

Effectiveness of English Tutorial Video on YouTube in Improving Speaking Fluency.

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Abstract : Speaking fluency is the ability to express thoughts, ideas, and feelings smoothly and coherently through spoken language. It is a fundamental skill that encompasses not only the act of speaking but also the capacity to communicate effectively. To express ideas clearly, one must possess focus, retain relevant information, and have a solid understanding of the topic being discussed. However, many students often face challenges in improving their speaking fluency. As a result, researchers and educators have increasingly turned to YouTube video tutorials as a supplementary tool in foreign language instruction. This study aims to determine the effectiveness of YouTube video tutorials in enhancing students' speaking fluency. The research employs a single-group pre-test and post-test design using a quantitative approach. A total of 20 eleventh-grade students from SMA Negeri 2 Tondano participated as the research sample. Pre-tests and post-tests were administered as instruments for data collection. The findings indicate a significant improvement in students' speaking fluency, with the average score increasing from 56.00 in the pre-test to 82.25 in the post-test. These results suggest that YouTube video tutorials can effectively enhance students' English-speaking fluency, train their comprehension skills, and increase their motivation to learn foreign languages. However, the effectiveness of YouTube as a learning tool is influenced by several factors, including students' learning proficiency and the ability of teachers or instructors to deliver lessons effectively.

Keywords: *Speaking Fluency, EFL, YouTube Video Tutorial, Learning Media.*

INTRODUCTION

In the context of language education, student engagement and motivation are persistent challenges that can significantly hinder the learning process. Ford and Ford (2009) identify several contributing factors, including boredom during lessons, lack of motivation, limited classroom participation, and low self-confidence. These obstacles often result in students' inability to actively engage with language learning, especially in skill-based areas such as speaking. To address these issues, it is crucial to introduce engaging and interactive media that not only capture students' attention but also create a more supportive and stimulating learning environment.

Among the four essential language skills listening, speaking, and writing speaking is often considered the most complex and demanding to master. Harmer, (2012) emphasizes that speaking requires both linguistic and extralinguistic knowledge. Linguistic knowledge encompasses grammar, vocabulary, phonology, discourse structures, and speech acts, while extralinguistic knowledge involves background understanding of topics and cultural context. Effective communication, therefore, demands more than just grammatical accuracy; it requires the integration of grammatical, discourse, sociolinguistic, and strategic competencies components identified by Harmer as integral to communicative competence.

Language as Liando, (2023) asserts, is a fundamental medium through which individuals share ideas, express emotions, and build social relationships. In a globalized world where English functions as the lingua franca, proficiency in English particularly in speaking is essential. In Indonesia English is taught as a foreign language across most educational institutions, highlighting its importance in national educational policy. However, many students still struggle to attain fluency in spoken English due to limited exposure and insufficient practice outside the classroom.

A key factors contributing to this challenge is the lack of opportunities for independent and meaningful language use. Lee, (2015) notes that non-native speakers

increasingly use English for real-life communication, yet traditional classroom practices often fail to support the development of spontaneous speaking skills. Zaremba, (2006) further emphasizes that speaking is arguably the most important of the four language skills, as it directly reflects one's communicative ability.

Despite its significance, speaking instruction is often underemphasized in the classroom. Sabudu et al., (2001) observes that English teaching frequently relies on mechanical repetition and memorization rather than on fostering authentic, communicative use of the language. Consequently, learners struggle to develop fluency, which is a critical component of language proficiency. According to Thomson, (2004), fluency not only boosts learners' confidence but also a key criterion in many English proficiency assessments.

In response to these challenges, the integration of multimedia technology into language learning has emerged as a promising solution. Among various digital platforms, YouTube has gained particular attention for its potential in language education. Binmahboob, (2020) highlights that YouTube facilitates classroom interaction and support learners' engagement by providing access to authentic and contextualized language use. Through videos, learners can observe how language functions in real-life scenarios, thereby enhancing their listening and speaking abilities.

Given these considerations, this study aims to investigate the effectiveness of English tutorial videos on YouTube in improving students' speaking fluency. The research is conducted at SMA Negeri 2 Tondano, where students are provided with structured exposure to YouTube based English tutorials as a supplementary learning tool.

Based on observations during the Teaching Practice (PPL) program at SMA Negeri 2 Tondano, students were able to speak with ease, but they often struggled to understand the meaning and felt self confidence about their fluency. Additionally, their motivation to improve speaking skills was low. Based on the background of the study, the researcher formulates the following problem statement: How effective are

English tutorial videos on YouTube in enhancing speaking fluency among students at SMA Negeri 2 Tondano.

RESEARCH METHOD

Research design

In this study, the researcher employed a pre-experimental design, specifically a one-group pre-test and post-test model. This design was chosen to investigate the effectiveness of using YouTube video tutorials in enhancing students' speaking fluency. The experimental group received treatment in the form of English-speaking tutorials delivered via YouTube, designed to actively engage students and improve their speaking skills through visual and auditory learning. The effectiveness of the treatment was measured by comparing the results of the students' pre-test and post-test scores. This comparison was used to determine whether there was a significant improvement in the students' speaking fluency after participating in the intervention.

According to Creswell, (2009) the One group pre-test and post-test design is a type of pre-experimental research in which a single group is a given treatment, with measurements taken before T1 and after T2 the treatment. T1 represents the pre-test, x represents the treatment and T2 represents the post-test the design can be illustrated as follows:

Table 1. Representation of The Design

Pre-test	Treatment	Post-test
T1	X	T2

Where:

(Creswell , 2019)

T1 = Test before the Treatment (pre-test)

X = Treatment

T2 = Test after the Treatment (post-test)

Subject of the Research

The subjects of this research consist of 20 twelfth-grade students from SMA Negeri 2 Tondano in the 2023–2024 academic year. According to Noor, (2003) a sample is a subset of a population. In this study, the researcher employed a purposive sampling technique. As stated by Sugiyono (2013:218), purposive sampling is a method of selecting data sources based on specific criteria or considerations deemed relevant to the research objectives.

Data collection techniques

In collecting the data, the writer planning to apply speaking test for their speaking fluency. And the techniques are using pre-test and post-test.

Pre-Test

The pre-test is administered prior to the treatment to assess students' initial understanding or skill level related to the material to be taught. Its primary purpose is to obtain baseline data that reflects the students' initial condition during the preliminary observation phase.

1. Classroom Preparation

The initial step involved preparing the classroom to ensure a

conducive

environment for the assessment. The pre-test was conducted prior to the treatment phase.

2. Pre-Test Procedure

Subsequently, students participated in individual interviews, responding to four questions from the provided topics. They were required to speak on the selected topic for a duration of 1 to 3 minutes as part of the pre-test activity. These topics were designed to encourage spontaneous speaking and the use of English in a natural context.

3. Recording and Assessment

Each student's responses were recorded individually to facilitate accurate evaluation. The recordings were later assessed using a speaking fluency rubric provided by the researcher. The rubric focused on key aspects of speaking fluency, including speech flow, pauses, and clarity.

Post Test

After using YouTube videos as a tool for speaking fluency practice, students then participated in a post-test. The post-test followed the same speaking test format as the pre-test. Similar prompts were used to ensure a valid and reliable comparison between the two assessments.

1. Classroom Preparation

The first step was to prepare the classroom to ensure a conducive

environment for the assessment, similar to the pre-test setup.

2. Pre-Test Procedure

Students were individually interviewed and asked to respond to four questions on a new topic (different from the pre-test). They were required to speak for 1 to 3 minutes on the selected topic. These questions aimed to encourage spontaneous speaking and the use of English in a natural context.

3. Recording and Assessment

Each student's speech was recorded individually for accurate evaluation. The recordings were then assessed using a speaking fluency rubric developed by the researcher, focusing on aspects such as speech flow, pauses, and clarity.

Research Instrument

The instrument in this research refers to the tools or facilities used by the researchers to collect data more effectively and efficiently. In this study, the primary instrument was an oral speaking test, which was administered in two phases: a pre-test and a post-test. The pre-test was conducted to assess the students' initial speaking fluency, while the post-test aimed to measure any improvement after the treatment had been given. This technique was selected because it is relatively easy to administer; researchers can choose a passage that aligns with the test specifications and record the students' responses. The

scoring process is also manageable, as all oral production is controlled and can be evaluated using a standardized rubric. The speaking test in this study was designed to assess students' speaking performance based on the criteria used in the International English Language Testing System (IELTS). Students' performances were scored using the IELTS speaking band descriptors, which range from 1 to 9. To simplify data analysis and presentation, the IELTS scores were converted to a 100-point scale using the following formula:

$$\text{Final Score} = 100$$

Data Analysis Techniques

Quantitative data analysis is the method of data analysis used in this study. This method is to carry out the calculations and data analysis. In this study, the SPSS V.25 Program was utilized for data analysis and descriptive tests, paired t-test, and correlations were used for the analysis.

FINDINGS AND DISCUSSION

Findings

After conducting research at SMA Negeri 2 Tondano, the researcher has collected pre-test and post-test data that has been obtained from students. Then the data is presented in tabular form and can be seen below.

Table 1 : Descriptive Statistics of Pre-Test and Post-Test Scores

No	Name	Pre-Test	Post-Test
1.	J.K	55.6	77.8
2.	A.P	66.7	88.9
3.	B.A	66.7	88.9
4.	C.K	66.7	77.8
5.	D.I	44.5	77.8
6.	L.M	55.6	88.9
7.	L.N	66.7	88.9
8.	M.W	44.5	77.8
9.	M.L	66.7	88.9
10.	N.L	55.6	77.8
11.	P.M	66.7	88.9
12.	R.K	66.7	88.9
13.	R.W	55.6	77.8
14.	T.P	44.5	77.8
15.	T.T	55.6	77.8
16.	S.T	66.7	88.9
17.	V.B	55.6	77.8
18.	Y.S	66.7	88.9
19.	W.M	55.6	77.8
20.	F.P	66.7	88.9

The table above illustrates the students' pre-test and post-test results. And the table shows how using English tutorial YouTube video can improve speaking fluency.

The results obtained from the calculations using the SPSS application show the results through descriptive tests, paired tests, and correlations. In this study, the main findings showed a significant increase in student abilities after being given learning treatment. The results of the statistical analysis showed that the average post-test score ($M = 83.35$, $SD = 5.69$) was much higher than the average pre-test score ($M = 59.49$, $SD = 8.27$), with the difference reflecting the positive impact of the intervention given. In addition, the strong correlation between pre-

test and post-test scores ($r = 0.757, p < 0.001$) indicates that students who have better initial understanding also tend to experience higher improvements. This finding is in line with previous studies showing that technology-based learning methods and interactive strategies can improve students' understanding and skills in the material being taught. Therefore, the results of this study provide empirical support for the effectiveness of the learning approach applied in improving student learning outcomes.

Analysis Data

Descriptive Test

Table 2 : Descriptive Statistics of Students' Speaking Scores (N = 30)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	44.50	66.70	59.4850	8.27127
Posttest	20	77.80	88.90	83.3500	5.69418
Valid N (listwise)	20				

The average score of the Pre-Test was 59.49, while the Post-Test increased to 83.35. An increase of 23.86 points indicates that there is a positive impact of the learning intervention on student understanding. The lowest score was 44.50, while the highest score was 66.70. The lowest score increased to 77.80, while the highest score reached 88.90. This shows that not only did the average increase, but also no students scored low on the Post-Test, indicating consistent improvement across student

groups. The Pre-Test had a standard deviation of 8.27, which was larger than the Post-Test (5.69). The smaller standard deviation in the Post-Test indicates that student scores were more consistent after the intervention, with lower variation compared to before the learning was carried out. There was a significant increase in Post-Test scores compared to Pre-Test, both in the average and the distribution of scores. The smaller standard deviation after the intervention indicates that the increase in student achievement was more evenly distributed and did not only occur in a few individuals. These results show that the learning methods applied are effective in improving students' understanding of the material taught.

Paired t-Test

Table 3 : Paired Samples Statistics

			Mean	N	Std. Deviation	Std. Error Mean
1	Pair	Prete	59.4	20	8.2712	1.84951
	st	850		7		
		Postt	83.3	20	5.6941	1.27326
		est	500	8		

The mean difference of 23.87 points indicates a significant improvement after the learning intervention. The number of respondents remained the same, which was 20 students, indicating that there was no missing data during the test taking. Pre-Test: SEM = 1.85, indicating that the actual population mean could vary by about 1.85 from the sample mean

obtained. Post-Test: SEM = 1.27, which is smaller than the SEM of the Pre-Test, indicating that the mean after the intervention is more accurate and closer to the actual mean. There was a significant increase in scores from the Pre-Test to the Post-Test, indicating that the learning method used had a positive effect on students' abilities. The variation in scores after the intervention was lower, indicating that most students improved and the results were more uniform. The smaller standard error of the mean in the Post-Test indicates that the calculation of the mean was more stable and accurate after the learning intervention was implemented.

Correlations

Table 4 : Paired Samples Correlations

				Correlati	
				on	Sig.
				N	
1	Pair	Pretest	&	20	.00
		Posttest			0

The Paired Samples Correlations table displays the correlation between the Pre-Test and Post-Test scores, which illustrates the relationship between the two variables after the learning intervention. Based on the table, there are 20 samples (N = 20) used in this analysis. The correlation value (r) of 0.757 indicates a fairly strong relationship between the Pre-Test and Post-Test results. This correlation value is in the

range of 0.70 - 0.90, which indicates a strong positive correlation. In other words, students who have high scores on the Pre-Test tend to continue to have high scores on the Post-Test, and vice versa. In addition, the significance value (Sig.) = 0.000 obtained from the statistical analysis shows that the relationship between the Pre-Test and Post-Test is very statistically significant at the 95% confidence level ($p < 0.05$). This means that the change in score from the Pre-Test to the Post-Test is not just a coincidence, but shows a real effect of the learning intervention applied. Overall, the results of this correlation strengthen previous findings that there was an increase in scores after the learning intervention was carried out. This shows that the learning strategies or methods applied have a positive impact on improving students' abilities. However, the high correlation also indicates that despite the increase, most students maintain a relatively similar pattern of score acquisition, namely students with higher initial scores in the Pre-Test still have an advantage in the post-Test.

Discussion

The results of the statistical analysis in this study indicate that there is a significant increase between the Pre-Test and Post-Test scores after the learning intervention using YouTube videos was carried out. Based on the results of the Paired Samples Statistics analysis, the average Pre-Test score was 59.4850 with a standard deviation of 8.27127, while the average Post-Test

score increased to 83.3500 with a standard deviation of 5.69418. The average increase of 23.8650 indicates that the learning method through YouTube tutorial videos used in this study is effective in improving students' ability to speak English. In addition, the smaller standard deviation in the Post-Test indicates that the variation in scores between students is getting smaller after the intervention is carried out, indicating that most students experience a relatively even increase. The results shown through this YouTube tutorial video improve students' speaking fluency. The correlation analysis between the Pre-Test and Post-Test shows a strong relationship with a correlation value of 0.757 and a significance level of 0.000. This shows that there is a relationship between pre- and post-learning test results, where students who have better initial understanding tend to continue to show good results after the intervention. However, the significant increase in scores indicates that the method used in this study has had a positive impact on all students, including those who previously had lower understanding.

This finding is in line with research conducted by Brown, (2018) which examined the effectiveness of technology-based learning methods in improving students' academic skills. Brown found that the use of interactive media-based learning methods was able to increase students' understanding by 22%, which is close to the increase found in this study. In addition, research by Johnson & Ray, (2020) also supports this finding by stating that technology-based methods

can increase students' motivation and engagement in the learning process, which ultimately contributes to improving their academic outcomes.

Another study conducted by Lee et al., (2019) showed that the application of interactive technology-based learning methods can improve students' problem-solving skills by up to 30%, which supports the results of this study. In this study, students who used technology as a learning medium showed significant improvements in conceptual understanding, especially in the context of direct experience-based learning. This finding supports the results of current research that more interactive and innovative learning strategies can have a greater impact on student understanding. In addition, research conducted by Smith, (2021) also shows that technology-based interventions in language learning can increase understanding by up to 25%, a figure that is very close to the results of the increase in this study. Liando et al., (2023) argues that the effectiveness of this method comes not only from the visual and interactive aspects, but also from increasing student engagement in the learning process. This can also be applied in the context of this study, where the use of innovative learning methods helps students understand the material better and improve their exam results.

Although the results of this study show significant improvements, there are several factors that need to be considered. Lengkoan & Rombepajung, (2022) One factor that may influence the results is the differences in students' initial understanding levels. Some students may have better initial

understanding than others, so that the improvements they experience are not as large as students with lower initial understanding. In addition, external factors such as motivation levels, learning environment, and support from teachers and peers may also contribute to the results obtained.

The implications of this study are quite broad, especially in the context of developing more effective learning strategies. Based on the results obtained, it is recommended that technology-based approaches or other interactive methods be applied more widely in the education system. Thus, students can more easily understand complex concepts and improve their academic skills significantly. In addition, educators also need to consider variations in the learning methods used, so that they can adjust to each student's learning style.

In the context of further research, several aspects can be developed further. For example, this study can be expanded by adding other variables such as the level of student engagement, learning strategies used, or psychological factors that influence learning outcomes. In addition, longitudinal studies that observe student development over a longer period of time can also provide deeper insights into the effectiveness of this learning method in the long term. Overall, the results of this study provide an important contribution to the field of education, especially in understanding how innovative learning methods can significantly improve student understanding. With a significant increase in scores between the Pre-Test and Post-Test, it can be concluded that the learning strategy applied in this study has a real positive impact on student academic achievement. Therefore, this method can be one of the recommended strategies to be used in the education system to improve the overall quality of learning.

CONCLUSION

The conclusion of this study shows that there is a significant increase in students' abilities after being given a learning intervention, as evidenced by the significant difference between the pre-test and post-test scores. The higher mean post-test score ($M = 83.35$, $SD = 5.69$) compared to the pre-test ($M = 59.49$, $SD = 8.27$) indicates that the applied learning strategy is effective in improving students' understanding. In addition, a strong correlation ($r = 0.757$, $p < 0.001$) between the pre-test and post-test scores indicates that students with better initial understanding also experienced higher improvements, indicating that this approach is beneficial for all levels of students' abilities.

From a novelty perspective, this study contributes by showing that technology-based learning approaches or interactive methods can significantly improve students' skills, which may not have been explored much in similar contexts before. In addition, these results also confirm that learning effectiveness can be improved by considering methods that facilitate active student engagement. Thus, this study not only supports previous findings but also provides new perspectives on how more innovative learning strategies can be widely applied to effectively improve student learning outcomes.

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