

Studying the Role of YouTube Tutorials for Improving Speaking Skills

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Abstract

This study investigates the impact of viewing YouTube tutorials in the process of improving speaking skills of 9th-grade students. This particular research highlights the benefits of utilizing YouTube tutorials as a means for students to enhance English speaking proficiency beyond the traditional classroom setting. To accomplish this goal, the present study employs a mixed-methods approach with pretest and posttest. The data was collected through convenient sampling from 16 female students enrolled at Government Girls High School in the Sambrial setting of Sialkot, Pakistan. The researchers employed the experimental approach for data collection. The students' pre and post-tests were observed through observation and questionnaire. The post-test was conducted after the gap of two weeks of trials and exercises on YouTube tutorials in a learning context in which learners were completely made aware of the benefits of YouTube for enhancing speaking skills. The findings of the analysis indicate that language tutorials on YouTube for oral expertise have a significant impact on acquiring proficiency in English speaking. The students gain new English vocabulary and confident fluency while improving their speaking talent through the exposure to this media source in the classroom setting.

Keywords: Learners of 9th grade, oral skills, vocabulary improvement, fluency, YouTube tutorials

Introduction

Strong communication skills are the foundation of progress, and YouTube instructional exercises have become a valuable resource for improving vocabulary and fluency. These educational activities offer an alternate extent of subjects presented by trained professionals, engaging students with various correspondence styles, tones, and focused language. By really watching and partaking in these educational tutorials, individuals can extend their language assortment, handle nuanced explanations, and refine their verbalization. YouTube educational tutorials consequently go about as a remarkable stage empowering etymological turn of events, drawing in individuals to talk with conviction, clearness, and exactness in various settings. As per Riswandi (2016), the issues that are typically looked at by the understudies in working on their talking ability are the understudies feel timid and apprehensive when they are talking in front of the class, the understudies are the absence of certainty to answer the instructor's question, the understudies are anxious when they need to introduce something, the understudies can't utilize the suitable jargon and right language when they are talking.

In actuality, modern technology plays an important role that cannot be overlooked, particularly in the world of today. The world has drastically changed due to information and communication technology, which has also greatly simplified human life compared to earlier times. In the contemporary epoch characterized by a pervasive technological revolution, the global community is actively involved and interconnected via the internet. Based on a report on digital website indexing in January 2020, the global population of internet users was estimated to be 4.54 billion, with approximately 3.80 billion individuals actively engaging with social media platforms. Nasreen, and Ijaz (2015) probe that the integration of technology and the proliferation of internet usage have resulted in the ubiquitous presence of social media in our everyday routines. During the

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corresponding time frame, Pakistan witnessed a production of 76.38 million individuals who utilized the internet, alongside 37.00 million individuals who actively engaged with social media platforms. Considering this massive usage of YouTube among the young generation this is the high time to make this platform as a solution for learning language problems.

First, the recent study provides knowledge about information technology and its significance in today's world, particularly in education, to students. Second To improve their English proficiency in particular and to promote learning generally, this study attempts to encourage students to use YouTube videos in their learning process. Additionally, the goal of this research is to maximize learners' oral production through the use of YouTube channels in terms of vocabulary, pronunciation, and fluency. Additionally, it looks into how supportive videos can be among secondary-level students in Pakistan to improve their speaking abilities. Almurashi (2016) states YouTube is a fascinating medium to utilize in educating and learning English. YouTube has a lot of videos that students can use as learning resources. Understudies can learn English through short English recordings, movies, and English instructional exercises.

During adolescence, as a student enrolled in a government-funded girls' high school, one is often faced with a multitude of tasks assigned by the teachers. High school students are required to adhere to the regulations set forth by educational institutions. Educators are responsible for adequately equipping students in preparation for a more promising future. Nevertheless, school and the environment must be closely intertwined. This implies that there exists a contextual element within the educational setting that encourages student engagement and participation. However, proficiency in a foreign language has become increasingly essential for one's academic foundation in the future. In the context of Pakistan, the English language is considered one of the fundamental foreign languages to be pursued in academic settings.

The expertise of fluent English speaking can have a substantial impact on various aspects, such as enhancing employment prospects, fostering international relations, facilitating higher education in foreign countries, enabling migration, and nurturing cultural affinity. The acquisition of English speaking skills has consistently posed difficulties for individuals desiring to engage in language learning. Numerous obstacles impede the process of acquiring a new language; however, the motivation to persist in spoken skills is frequently lacking in depth. Social media platforms have a vast user base comprising billions of active individuals globally, facilitating the rapid dissemination of information to a large audience. This approach facilitates the dissemination of information to individuals who may not have otherwise had access to it. Nevertheless, the increasing integration of social media into our daily lives has made it possible to access and derive pleasure from a second language. This is due to the convenient accessibility, extensive reach, real-time updates, collaborative learning opportunities, and targeted messaging capabilities offered by social media platforms.

The utilization of YouTube tutorials possesses the capacity to stimulate and enhance the motivation levels of individuals learning to speak in English, thereby facilitating their practice and proficiency in language skills. Therefore, the utilization of YouTube serves a functional and indispensable role in maintaining proficiency in second language acquisition. YouTube tutorials provide educators and students with valuable opportunities to create a well-designed interface for language acquisition. YouTube is a digital platform that facilitates the sharing and dissemination of user-generated content through the Internet. The efficacy of social media platforms in facilitating language acquisition may be contingent upon various factors, including the learner's proficiency level, the dependability of linguistic input, and the learner's intrinsic drive to acquire language skills. Hence, it is imperative to consider the acknowledgment of emerging technologies as a means to facilitate language skills acquisition among students. This paper centers on the acquisition of English speaking skills as a second language by Pakistani students. Acquiring English speaking skills as a second language is

challenging, akin to engaging in meditative practice. Numerous obstacles impede the process of acquiring knowledge.

The significance of YouTube in the context of foreign language acquisition is substantiated by sociocultural and cognitive theoretical frameworks. In their study, Sun and Yang (2015) describe the perceived language enhancement and perspectives on second language acquisition. YouTube has curated an extensive collection of tutorials, providing viewers with a wide array of sections to explore, watch, and acquire knowledge from, including resources related to English-speaking learning. According to Alobaid (2020), the utilization of informal language in YouTube videos facilitates the acquisition and application of genuine and practical English language skills for everyday circumstances. YouTube is widely regarded as a valuable tool for educators and students in the global context of English Language Learning. YouTube hosts a vast array of videos that cater to individuals seeking to enhance their English language proficiency. Learners engage in various activities such as watching tutorials, subscribing to channels, viewing films, and listening to music with English subtitles to enhance their proficiency. There is a vast array of knowledge that can be acquired from YouTube. The utilization of YouTube can encompass both advantageous and disadvantageous attributes. The extent to which students exercise their agency is contingent upon how they do so.

The students derive educational advantages from engaging with bilingual or entirely English-language tutorials, which aids in their acquisition of a second language. This approach to English language acquisition represents a novel and unconventional method compared to traditional approaches. The phenomenon of engaging in the consumption of YouTube videos is also observed among the students of GGHS Sambrial. The students demonstrate a preference for viewing videos that encapsulate their interests or aspirations. Many individuals also exhibit a preference for consuming tutorials across various domains on the popular YouTube platform.

Research Objectives

- i. to determine how YouTube tutorials help students speak fluently.
- ii. to examine whether students learn more vocabulary when they watch tutorials on YouTube.

Literature Review

Academic discourse emphasizes the significance of speaking ability in language acquisition, particularly when learning English. Zyoud (2016) declares that talking fills in as an urgent mark of students' capability to dominate the English language. Perceived as a key feature enlightens the skill and capacity of students. This statement reverberates with the more extensive agreement inside the scholarly local area, featuring talking as an urgent aspect in the multi-layered scene of English language obtaining. The capacity to express contemplations, take part in exchange, and convey thoughts smoothly and successfully holds a significant load in evaluating learners' general language capability and skill. This blend of innovation and schooling works on the learning venture as well as enhances the extension of imagination and investigation, engaging understudies to dive into subjects through a variety of dazzling media.

In education, innovation gives advantages to the two students and educators. The instructive interaction can be simpler to do because there is a ton of data connected with learning materials that can be gotten to by students through innovation. Other than that, innovation likewise gives a tomfoolery and simple growing experience through different intriguing media (Kristiani & Pradnyadewi, 2021). In the domain of education, the coordination of development yields diverse benefits for the two understudies and teachers the same. The instructive scene is essentially smoothed out through inventive devices and systems, delivering the informative interaction more

openly and proficiently. Students can easily navigate and engage with a wealth of resources thanks to the vast reservoir of information embedded within learning materials that is accessible through technology. As a result, they are better able to comprehend and investigate a variety of topics. Additionally, innovation doesn't simply work with access; it additionally encourages an intelligent and dynamic learning climate. The educational experience transcends conventional boundaries by incorporating a variety of multimedia and interactive tools, providing students with a more engaging and enjoyable path toward knowledge acquisition.

Mihai, M., et al (2022) The involvement of the language environment is essential for successful language development. The elements mentioned earlier pertain to the process of acquiring a second language and achieving proficiency in said language. According to Ellis, the process of acquiring a second language involves a sequential progression through various levels, which language learners must successfully navigate to achieve proficiency in the second language. During the preceding discourse, it was elucidated that the informal setting significantly contributes to the process of acquiring a second language. The role emphasizes the challenges associated with utilizing the unconventional environment as source material. The informal environment exhibits a significant breadth and expansiveness.

Alobaid (2020) Investigates that the casual setting is linked to a restricted number of individuals who play a more significant role in the context of second language acquisition. Several examples of these environments include individuals who are non-native speakers of the language, teachers who instruct the language, parents who interact with the learner, and peers who are also engaged in language learning. The foreign contact environment facilitates a linguistic atmosphere conducive to the acquisition of a new language by its speakers. Informal environments do not solely offer the essential input for language acquisition, as classroom tools play a role in enhancing learned competence. Both formal and informal methods have played a significant role in facilitating the process of second language acquisition and learning among students. In summary, the extensive field of second language acquisition and learning is founded upon the aforementioned description. There exist three distinct approaches to second language acquisition, as identified by scholars. These approaches are categorized as the natural, formal environment, and informal environment of second language acquisition and learning, each serving a specific purpose within the field. In this study, the investigator employed an unstructured setting to examine the issue.

Saed et al. (2021) state that the performance process encompasses two key stages: the process of comprehension and the process of dissemination. The regulation of these two categories of processes has been influenced by the volition of the child and their linguistic proficiency. Linguistic abilities encompass the capacity to comprehend and generate novel sentences. Based on the statement above, what is examined regarding students' acquisition and learning of a second language after viewing videos on the platform YouTube? The focus lies in linguistic abilities. Since its inception, YouTube has emerged as the dominant platform for video dissemination.

Theoretical Framework

Social Learning Theory, proposed by Albert Bandura (1977), emphasizes the importance of social interaction and observational learning in engaging YouTube videos for the improvement of speaking skills. In the context of YouTube videos, it can be used to explain how individuals acquire English speaking skills by observing and modeling the behavior and language patterns of proficient speakers in the videos. This theory can help analyze the role of peer modeling, feedback, and social engagement through comments and discussions on YouTube.

Modeling: Show, student-recorded and in-person instances of persuasive speech. They could be able to mimic the speaker's tone, pace, and body language by watching videos, presentations, and live speeches.

Reinforcement: Provide both constructive criticism and encouraging words. Praise students when they use effective speaking techniques in comments and offer advice on areas that need development.

Self-Efficacy: Encourage students to think they can get better at speaking. Establish attainable objectives and raise the speaking task' difficulty level progressively. Command their advancement to increase self-assurance.

Attentional Processes: Assist students infocusing on particular elements of speech, like tone, body language, and narrative devices. Motivate them to conduct analysis.

Significance of the Study

Existing research might generally suggest that YouTube tutorials are beneficial for English speaking improvement, but there might not be enough emphasis on which aspects of pronunciation tutorials, lexical advancement, and conversational practice sessions are most effective for different proficiency levels or learner preferences.

Methodology

The concept of population and sample is fundamental in research methodology. A population refers to the entire group of individuals, objects, or events that possess certain characteristics and are of interest. The present study utilizes a qualitative methodology. The utilization of the mixed methods approach is employed by the researcher because this particular study emphasizes the text as the principal source of data. This study aims to examine the utility of YouTube tutorials for the sake of fluency in conversations among students of public schools in Sambrial, Sialkot who are facing hinderances in communicating in the English language. The convenient sampling comprises ninth-grade high school students. Only a subset of the students in the 9th grade were subjected to analysis, specifically, 16 students who were chosen as representatives due to their poor oral skills regarding fluency and limited vocabulary in language use. The primary criterion for evaluating a learner's proficiency is active engagement in observing tutorial content on the platform of YouTube. The communicator is a habitant of the area where the government high school is located.

Data Calculation Processes

An experimental approach was implemented to assess English speaking proficiency before and after exposure to YouTube tutorials, participants have undergone pre-and post-tests of interview and observation. The first test phase contains pre and post-tests to examine the student's oral proficiency while the second phase of pre and post-tests involves to assess vocabulary enhancement. A range of YouTube tutorials are selected, covering the aspects of English language learning, including vocabulary and conversational advancement. These tutorials are aligned with the objectives of the study.

Data Analysis

Through a mixed method approach, the researcher analyzes the pre-and post-test results to measure improvements in English speaking proficiency and vocabulary use. Analyze the content of the selected YouTube tutorials to understand the instructional methods and strategies used.

The table below shows the subsequent results which are gathered from students during the tests. In this survey, proficiency in speaking is minutely observed through observation and interviews before and after the test. Post-tests results are measured after two weeks of engaging in YouTube tutorials by the students to learn speaking skills purposes.

Table information is an organized show of data coordinated in lines and segments, normally used to show and look at informational collections. Each line addresses a singular perception or element, and every segment addresses a particular quality or variable connected with those perceptions. Tables are utilized to introduce information in an unmistakable and coordinated way, making it clearer and breaking down connections, patterns, and examples inside the information. Tables are generally utilized in exploration, reports, and different archives to pass on information really, permitting perusers to rapidly get a handle on data and go with informed choices or draw experiences from the introduced information.

Table 1: Pre-Test and Post-Test Results for English-Speaking Proficiency

Participant ID	Pre-Test Score (Out of 10)	Post-Test Score (Out of 10)
Participant 1	4	7
Participant 2	5	8
Participant 3	3	6
Participant 4	6	9
Participant 5	2	5
Participant 6	3	7
Participant 7	4	8
Participant 8	5	7
Participant 9	4	9
Participant 10	5	9
Participant 11	4	7
Participant 12	5	9
Participant 13	3	8
Participant 14	2	6
Participant 15	3	6
Participant 16	6	9

Table 1 shows the pre-test and post-test results for English-speaking capacity among 16 individuals. It compares each participant's subsequent performance on the post-test to their initial performance on the pre-test, which was scored on a scale of 1 to 10. For example, Part 1 scored a 4 in the pre-test, which exceptionally improved to a 7 in the post-test evaluation. Part 5 began with a score of 2 on the pre-test, showing a movement to a score of 5 on the post-test. The table by and large lays out the solitary developments in talking capacity among the individuals after the intercession, showing a consistent example of progress from the pre-test to the post-test evaluations. This exhibits the practicality of the intercession, conceivable addressed by the receptiveness to YouTube educational activities, in further developing the English communication skills of the individuals.

Table 2: Vocabulary Improvement

Participant ID	Pre-Test Vocabulary Size	Post-Test Vocabulary Size
Participant 1	200 words	300 words
Participant 2	150 words	250 words
Participant 3	180 words	260 words
Participant 4	220 words	320 words
Participant 5	120 words	200 words
Participant 6	130 words	220 words
Participant 7	160 words	210 words
Participant 8	150 words	260 words
Participant 9	140 words	240 words

Participant 10	180 words	260 words
Participant 11	170 words	240 words
Participant 12	140 words	230 words
Participant 13	150 words	230 words
Participant 14	160 words	240 words
Participant 15	130 word	220 words
Participant 16	120 words	240 words

Table 2 presents the pre-test and post-test language sizes of 16 individuals in the audit. The table shows the solitary development in language improvement right after attracting the materials, particularly YouTube educational activities, to overhaul English ability. Each part's fundamental language size is differentiated and their post-responsibility language size. For instance, Part 1 began with a language size of 200 words in the pre-test, which stretched out to 300 words in the post-test. Moreover, Part 5 started with 120 words yet extended to 200 words after the intervention. Overall, the table shows a consistent pattern among the participants, with striking increases in jargon size from pre-test to post-test assessments, indicating the beneficial effect of the utilized resources on the students' lexical development.

In this section, the outcomes of the study are categorized into two distinct sections: Findings and Discussions. The initial segment of the analysis pertains to the previously mentioned issue, specifically examining the impact of viewing YouTube videos on the acquisition of a second language by students. Furthermore, the subsequent section provides a comprehensive elucidation of each outcome derived from the conducted analysis. In this section, the researcher presents an analysis of the data collected from students' verbal expressions after they view YouTube videos. The table presents the improvement in proficiency and lexical choices expressed by the students based on the available data. The objective of this section is to respond to the inquiries posed by the research problems. The initial data finding demonstrates the correlation between the first research question and the identified research problems.

Individuals enhance their proficiency in the English language and expand their knowledge by engaging in YouTube videos and watching tutorials. The study looks at how YouTube tutorials help students improve their English speaking skills, focusing on how they affect ninth-grade students. It embraces an intensive strategy, solidifying emotional and quantitative methodologies, to check the suitability of these web-based resources past standard review corridor examples. The assessment, coordinated among 16 female students at Government Girls High School in Sambrial, Sialkot, critically assesses the impact of YouTube educational activities on further developing English talking ability. Through a pretest and posttest method, the researchers saw students' headway through both discernment and review evaluations. The outcomes revealed a convincing narrative that highlighted the undeniable benefits of integrating YouTube instructional exercises into the educational program. The students gained greater confidence in their ability to communicate their thoughts fluently as a result of these recordings, which significantly increased their acquisition of new words. The students' oral proficiency significantly improved as a result of their access to these digital resources, demonstrating the viability of integrating YouTube instructional activities into the classroom environment. Overall, the survey features the massive impact of YouTube educational practices in extending English capacities to talk, showing their ability to out and out upgrade customary scholastic methods and draw in students in their language learning adventure.

Conclusion

Based on the findings and subsequent discussions, the researcher has arrived at a definitive conclusion regarding the impact of YouTube tutorials on the acquisition and learning of a second

language among high school students. The aforementioned suppositions can be elucidated in the following manner. The impact of YouTube tutorials on students' acquisition and learning of a second language is noteworthy. The impact of tutorials on students lies in their enhancement of English language proficiency, particularly in the areas of vocabulary learning and fluency. The proficiency of the students in performing the task is evident based on the experimental data. The strategies employed by students to enhance their English language lexis are also influenced by the different learning tutorials they consume. Language-acquiring tutorials on YouTube play a significant role in facilitating the acquisition and learning of the English language in classroom settings.

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