills through YouTube Channel

The means through which thoughts are represented are words. Through the speakers' words, others can deduce what is going through their minds. If people have a large enough vocabulary, information communication will be simple. To improve their delivery, the pupils' vocabulary has to grow. They must prepare themselves for speaking practice by expecting to stumble or stammer. The students can gain from accessing YouTube content to meet this kind of requirement (Pamungkas et al., 2022). It is the duty of the teacher to offer relevant YouTube video to improve vocabulary growth. The students learn the YouTube content to improve their listening and pronunciation skills. The pupils learn how to implement certain terms in certain sentences as a result of the vocabulary education. The pupils created a self-review instruction to help them retain the learnt vocabulary usage longer. The pupils must thoroughly comprehend the native speaker's delivery in order to deliver this kind of performance. It's critical to make their account more understandable. The students naturally draw on their prior vocabulary, pronunciation, and grammatical contributions to improve the process of delivery. It helps pupils talk more fluently when they are speaking in practice (Lengari, 2022).

Conveying Opinion

Students require assistance in order to effectively communicate ideas. They must understand how to ensure that the delivery process operates smoothly. The pupil can stimulate their brain by describing a picture to increase this kind of need. Students must explain each element of the picture in detail in order to create the narrative. It makes the narrative easier for the audience to comprehend. The pupils will require an example of a native speaker's narrative to describe an image in a natural manner (Maryani and Aguskin, 2019). The teacher might give it to the pupils to make it easier for them to understand. The pupils can view how a native speaker describes an image in detail by clicking the URL the teacher provided. The students practice narrating the story using the same picture that the native used in order to help them act as the native did. The pupils learn how to send a message using a graphic after practicing (Fadilaturrahmah, 2022).

Describing Pictures to Enhance Speaking Ability

YouTube is a potential resource for speaking instruction. It is taught to pupils in order to improve their speaking skills. Using YouTube resources will help the students improve their grammar, vocabulary building, pronunciation, and speaking abilities (Nasution, 2019). However, the teacher must be aware of the total learning outcome. The students fill it out by verbally and in writing describing the images. To accomplish this, the teacher

listens to the students' voice recordings and assesses their pronunciation and suprasegmental usage. The teacher can tell how well the students pronounce certain words. The teacher can assess the pupils' transcriptions for good sentence construction by looking at them. The outcomes of this form of evaluation show how well learning worked. It helps the teacher assess the accomplishments of the students and identify their strengths and flaws. He can then determine which materials to use to strengthen the weakness.

The Delivery of Feedback

The areas of their work that are weak and strong must be known by the students. Their reflection is what allows the defects to be fixed. The teacher's input is crucial for students to improve their performance in the future. It encourages students to become independent learners. Nevertheless, adapting this form of practice is advantageous for the teacher. He might be aware of what has to be improved in the students. As a result, he decides to use the pupils' flaws to his advantage. Changing the method of providing feedback encourages both teachers and students, which improves the achievement of the teaching-learning objective. The two agents work together in harmony to fulfill one another. The teacher could give the necessary resources and guidance, and the pupils could fix their mistakes. Putting it into practice will encourage student participation in the teaching and learning process.

Enhancing the Previous Study

Despita (2021), as mentioned in the beginning, claimed that modifying YouTube material is advantageous. In the developed social media, the teacher posted the URL of the YouTube video's desired topic. In order to learn the material, the pupils clicked it. The content of the shared YouTube was then discussed by each group of participants, which was made up of four or three people.

The study's conclusions bring the earlier study to a close. The teacher must help the students become more proficient in speaking, pronunciation, and sentence construction. In practice debates, they benefit from becoming stuck or stuttering. The students will not be able to acquire their desired skills in accordance if they are left to learn the content without the teacher's assistance. When the students become mired in confusion, they do not know how to inquire about the materials' clarity. To facilitate the process of content learning, the teacher must be present.

Students are prepared for discussion by being encouraged to prepare themselves with the stages described in the findings. They will be able to put their ideas into words to convey their meaning. They are adept at conveying concepts since they can speak a variety of words with the pronunciations they already know. The pupils must be prevented from becoming stuck or stuttering during the discussion (Peñarroja, 2022).

Conclusion

Retelling the YouTube video can help students communicate more clearly and fluently while also enhancing their grammar, vocabulary, pronunciation, and fluency. Students can learn from and practice their speaking skills using YouTube videos, which offer authentic and interesting information. Students' drive, self-confidence, and interest in speaking English are all increased by recounting the YouTube video.

The quality and suitability of the videos, the time and space restrictions for watching and recounting the videos, the potential for distraction and noise from the videos or the environment, and the unstable internet access are some potential drawbacks to using YouTube videos as a learning medium.

Some recommendations are made in order to overcome the drawbacks and maximize the efficacy of using YouTube videos as a learning medium, including choosing pertinent and appropriate videos that correspond to the students' grade level, areas of interest, and learning needs, giving students clear instructions and guidance so they can watch and recount the videos, providing feedback and evaluation for students' performance and improvement, enticing them to watch YouTube videos frequently and actively participate, and providing the stable internet access

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