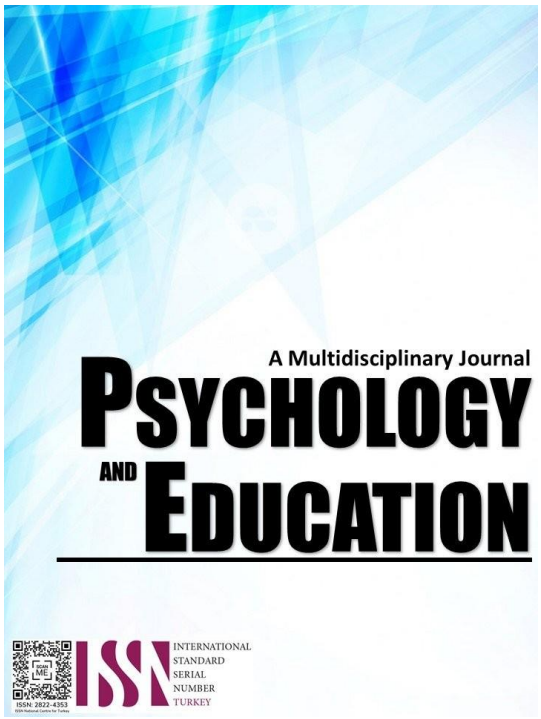
YOUTUBE TUTORIALS: A CLASSROOM REINFORCEMENT TO THE STUDENTS' ENGLISH LANGUAGE PROFICIENCY



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Research Article

YouTube Tutorials: A Classroom Reinforcement to the Students' English Language Proficiency

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Abstract

The study aimed to assess the impact of YouTube Tutorials as a classroom reinforcement tool on Grade 7 students' English Language Proficiency during the 2022-2023 academic year. It sought answers to questions regarding students' language proficiency levels before and after watching YouTube Tutorials in morphology, phonology, semantics, and syntax, as well as the overall improvement in English competence. The study employed a mixed-method research approach with 54 respondents, utilizing a self-made survey questionnaire.The findings revealed that students initially had fair to poor proficiency levels in various language areas, which significantly improved after exposure to YouTube Tutorials. The mean differences demonstrated a substantial increase in English competence, with a p-value of 0.000*, indicating statistical significance. YouTube Tutorials were found to reinforce learning by enhancing comprehension, problem-solving, and advanced study. It also contributed to broader knowledge acquisition, creativity, and improved language skills. In conclusion, YouTube Tutorials proved effective in enhancing English language proficiency among Grade 7 students. Recommendations included considering YouTube Tutorials as a reinforcement tool for English teachers, providing classroom technology, encouraging parental support, and emphasizing the importance of quality video content. Further research in different contexts and with diverse respondents was suggested for result validation.

Keywords: *youtube tutorials, classroom reinforcement, students' english language, proficiency*

Introduction

YouTube Vlogs, a hallmark of the Web 2.0 era, have witnessed a remarkable surge in popularity. YouTube, a treasure trove of diverse video content, has become a primary resource for video tutorials spanning an array of subjects. Iftikhar (2019) noted that universities abroad frequently incorporate YouTube Vlogs into classroom instruction. This trend is hardly surprising, given that YouTube boasts a staggering 2 billion global users, according to Statistic's 2019 study, with 79% of internet users claiming to possess a YouTube account, as per Datareportal (2019).

The influence of YouTube Vlogs on students' English language proficiency is significant, with varying outcomes. Notably, most nations with the highest English proficiency rates are in Europe, with Singapore being the sole non-European country categorized as "Very High Proficiency." Joshua Hardwick's assertion that YouTube garners over 1.7 billion monthly projected views from searches underscores its status as the world's preeminent website. For context, this means that, on average, a single user clicks on a YouTube result 5.19 times per month, surpassing the entire population of the United States at 329 million.

YouTube's hallmark is the freedom it affords users to create and explore content, a quality that young Filipino YouTube users leverage to personalize their YouTube experiences (Ferraris, 2014). Pariona (2017) confirms YouTube's popularity in the Philippines, where the average Filipino spends four hours online daily, primarily via smartphones. Kantar TNS reports that 87% of Filipino internet users consume online video content. The Philippines ranks 14th among non-native English-speaking nations in the EF's 2018 English Proficiency Index, indicating the population's proficiency in English—a strategic advantage for international investors considering business ventures in the country (Chan, 2019).

Moreover, YouTube has had a profound impact on humanity. Marie Sousa, a YouTuber based in Cotabato City, started her vlog in 2015 to document her daily life and significant events, amassing over 10,000 subscribers. Marie's YouTube channel, "It's Pretty Marie," also became a platform for assisting those affected by earthquakes in Makilala, North Cotabato. Her altruistic approach serves as an inspiration for others to contribute to community service through vlogging.

In Upi, Maguindanao, students are captivated by YouTube vlogging, sometimes preferring it over traditional classwork or studying. Some students even leverage YouTube vlogs as a valuable educational resource. Given these observations, particularly at St.

Francis Episcopal School of Upi, Inc., it becomes evident that YouTube Vlogs can serve as a potent reinforcement tool to enhance students' English language proficiency.

While numerous studies have explored the impact of YouTube Vlogs on English language learning, none have specifically delved into their use as a reinforcement tool for improving students' English language proficiency. This gap in research, coupled with the absence of prior studies in Nuro, Upi, Maguindanao, underscores the timeliness and relevance of our study, "YouTube Grammar Tutorials: A Classroom Reinforcement for Enhancing Students' English Language Proficiency."

Research Questions

The study aimed to find out the effects of YouTube Tutorials as a Classroom Reinforcement tool to the Grade 7 Students' English Language Proficiency during the Academic Year 2022-2023.
This study sought answers to the following questions:

1. What are the students' English Language Proficiency level before watching YouTube Tutorials in the following language areas;
   1.1 Morphology;
   1.2 Phonology;
   1.3 Semantics; and
   1.4 Syntax?
2. What are the students' English Language Proficiency level after watching YouTube Tutorials in the following language areas;
   2.1 Morphology;
   2.2 Phonology;
   2.3 Semantics; and
   2.4 Syntax?
3. Is there a significant improvement between the English Competence level before and after watching YouTube Tutorials?
4. How do YouTube Tutorials reinforce students' learning?

Literature Review

YouTube Vlogs' Effects to the English Language Proficiency

The second-generation Web is built through a variety of essential tools, such as social networks, blogs, and social bookmarking Al-Masri (2014). One of the newest technologies utilized in education, these are interactive which were linked to a virtual medium. YouTube vlogs, which involve learning through social Internet networks, are also referred to as the second generation of e-learning. Using the 2nd generation Web's techniques, which get over space and time constraints, social network design acts as a new language of connection and communication among web users.

In addition, Hamdi (2010) reiterated that the three also tried to strengthen user social connections, it is distinguished by interactivity and communication through a collaborative virtual medium because they aim to break through the social isolation fence that many people experience. Social networks are viewed as web-based communities with millions of members who have similar interests. Users can also share files and photographs, make blogs, send messages, watch and share movies, and engage in real-time chats using these.

According to Zaidah (2012), the social networking sites has high potential for communication with friends as well as coworkers. It also helps in fostering stronger social ties amongst their online subscriptions from 165 subscribers in 2018. Facebook, Twitter, WhatsApp, MySpace, and other social networks are the most significant in the globe.

A website that acts as a directory of video blogs, Mefeedia, listed the total vlogs to 617 as of January 2005; as of January 2007. On the other hand, Sinton (2007) reported that this number had increased to 20,913; in vlogs, each post is a video that may also include text which provides context for the video.They also mentioned that YouTube may be used by both students and teachers to study effectively both within and outside of the classroom, spark conversation, and accomplish learning objectives. Many institutions have created their own YouTube accounts where students can watch their lecture recordings, according to Shea and Sherer (2011).

In addition, the user merely needs to visit the YouTube website, register, and fill out the necessary details before creating username and password. The person can then save the films to their Favorites symbol on the same website. It should be noted that this person, who has a personal account, can compile a list of the videos they have saved to their Favorites list to make future searches for videos easier.

Trier emphasized that what sets YouTube apart is its immediateness and availability; a teacher can easily determine whether the video he is looking for is available. According to Jones and Cutherll (2011), YouTube videos can be used in the classroom as a part

of the teaching process. They highlighted possible uses of above-mentioned process. They can be utilized to introduce fresh ideas, display data while lecturing, or at the conclusion of the class to restate the lesson's main points. It can also be used in the classroom as a teaching resource, with the instructor using it as a model for discussions and exercises.

The YouTube platform, according to Chenail (2011), offers a unique selection of videos that illustrate the fundamental concepts of qualitative research, the availability of opportunities to share qualitative data through interviews and field observations, and the presentation of fully completed research. Furthermore, it provides qualitative researchers with the opportunity to review and disseminate their own teaching materials to interested parties.

YouTube Users

The YouTube vlogs have been popular. In fact, according to Statistica (2019), there are 2 billion users globally. According to Datareportal (2019), 79% of internet users claim to have a YouTube account. According to Defy Media's (2015) research, between the ages of 13 and 24, 96% of young people regularly use YouTube. They spend an average of 11 hours every week on social media, which is their preferred website for watching online films. Teenagers continue to be popular, as seen by the large number of YouTubers who focus on them. YouTube celebrities are now having an unprecedented impact on how teenagers behave. They are looked up to as role models and commonly recognized by those who adore them.

Undoubtedly, YouTube has become popular, especially in the Philippines. In 2018, the average Filipino spent four hours per day online, with their primary device being a smartphone. According to Kantar TNS, 87% of Filipino internet users view online video material. On the list, Philippines is ranked No. 14 among non-native English-speaking nations globally in the EF's English Proficiency Index study from 2018. It is not surprising that Filipinos are taking advantage of their fluency in English to read, write, and speak the language. According to (Chan, 2019), this skill gives foreign investors intending to launch a firm in the Philippines a strategic business advantage.

Language Proficiency

Whether good or bad, YouTube Vlogs greatly affect the English language proficiency of the students. Europe is home to most of the nations with the highest English proficiency rates. Singapore is the only non-European nation rated as having "Very High Proficiency" among the seven countries during the year 2017.

Many researchers, including (Hill, Storch, & Lynch, 1999; Huong, 2001; Johnson, 1988; Kerstijens & Nery, 2000; Krausz, A. Schiff, J. Schiff, & Hise, 2005; Light, Teh-Yuan, & Weinstein-Shr, 1991; Light, Xu, & Mossop, 1987; Staynoff, 1997; Woodrow, 2006), using the results of standardized tests like the TOEFL and IELTS, researchers looked into the connection between language ability and academic performance among various types of international students attending English-speaking institutions.

Phonology

Phonological awareness is a crucial element of early literacy, according to research on schools (Lonigan & Goodrich, 2018; Russak, 2013; Yesil-Dagli, 2011). It is the best indicator of a student's future success in word reading during childhood and the early grades, such as kindergarten and preschool. After some time, Pynell (2012) discovered that third grade reading test called the Virginia SOL performed well for kindergarten students who had excellent phonological awareness scores. The success of students in reading depends on the development of their phonological awareness, hence it is a crucial part of the early childhood curriculum for both ELLs and native English speakers.

The development of ELLs' reading skills is also influenced by phonological awareness. Lower reading proficiency in ELLs has been demonstrated to be correlated with lower phonological awareness skills (Bing, Bingxia, Jinfen, & Hui, 2015; Linklater, et al., 2009; Yeung & Ganotice, 2014). According to Kalia, Lane, and Wilbourne (2018), a young learner's phonological segmenting abilities can predict their vocabulary abilities in both their native language and a second language. As a result, it influences their reading in both their second language and their original language. If an ELL does not have sufficient phonological awareness abilities, learning to read will be difficult for them.

However, it's crucial to distinguish between a person's phonological awareness abilities in their L1, or native language, and their L2, or learned language. The ability to speak in both their L1 (first language) and L2 (second language) with phonological awareness. The level of phonological awareness a student possesses in their mother tongue may be different from that

possessed in the language they learnt. These abilities might, however, be translated into other languages.

According to the research of (Bing, et al., 2015), phonological awareness instruction is beneficial for helping English language learners improve their reading abilities. Chinese students who took a 10-week phonological awareness training course in English fared higher on their reading assignments than groups who did not receive the instruction. Phonological awareness instruction in English improved Taiwanese children's word reading abilities, according to (Li & Chen, 2016). Additionally, it aids ELL kids in exceeding state benchmark levels.

Zoski and Erickson (2017) discovered, after phonological awareness instruction, the proportion of ELL students who fulfilled the DIBELS phoneme segmentation criteria significantly rose. Students' reading abilities in L2 languages can improve when they receive phonological awareness instruction. Other elements may also have an effect on an ELL's reading capacity.

On the other hand, according to Babayiit & Shapiro (2020), English Learner students do lower in reading comprehension than their peers who speak the language natively. Reading comprehension is the ability to comprehend literature.

Insufficient teachers have received training in or are informed about evidence-based techniques to support EL children, claim McIntyre et al. (2010). With little to no adjustments, these students are expected to perform competently on mandated and standardized exams (Short et al., 2012). According to McIntyre (2010), there are more EL students in American classrooms than ever before, and educators must discover better ways to support these students.

Morphology

There is ample evidence linking awareness with reading comprehension, but morphology teaching has a lot to offer in terms of vocabulary growth but is sometimes overlooked. Through morphological instruction, students learn to recognize and evaluate meaning-bearing units (such as roots and affixes) to perform reading-related activities. The English writing system is distinctive in representing sounds,syllables, and morphemes deemed morphophonemic because print has representations for both meaning and sound, according to researchers. If students receive vocabulary training, they will be more equipped to deal with vocabulary issues that may arise in text that is difficult (Pacheo & Goodwin, 2013).Treiman (1993) studied "Information about phonemes," the English writing system "represents both morphological and phonetic information." Morphology Instruction is essential to have morphophonemic comprehension in order to distinguish between what has to do with English phonology and what has to do with orthographic standards.

Although it typically goes unnoticed, the morphophonemic linkage in English occurs whenever there is a change in pronunciation. The morphological structure of the word (Birsh, 2011). Examples include the words "help" and "support," both of which are free morphemes that can be read independently of one another and have meaning on their own but cannot be combined to form words. The word helped is the proper verb tense to use, and the suffix ed phonologically represents the t phoneme. The word sail is written as sailed in the past tense, and the suffix ed phonologically represents the phoneme.

The English past tense morpheme is spelt consistently, despite expected variations in its phoneme shape, according to Treiman (1993). In actuality, the suffix ed marks the past tense and is realized as a morpheme. Considering this, "the meaningful parts of words are often spelled consistently even though the pronunciations change from one word form to another" Moats, (2009). The word sign is another instance of a morphological marker. Even if the reader cannot "hear" the g in the base, the g is still present in the spelling. When the base sign is contained within the word signature, the phonology is clear. For terms with similar etymologies, like as "signify" and "signature," the grapheme "g" must be kept.

The visual identity of important word pieces takes precedence over letter-sound complicity, as Venezky (1999) succinctly put it. What makes English rational and predictable are the modifications that take place during this process. Because of their morphological boundaries, morphemes frequently keep stable spelling units even while the pronunciation may change. Therefore, it is clear that "morphology plays an essential role in language development" (Bish, 2011, emphasis added). Kindergarten through second grade are traditionally the years when language development is stressed. As previously indicated, students often make the switch from learning to read to reading to learn in the third grade. From their initial involvement in the development of grammar as a kid through the stage of learning single words and into the pressing necessity for adolescents to excel in Greek and Latin roots and affixes in preparation for the Scholastic Aptitude Test (SAT), morphological knowledge and

mastery is a part of the vocabulary growth, spelling, comprehension, and the richness of a student's written language.

According to Marcia Henry's statement on this adjustment from 2003, "It cannot be assumed that by the end of third grade, children are even ready to learn all that must be learned about the structure of language as it relates to reading and spelling" (Birsh, 2011). Linguists and literacy experts alike concur that it is crucial to explicitly teach morphological components at every level of language development. According to Birsh (2011), "morphological knowledge is crucial to developing literacy throughout the school years." According to reading researchers, middle school students will come across a lot of new terms in their extensive reading. Most of these terms are transparent in their derived forms, which makes it easy to discern their intended meaning through word analysis (Carlisle, 2000). The secondary learner is more likely to come across these words than an elementary student since morphologically complex words are more prevalent in written language than spoken language (Nagy et al., 2006). When decoding and spelling polysyllabic words, different approaches are required than when doing so for monosyllabic words in early primary school. As a result, "it is best to introduce students to Latin roots and Greek at the end of third grade."

(Henry, 2003) mentioned that readers employ their understanding of morphemes and morphological structure in reading and writing complicated words. He also stressed the relevance of morphological and orthographic skills, "especially in longer words." Students can determine the pronunciation, meaning, and spelling of several words using morphological analysis. The need of maintaining morpheme spelling consistency may be seen in many of the English spelling variations from the alphabetic rule (Chomsky & Halle, 1968; Venezky, 1999). According to Nagy and Anderson (1984), affixes can contribute to a word's length, which is why academic language frequently has lengthier words. The ability of morphological training to build on and utilize what pupils already know may be one of its greatest advantages.

Morphological instruction takes a huge part in enhancing vocabulary acquisition and overall text comprehension, according to Carlisle, 2010; Goodwin & Ahn, (2010). Pacheo and Goodwin (2013) state that "With effective instruction, teachers can guide students to deepen word knowledge and hone their strategy use to tackle and figure out previously unknown words."

According to Crosson and McKeown (2016), there is a close connection between morphological understanding and literacy. However, it is still unclear exactly how to deliver this engaging morphological instruction. The fact that various studies differ in goals, nature, and are carried out across multiple languages, that makes it challenging to pinpoint the study on morphological instructional approaches (Goodwin & Ahn, 2013). Publications based on research are becoming more and more common. "Morphological awareness had the potential to contribute to students' literacy development in all three areas (morphemic structure, spelling, and meaning of written words), most notably when it deepened students' understanding," Carlisle (2010) found after reviewing 16 studies like the idea that morphological awareness instruction is a dangerous part of literacy development.

To ascertain the effects of morphological interventions on reading results for school-aged children, Goodwin, and Ahn (2013) conducted a meta-analysis of treatments in English. A metaanalysis of 30 separate studies' standardized mean differences looked at 92 of them. According to the study's results, "children receiving morphological instruction performed significantly better on measures of literacy achievement than comparison groups" (Goodwin & Ahn, 2013). Other study findings revealed that while years and research design did have an impact on the differences in effectiveness, the quality of the morphological teaching was not related to the unit of intervention, scope, length, or learner type. Younger kids' effect sizes were larger; in contrast, middle school students' effect sizes were smaller. Finally, the researchers discovered that "larger effects for quasi-experimental than experimental studies and for researcher-designed measures than for standardized measures" (Goodwin & Ahn, 2013). The meta-analysis contends that several morphological education modalities aid reading ability. The identification, segmentation, and construction of morphemes, the teaching of affixes and base vocabularies, and morphology patterns to enhance spelling are only a few of the listed instructional strategies that help students develop literacy. The fact that morphological training still had a modest impact on standardized tests was also highlighted by researchers (Goodwin & Ahn, 2013). This indicates the potential of morphological instruction in engaging in cross-curricular literacy assessments.

Several research investigated potential links between morphological awareness and vocabulary-based direct and indirect reading comprehension. According to

research by Kieffer and Box (2013), sixth grade students' morphological awareness directly enhanced their reading comprehension and indirectly aided understanding through their vocabulary and silent reading of words. In their 2012 study, Kieffer and Lesaux discovered an indirect link between vocabulary and reading comprehension and a direct link between morphological awareness and reading comprehension. Success in reading at a young age usually indicates future academic success. Researchers can better know how to assist readers who are struggling to explain and improve through reviewing studies that shows how morphological abilities affect the emergent reader.

Kruk and Bergman (2013) found that morphological processing ability truly affects reading comprehension of children at grades 3 and 5. However, the relationships are stronger for fifth graders because they are already developing fundamental skills to recognize difficult words. Younger ones have less exposure to such words than older children. Reading comprehension is probably the reading skill that most significantly influenced by early morphological abilities, according to earlier studies, Kirby et al. (2012). The more frequently a reader comes across words with several morphemes, the more likely it is that reader will acquire morphological skills. 171 first graders were included in the Kruk and Bergman (2013) study. Starting in the second half of the first grade, assessments of the children were done every six months. Five assessments in total, concluding at the conclusion of Grade 3, were given to students. The tests used with students included the Woodcock Reading Mastery Test. According to the findings, "reciprocal relations were identified between early morphological processing abilities and early reading ability as well as later reading and morphological processing abilities" (Kruk & Bergman, 2013). The results demonstrated a long-term relationship in the middle of beginning morphological processing abilities and later reading abilities (Kruk & Bergman, 2013). This study's longitudinal methodology enabled researchers to examine how beginning readers' progress. The study did have certain restrictions, though. The age range of the pupils was one restriction, and the fact that emergent readers experience their most substantial improvement from first through third grade was another.

Other investigations provide significant evidence that morphological processing takes place on both the morpho-semantic and morpho-orthographic levels in the early stages. A "morphological representation emerges due to the stable correlation between form and meaning among words within the same morphological family" (Tsang & Chen, 2013) when both morphemic form and meaning are in the early stages of morphological processing. These results are dangerous for understanding the wider application of explicit morphemic instruction and the long-term effects it has on a child's education.

The many functions of morphological awareness in reading comprehension for Grade 6 Spanish-speaking language where mostly are native English-speaking counterparts were examined by Kieffer and Box (2013). The researchers proposed that morphological awareness promoted the growth of an academic vocabulary that would have a good effect on reading comprehension. The researchers also proposed that morphological awareness would facilitate precise and fluent word reading, enabling students to devote more time to the cognitive component of reading comprehension and less time to the decoding component.

In addition, the researchers included a third hypothesis to these two. Beyond the use of vocabulary learning, they hypothesized that morphological awareness is useful to predict reading comprehension. The researchers included a third hypothesis in addition to these two. Beyond the use of vocabulary learning and word-reading fluency, Kieffer and Box (2013) hypothesized that morphological awareness may be used to predict reading comprehension. According to them, "Most research has neglected these indirect contributions of morphological awareness, controlling for the effects of vocabulary or word reading fluency rather than exploring their roles as mediators for the relationship between morphological awareness and reading comprehension" (Kieffer & Box, 2013). The researchers went on to say, "The study examined the extent to which knowledge of morphologically complex academic vocabulary and silent word reading fluency were mediating factors in the relation between morphological awareness and reading comprehension" (Kieffer & Box, 2013). English proficiency tests were administered to the study participants. English assessments of derivational morphological awareness, higher morphologically academic vocabulary, silent word-reading fluency, and reading comprehension were given to the study participants. According to the data, morphological awareness significantly improved both direct comprehension and indirect understanding via academic vocabulary and word reading fluency. The connection of morphological awareness and reading comprehension has been seen into in several studies. More than 20 years ago, Carlisle (1995) remarked that there was rising empirical support for the link between morphological awareness and reading

comprehension. Deacon, Francis, and Tong (2017) found that more than half of the new words that children encounter during reading have several morphemes. Considering this, the researchers assessed the contributions of morphological structure awareness, along with the related abilities of morphological analysis and morphological decoding, in Grades 3 and 5 students' reading comprehension (Deacon et al., 2017). Because the way the researchers approached the study, it is important. Few scholars have examined both the morphological decoding and analytical components in relation to reading comprehension up until this point in morphological investigations.

Morphological structure and morphological analysis were two aspects of morphological awareness that Carlisle (2000) studied. Readers who know the complicated word structure are said to have morphological structural awareness. A reader who is using his or her morphological structure awareness will be able to identify the morphemic components that make up a complex word's structure. When a reader interprets a word's meaning based on the precise morphemes it contains, they are engaging in morphological analysis. According to Nagy (2007), morphological analysis makes it easier for students to interpret new, morphologically complicated words they come across when reading. How various types of morphological knowledge connect to reading comprehension was a concern raised by Carlisle (2000). According to Deacon et al. (2017), morphology may have a more specific function in reading comprehension than what is represented by simple word reading. According to the researchers, "morphological structure awareness might play a role in reading comprehension because it indexes metalinguistic awareness more generally" (Deacon et al., 2017) and "children's ability to work out the meanings of morphologically complex words might support reading comprehension" The foundation of the researchers' investigation was these two hypotheses. After recalibrating for children's age, phonological awareness, nonverbal reasoning, and word reading proficiency, Deacon et al. (2017)

According to Deacon et al. (2017), morphology may have a more specific function in reading comprehension than what is represented by simple word reading. According to the researchers, "morphological structure awareness might play a role in reading comprehension because it indexes metalinguistic awareness more generally" (Deacon et al., 2017) and "children's ability to work out the meanings of morphologically complex words might support reading comprehension" The foundation of the researchers' investigation was these two hypotheses. After adjusting for children's age, phonological awareness, nonverbal reasoning, and word reading proficiency, Deacon et al. (2017) discovered that "the use of morphological structure awareness, morphological decoding, and morphological analysis account for 8% of the variance in reading comprehension." The 8% variance is significantly higher than what another research have shown. This discrepancy, according to the authors, was caused by the fact that their study examined both morphological structure awareness and morphological analysis, whereas earlier research seemed to concentrate only on the formerReading comprehension is a multifaceted set of language-based skills. The purpose of this study was to investigate the ways in which Grade 3 readers' morphological knowledge influences their reading comprehension. Outside of the four analyzed factors, morphological awareness was found to directly contribute to reading comprehension. Similar conclusions were reached by other studies with less stringent research (Kieffer & Box, 2013; Kieffer & Lesaux, 2012).

Future study on the probable solutions behind the connection between morphological awareness and reading comprehension in children may benefit from the conclusions made by Levesque et al. (2017). In morphological analysis, one conclusion was that "morphological awareness contributed to children's ability to analyze the meaning of unfamiliar derived words, which in turn supported their reading comprehension" (Levesque et al., 2017). The study's findings, both morphological decoding and morphological analysis were separate indirect routes that contributed directly and indirectly to reading comprehension (Levesque et al., 2017). Even after considering elements like phonological awareness, nonverbal abilities, vocabulary, and word reading, additional research points to a relationship between morphological awareness and reading comprehension (Nagy et al., 2006). According to research on morphological decoding, children's capacity to comprehend unfamiliar complex words is specifically impacted by their level of morphological awareness (Kuo & Anderson, 2006).

Readers in grades 6–7 were studied when low-frequency words were examined (Burani et al., 2008). Since third- and fifth graders may not have a lexical representation for low-frequency words yet, we are still unsure if the presence of recognizable morphemes in a low-frequency word improves reading (and spelling) accuracy in these young readers. The reading

and spelling abilities of youngsters on low-frequency, morphologically complicated words unlike their abilities on words without any derivational structure in the current study.

Morphological Instruction

According to the research of Richards-Tutor et al. (2016), vocabulary treatments emphasize the value of comprehending word pieces rather than providing explicit vocabulary education. They discovered that although vocabulary development through definition instruction was inefficient, morphology might be a better approach. According to Silverman et al. (2014), "if students are taught to break down words into meaningful parts and analyze how these words are used, they may be able to learn new words and improve language proficiency".

Morphology Influencing Reading Comprehension

More studies revealed the impact of morphology on reading comprehension. Zhang and Shulley (2017) evaluated students in the areas of incidental word learning, vocabulary, morphological awareness, and memory to learn more about this. English-only (EO) students had greater success in deciphering unfamiliar terms than did English-language learners. EL students need more practice and exercises in morphological problem-solving skills, and not vocabulary knowledge, to overcome the problem. Additionally, EL pupils frequently viewed words as a whole and lacked the ability to dissect them to determine their meaning. Their study clearly demonstrates that EL students have trouble understanding language and content.

To understand the connection between vocabulary, spelling, and reading comprehension, Reed et al. (2016) conducted research. With the awareness that there is a link between poor reading and poor spelling, and that highlighting morphemes inside words aids in word memory and enhances reading ability. They employed an analytical strategy to examine these relationships. Their study revealed that reading-based vocabulary instruction was superior to spoken instruction. Additionally, they discovered that morphology served as the link between spelling and reading comprehension. The contention above is supported by (Bowers & Kirby, 2010; Crosson & McKeown, 2016; Crosson & Moore, 2017; Goodwin, 2016) that morphology is significant because it allows one to understand the morphological components of a word. Additionally, it makes it possible to discover the definitions of new words. As roots frequently bring various information about a word, a morphological breakdown of roots can contribute to learning vocabulary words.

A 2019 study by Crosson et al. examined how knowing Latin roots affected the ability to decipher new words. A vocabulary aid with and without roots were given to two groups of eighty-four EL students each. After ten weeks, they found that while Latin roots did not affect recall of the intended academic words, they did aid in deciphering and interpreting foreign words.

Filippini et al. (2012) conducted research on another morphology intervention that focuses on morphological awareness and semantic links. They were looking to see if there was a language-explicit intervention that would help pupils learn new terms. Knowing that "learners can build connections among words through many systems of language" (Filippini et al., 2012) "when teachers highlight the smallest meaningful units of language structures.

The researchers concentrated on vocabulary growth together with phonological awareness training. They investigated the effects of vocabulary taken from an expository read-aloud passage by observing 97 first graders at a Title I school, of whom 60 were English language learners. They were instructed in the roots, inflectional ends, and derivational suffixes of these words. Additionally, the students practiced joining these word pieces.

They concluded that "a supplementary, explicit, intensive early literacy intervention focused on vocabulary development, PA, and decoding can effect change" from this. On a test of target word vocabulary, students who received good voabulary instruction performed better than those who did not (Filippini et al., 2012). Additionally, it is thought that inadequate vocabulary can hinder reading comprehension. teaching students how to deconstruct words into their word units is a way to improve vocabulary knowledge.

Knowing this, Davidson and O'Connor (2019) choose to investigate the benefits of morphological education for EL students in order to decipher unknown words. These researchers looked at nine ELs who struggled with reading in fourth and fifth grade at an urban Title I school in Southern California. A single-case design study was employed. The results gave a functional association between vocabulary scores and the intervention, demonstrating significant advantages for employing this approach going forward. Learning English Phonology Grammar or principles include phonology. Linguistics includes two binary

complementary fields called phonetics and phonology.

According to Roach (2009), phonology is the structuring of a language's functioning sounds, whereas phonetics deals with the tiniest components of language. Phonetics is more general than phonology, which is an arrangement of sounds or sound patterns. According to Nurhayati (2018, 2019 and 2021) a particular dialect's choice and arrangement, sequence or structure of phonemes or sounds to transmit or declare context or essence is something that is rarely earned and spoken. It implies that while every single creature has some knowledge of languages, they are not able to intuitively comprehend their origins and modes of expression.

On the other hand, phonology deals with a decrease or devaluation facing the vast or important information that peers and the spokesperson believe they are expressing and identifying (McMahon, 2002). Phonology refers to the sound system that is distinct in a particular dialect and acts as the foundation for other linguistic stages like morphology.

Teaching phonology is thought to be both engaging and challenging. Nurhayati 204 Indonesian Journal of English Language Teaching and Applied Linguistics, 7(1), 2022. Thus, in the current study, a method known as scaffolding was used to allow students who are more informed about phonology to help the less experienced ones. As a result, the learning process' goal can be accomplished. Planning a teaching strategy that uses scaffolds is required. Here are some steps: 1) Use prior knowledge; 2) Teach words and vocabulary beforehand; 3) Use parts; 4) Use visual aids; and 5) Encourage participation; 6) step away; 7) help. All these steps could help in implementing this method when instructing the students.

Semantics

It has been argued that language proficiency significantly affects reading comprehension. Selma Babayiit and Laura Shapiro (2020) claim that there is a link between EL learners' poor reading comprehension ability and their vocabulary and grammar deficiencies. Sadly, vocabulary is rarely given enough consideration in reading classrooms (Biemiller & Boote, 2006). Reading comprehension in EL children has been demonstrated to increase with vocabulary education and extended interventions.

Vocabulary's Effect on Reading Comprehension

The level of a student's English proficiency was found to be a significant contributing factor in the study by (Ardasheva et al., 2013) on the factors that affect EL students' reading achievement. To understand texts, EL students need solid L2 proficiency. Academic vocabulary, word usage, and grammar knowledge all play a significant role in English ability.

The association between academic word use and reading comprehension for various learners was examined by Wood et al. in 2021. According to research (Townsend et al., 2012), proficiency in academic language predicts success in reading. The only place where many EL children can access academic terminology is in a classroom. Compared to peers who are native speakers and may hear and use these words in other situations, this is restricted. Through word identification, sentence completion, syntactic knowledge, and reading comprehension exercises, EL students were able to employ academic words less frequently and with less diversity overall. This demonstrates the critical need for academic language and vocabulary support for different learners.

One strategy for assisting EL kids' vocabulary growth is the discussion of significant words. In their study of 274 students, Silverman et al. (2014) provided ways for discussing vocabulary when teaching reading. They taught students how to interpret new words and offered meanings. On vocabulary knowledge, it is thought to be beneficial. Even context clues, a popular method for learning new words, were found to be ineffective for EL students since too much time is spent talking about the context rather than the word itself. Another strategy for discussing and learning new vocabulary words was to teach implications.

Academic vocabulary is more challenging for EL children to learn because many of these words are abstract, according to (Sibold, 2011). As a result, it's critical to provide clear education on academic jargon. Sibold (2011) investigated techniques for increasing the vocabulary of EL students through direct instruction and other activities. Despite some sources claiming that this tactic is useless, they propose using context clues, word barriers, realia, connecting to prior knowledge, visuals, and avoiding the dictionary when providing direct instruction. Sibold (2011) underlines the importance of repetition in vocabulary instruction. Involving exercises like "Signal word of the day," academic vocabulary notebooks, graphic organizers, and quick writes are also listed.

Syntax

According to research on the syntactic-semantic link,

there is a fair amount of convergence to L2 grammar. According to Slabakova (2006), Dekydtspotter and Sprouse are the pioneers in this field. Numerous research has been done on how native English speakers learn the syntax-semantics interface of L2 French. They aim at scenarios where L2 French's word-order possibilities will produce a minor difference in perception from L1 English's lack of such syntactic alternations. The comprehension of mood in Spanish relative sentences by advanced vs. intermediate Spanish learners who are native English speakers was examined by Borgonovo et al. in 2005. The distinctiveness of the DP affects the mood choice in Spanish. If the DP's noun is specific, the indicative mood is utilized; if it is not, the subjunctive mood is employed.

The DP's specificity status is interpreted in various ways. In other words, the knowledge at the syntactic/semantic junction affects the choice of mood. They conducted their investigation using a truth-value evaluation test and a grammar judgment task. According to the findings, advanced learners were able to discriminate between the subjunctive and indicative moods in a variety of scenarios. There is a similarity between native Spanish speakers and advanced L2 Spanish learners. Thus, they draw the conclusion that knowledge at the syntactic/semantic junction is possible. In contrast to "indicative appropriate" settings, the advance learners performed better in "subjunctive appropriate" contexts. The performance of the native speakers in the "indicative appropriate" circumstances also yielded an unexpected outcome. The subjunctive mood was favored in several situations where favoring the indicative mood was anticipated. The baseline of their experiment was screwed up by this inconsistency. If the outcome of the "indicative appropriate" scenarios was more 21 consistent, their conclusion would be more persuasive.

In addition, Yuan suggested "variation-specific" rather than a "domain-wide" approach to the problem of learning the syntactic/semantic interface. In addition, Yuan suggests several 22 potential factors, such as cross-linguistic influence, input, the categorical nature of the involved elements, etc., that could hinder or help L2 learners acquire the syntactic/semantic interface qualities. Yuan's research advances the field's understanding in this regard. He gave reasons for the observed variability, and these reasons give us a place to start when trying to figure out what is operating under this variation. In conclusion, most studies that investigate the development of the syntactic/semantic Although they may be slight, interface features seem to suggest that it is still possible to acquire these properties and achieve native-like performance. Before a clearer picture can be obtained, further data from L2s other than Romance languages, such French or Spanish, are required. Acquisition of syntactic-discourse interface qualities as opposed to the findings of most syntax-semantics interface studies, those of the syntax-discourse interface studies reveal greater divergence between the interlanguage of L2 learners and the native speakers' grammatical structures.

Numerous research has found that the similarity between syntax and discourse that shows more instability and susceptibility than the limited syntactic features (Sorace, 2003; Belletti et al, 2007; Lozano, 2006; Hopp, 2004 among others). Topic and focus are one category of discourse or the information structure that is most usually examined along this approach. The topic provides the well-known historical knowledge to the listener and speaker. It makes clear what the statement is about. The speaker's point of focus is the novel knowledge that they wish to share. It advances the conversation. Different languages implement the information structure in different ways. They are sometimes implemented 23 syntactically. A few research that investigated L2 learners' understanding of how syntax/topic and syntax/focus interact will be addressed in the section that follows.

YouTube Vlogs' Effectiveness to the English Language Proficiency

The 2nd Generation Web is built on a variety of essential tools, such as blogs, social bookmarking, and interactive social networks linked to a virtual medium, which is thought to be one of the most recent technologies utilized in education. Learning using social Internet networks is referred to as the second generation of e-learning (Al-Masri, 2014). Using the 2nd generation Web's techniques, which get over space and time constraints, social network design acts as a new language of connection and communication among Internet users.

Additionally, to break down the social isolation that many people experience, they tried to strengthen user relationships. These networks are defined by interaction and communication in a cooperative virtual environment. (Hamdi, 2010) Medium. Social networks are viewed as web-based communities with millions of members who have similar interests. Users of these social networks can exchange documents and photos, start blogs, send messages, share movies, and engage in immediate conversations.

According to Zaidah (2012), the social networking sites' high potential for communication with friends and coworkers as well as for fostering stronger social ties amongst their mas.ccsenet.org Modern Applied Science Vol. 12, No. 3; online subscriptions from 165 subscribers in 2018. Facebook, Twitter, WhatsApp, MySpace, and other social networks are the most significant in the globe.

Each entry on a blog that uses video is known as a video blog (or vlog). The primary focus of each post is a video, even if the posts may also include text to provide background information for the video. The popularity of vlogs has grown over the past few years. Mefeedia, a website that serves as a directory of video blogs, had 617 vlogs listed as of January 2005. This number rose to 20,913 in January 2007 (Sinton, 2007).

According to Shea and Sherer (2011), many schools have created their own YouTube channels where students can watch their lectures. It is also accessible to students and teachers, who can use it both inside and outside of the classroom to support learning objectives, encourage class discussion, and aid in student learning. According to Trier (2007), setting up a private account on the website is free and simple to do. It is also the best way to save and keep videos that a person needs from YouTube. According to Trier, what sets YouTube apart is its immediateness and availability; a teacher can easily determine whether the video he is looking for is available.

The study of Jones and Cutherll (2011), YouTube videos can be used in the classroom when teaching, thus it has a good help in the educational process. They can introduce new ideas, show data while lecturing, or at the conclusion of the class to restate the lesson's important parts.

Moreover, Chenail (2011) mentioned that the YouTube platform offers a wonderful collection of videos that displays the fundamental ideas of qualitative research, the availability of chances to share qualitative data through interviews and field observations, and the display of fully completed research. Additionally, it gives qualitative research researchers the chance to check and display their own educational materials to the audience.

Number of YouTube Users

It appears that YouTube vlogs have been popular. There are 2 billion users globally (Statistica, 2019). In fact, according to Datareportal's 2019 survey, 79% of internet users have a YouTube account. According to Defy Media's (2015) research, 96% of ages of 13 and 24 routinely use YouTube. Their preferred website where they can watch online videos and spend an average of 11 hours every week. The quantity of YouTubers who specialize in teenagers reflects their appeal once more. Teenagers' conduct is continually influenced by YouTube stars in previously unheard ways. They are more like role models and are recognized by their fans anywhere.

Undoubtedly, YouTube has become popular, especially in the Philippines. In 2018, the average Filipino spent four hours per day online, with their primary device being a smartphone. According to Kantar TNS, 87% of Filipino internet users view online video material. The Philippines is ranked No. 14 among non-native English-speaking nations worldwide in the EF's English Proficiency Index study from 2018. It is not surprising that Filipinos are taking advantage of their fluency in English to read, write, and speak the language. For international investors intending to launch a firm in the Philippines, this competence offers a tactical edge. (Chan, 2019.

Language Proficiency and Academic Performance

YouTube Vlogs have a big impact on students' English language competence, good or bad. Europe is home to most of the nations with the highest English proficiency rates. Singapore is the only non-European nation rated as having "Very High Proficiency" among the seven countries. Language proficiency and classroom performance among the different international students in English-speaking institutions has been thoroughly studied in a State University investigation.

YouTube as a Reinforcement

In the study of (Alwehaibi, H. & Abdulrahman, P. 2015) found that watching YouTube greatly improved EFL students' understanding of the theoretical material covered in the course "Observation in School 2"). This outcome lends credence to other studies demonstrating YouTube's beneficial effects on improving student learning. It has been amply demonstrated that YouTube can improve learning in a variety of significant ways. The pupils were encouraged to learn because of the fun and exciting environment that YouTube provided. It was clear that the experimental group's pupils were very motivated to engage in the various learning activities, including reading, writing, discussing, and participating in group projects.

It is important to keep in mind that using YouTube in and outside of the classroom has its drawbacks.

Despite its difficulties, there is no denying that this technology has many advantages over those drawbacks. Since the impact on learning is too great to ignore, the problem is how to reinforce YouTube. As a result, it is advised that YouTube be used as a productive teaching method for enhancing the content learning of EFL college students and the classroom resources.

There are various ways to support and improve the process of YouTube. Given the fact that it is arguably helpful when learning the English language than it is in other contexts. Alimemaj (2010) asserts that technology improvements and the spread of educational environments and because of broadband in traditional classroom settings, English classes and students have an incredibly diversified.In evice to enhance listening abilities. She contends that this creates new opportunities as well as obstacles. Even with the fact that YouTube provides variety of selection of clips of real instances of "everyday" English being used by "everyday" people. Poor quality, incorrect pronunciation, and slang were prevalent in many of these conversations amongst people in a variety of circumstances.

Methodology

This section provides a concise overview of the research design, participants, study location, research tools, data collection methods, and the statistical analysis approach employed in this investigation.

Research Design

This research study employed a mixed-methods approach. Quantitative data was used to assess the substantial enhancement in student performance observed before and after the integration of YouTube Tutorials to enhance English language proficiency. Simultaneously, qualitative methods were utilized to solicit participants' insights on the actual efficacy of YouTube Tutorials in enriching English language proficiency.

Participants

In this study, a total of fifty-four (54) respondents participated. These respondents consisted of Grade 7 students from St. Francis Episcopal School of Upi, Inc. The selection of the sample was a combination of both probability and non-probability sampling techniques. To gather quantitative data, cluster probability sampling was employed. This method involved selecting one (1) out of four sections of the study locale as the pool of respondents. Conversely, for the qualitative aspect of the study, convenience non-probability sampling was used. Specifically, the ten (10) most conveniently accessible respondents were chosen for written interviews.

Locale of the Study

This research was conducted at St. Francis Episcopal School of Upi, Inc., situated in Nuro, Upi, Maguindanao. This location is in close proximity to Datu Odin Sinsuat and Datu Blah Sinsuat and is approximately one hour's travel from Nuro, Upi, Maguindanao to the nearby city of Cotabato, covering a distance of 34.0 kilometers. The school's Junior High School Department comprises 835 students, while the Senior High School Department has 559 students, resulting in a total enrollment of 1,394 students.

The selection of this particular institution as the research site was driven by its accessibility and the availability of potential respondents. Established in 1961 by the Philippine Episcopal Church, the school bears the name of St. Francis of Assisi, the patron saint of the local Episcopal Parish Church in Nuro, Upi, Maguindanao. It was formerly known as Saint Francis High School and celebrated its first senior class graduation in 1964. With the guidance of two American principals, the Rev. William Houghton and Rev. George Harris, the school expanded its facilities and developed a robust academic program designed to prepare students for college studies.

In 1965, Grade 7 was introduced as a transitional year to the high school, responding to the growing need for this grade level due to perceived deficiencies in elementary school education. Since then, the school's enrollment has steadily increased. In 2016, the school was granted permission to offer Senior High School programs after evaluation by DepEd Regional Office personnel. It offers the Academic Track, focusing on General Academic and ABM strand – Accountancy and Business Management. Additionally, in the 2017-2018 school year, STEM (Science, Technology, Engineering, and Mathematics) was introduced as one of the strands.

Currently, St. Francis Episcopal School of Upi, Inc. is under the leadership of Ms. Irene P. Casada, catering to 1,100 students from both the Junior and Senior High School departments. Furthermore, the researcher selected this institution due to their professional affiliation with the school.

Instruments of the Study

This study employed a questionnaire as its primary research instrument, consisting of three main sections. The first section captured the demographic profiles of the study participants. The second section included YES/NO questions, designed to gather specific information. The third section encompassed the Evaluation component, aimed at addressing the quantitative research questions. This section comprised 30 items covering various aspects of Morphology, Phonology, Semantics, and Syntax. For the qualitative research questions, a separate questionnaire was utilized during written interviews to elicit in-depth responses from the participants. Furthermore, a Technical Evaluation form was administered to assess the quality of the video, audio, and content featured in the YouTube Tutorials.

Data Gathering Procedure

The researcher employed a mixed-methods approach in this study, utilizing a survey questionnaire encompassing both pre-test and post-test sections, as well as conducting written interviews to investigate the impact of YouTube tutorials on the reading proficiency of the respondents. The research process commenced with the researcher drafting a formal transmission letter addressed to the principal of St. Francis Episcopal School of Upi, Inc., seeking approval to carry out the study and access to the student participants. Following the principal's consent, the researcher then distributed Informed Consent forms to the respondents, ensuring their confidentiality and the freedom to withdraw from participation if they deemed it necessary.

Subsequently, the researcher coordinated sessions with the fifty-four (54) respondents. To gauge the initial English language proficiency of the students prior to engaging with YouTube vlogs, a pre-test was administered. Following this, the researcher implemented a lesson plan and utilized YouTube tutorials to reinforce lessons in morphology, phonology, semantics, and syntax. Subsequently, a post-test was administered to assess any improvements. In parallel, written interviews were conducted with a convenient sample of ten respondents to address the qualitative research questions. Following the completion of these interviews, the researcher collected and analyzed the pertinent data, identifying key themes and common answers by synthesizing and summarizing the responses.

Statistical Treatment of Data

In quantitative research questions, after gathering the data needed, it was tallied. Next, the data was analyzed in accordance with the research problems of the following: frequency distribution, mean, standard deviation, p-value, and t-value. Modified test was conducted in two sessions namely, pre-test and post-test. The pre-test measured their knowledge before the use of YouTube vlogs as a reinforcement to the students' English language proficiency while the post-test assessed their knowledge after the use of YouTube vlogs as a reinforcement to the students' English language proficiency. This was done in Research Problem 1.1-2.4.

Ethical Considerations

In this study, the researcher rigorously adhered to the research protocols established by Mindanao State University - Maguindanao. Prior to collecting of data, ethical standards were meticulously upheld through formal communication channels. Transmittal letters, which included requests for permission and informed consent, were carefully dispatched to the school head to secure their endorsement to legally conduct the study. Ethical considerations played a central role in ensuring the participants' data remained confidential, and their individual rights were fully respected.

To address the diversity among participants, the research questions were thoughtfully designed to encompass a wide range of perspectives, thereby safeguarding against any potential infringement of their rights during the study. Respondents were assured of stringent confidentiality measures, with their identities protected throughout the research process. This anonymity provided them with the assurance that their personal information would be handled appropriately and discreetly.

The study underwent a rigorous review to identify and address any potential issues related to plagiarism, given that the researchers integrated and referenced secondary sources into their work. The research results were subjected to a thorough and comprehensive analysis and interpretation, with a clear emphasis on the study's purpose of contributing to the broader knowledge base rather than serving the researchers' personal gain.

Results and Discussion

English Language Proficiency of the Students

before the Exposure to YouTube Tutorials

The English language proficiency of the students in morphology, phonology, semantics, and syntax before the exposure to YouTube Tutorials are presented in Tables 1.1, 1.2, 1.3, and 1.4.

Table 1.1. *Students' English Language Proficiency level in Morphology before watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	0	0	Very Satisfactory
19-24	4	7.41	Satisfactory
13-18	30	55.56	Fair
7-12	17	31.48	Poor
1-6	3	5.56	Very Poor
		Mean: 13.30	Fair

As shown in Table 1.1 was the students' English language proficiency level in morphology before watching YouTube tutorials. It is evident that scores 13-18, described as Fair, has 30 frequencies and 55.56%.17 got the scores 7-12, 31.48%, that is Poor. Meanwhile, scores 19-24 has 4 frequency that is 7.41%, with Satisfactory description. 3 got the scores 1-6, that is 5.56%, considered as Very Poor. Lastly, scores 25-30 with the description Very Satisfactory, has 0 frequency. The mean of scores is 13.30 that is considered as fair. This means that the performance of the students in the prefixes and suffixes, and the word formation processes is fair as well. Perhaps, the students have limited knowledge about prefixes, suffixes, and word formation processes. The possible intervention for this matter is the teaching of the above-mentioned lessons using YouTube tutorials as a reinforcement tool.

(Finley, 2022) supported this stating that there is obviously still a lot to learn about how adults and children perform phonological awareness tests and how exactly this performance relates to reading ability. While the results presented here and those of many others point to a direct connection between reading and phonological awareness. According to McMahon (2002), phonology implies a reduction or devaluation of the substantial or important knowledge that a spokesperson and their peers believe they are expressing and detecting.

(Burani et al., 2008) studied grades 6–7 where low-frequency words were examined since they may not yet have a lexical representation for low-frequency words, we are still unsure if the presence of recognizable morphemes in a low-frequency word improves reading (and spelling) accuracy in these young readers. The reading and spelling abilities of youngsters on low-frequency, morphologically complicated words were compared to their abilities on words without any derivational structure in the current study.

Table 1.2. *Students' English Language Proficiency level in Phonology before watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	1	1.85	Very Satisfactory
19-24	8	14.81	Satisfactory
13-18	23	42.59	Fair
7-12	20	37.04	Poor
1-6	2	3.70	Very Poor
		Mean: 14.09	Fair

As gleaned in Table 1.2 was the students' English language proficiency level in phonology before watching YouTube tutorials. It is evident that scores 13-18, described as Fair, has 23 frequencies and 42.59%. 20 got the scores 7-12, 37.04%, that is Poor. Meanwhile, scores 19-24 has 8 frequency that is 14.81%, with Satisfactory description. 2 got the scores 1-6, that is 3.70%, considered as Very Poor. Lastly, scores 25-30 with the description Very Satisfactory, has 1 frequency that is 1.85%. The mean of scores is 14.09 that is fair. This means that the performance of the students in the sounds of consonants, vowels, and diphthongs is fair. Perhaps, the students have limited exposure on the sounds of consonants, vowels, and diphthongs. The possible intervention for this matter is the guidance of the teacher and using YouTube tutorials as a reinforcement tool.

This is supported by the study of (Castles, et. al. 2003) that there is obviously still a lot to learn about how adults and children perform phonological awareness tests and how exactly this performance relates to reading ability. While the results presented here and those of many others point to a direct connection between reading and phonological awareness. Additionally, they warn against overstating the significance of this link. A more realistic picture of the function played by this crucial idea in the development of reading skills is expected to emerge if greater caution is used when evaluating the results of phonological awareness tests. According to McMahon

(2002), phonology implies a reduction or devaluation of the substantial or important knowledge that a spokesperson and their peers believe they are expressing and detecting.

Table 1.3. *Students' English Language Proficiency level in Semantics before watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	0	0	Very Satisfactory
19-24	2	3.70	Satisfactory
13-18	13	24.07	Fair
7-12	30	55.56	Poor
1-6	9	16.67	Very Poor
		Mean: 10.61	Poor

Table 1.3 showed the students' English language proficiency level in semantics before watching YouTube tutorials. It is evident that 30 got the scores 7-12, 55.56%, that is Poor. Scores 13-18, described as Fair, has 13 frequencies and 24.07%. 9 got the scores 1-6, that is 16.67%, considered as Very Poor. Meanwhile, scores 19-24 has 2 frequency that is 3.70%, with Satisfactory description. Lastly, scores 25-30 with the description Very Satisfactory, has 0 frequency and percentage. The mean of scores is 10.61 describes as Poor. This means that the performance of the students in vocabulary words and context clues is poor. Perhaps, the students have poor vocabulary knowledge and the use of context clues.

It has been argued that language proficiency significantly affects reading comprehension. Selma Babayiit and Laura Shapiro (2020) claimed that there is a link between EL learners' poor reading comprehension ability and their vocabulary and grammar deficiencies. Sadly, vocabulary is rarely given enough consideration in reading classrooms (Biemiller & Boote, 2006).

Reading comprehension in EL children has been demonstrated to increase with vocabulary education and extended interventions. (Ngene, P. & Jeptarus, K.) reiterated that Language acquisition is also influenced by non-linguistic factors. The learners' attitudes toward the English language have an impact on how they spell, pronounce, and use words. When learners are not adequately exposed to the English language, non-linguistic elements have an impact on how successfully they use their second language. The use of English by students makes it difficult to achieve the necessary exam results.

Table 1.4. *Students' English Language Proficiency level in Syntax before watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	0	0	Very Satisfactory
19-24	6	11.11	Satisfactory
13-18	18	33.33	Fair
7-12	20	37.04	Poor
1-6	10	18.52	Very Poor
		Mean: 11.33	Poor

Table 1.4 purported the students' English language proficiency level in syntax before watching YouTube tutorials. It is evident that 20 got the scores 7-12, 37.04%, that is Poor. Scores 13-18, described as Fair, has 18 frequencies and 33.33%. 10 got the scores 1-6, that is 18.52%, considered as Very Poor. Meanwhile, scores 19-24 has 6 frequency that is 11.11%, with Satisfactory description. Lastly, scores 25-30 with the description Very Satisfactory, has 0 frequency that is 0%. The Mean of scores is 11.13 that is considered as Poor. This means that the performance of the students in the order of adjectives used in the sentences is poor as well. Perhaps, the students have limited knowledge about the order of adjectives.

The possible intervention for this matter is the teaching of the above-mentioned lesson with YouTube tutorials as a reinforcement tool. Numerous research has found that the interfaces between syntax and discourse show more instability and susceptibility than the limited syntactic features (Sorace, 2003; Belletti et al, 2007; Lozano, 2006; Hopp, 2004 among others.

According to Hasani (2016), poor motivation among learners, limited writing time and practice, improper feedback and comments on their written work, insufficient teaching resources and facilities, overpopulated classrooms, ineffective teaching strategies, and students' social backgrounds are some of the factors that hinder the improvement of elementary students' English writing skills. The possible intervention for this matter is the teaching of the above-mentioned lessons and reading at home using YouTube tutorials as a reinforcement tool.

English Language Proficiency of the Students after the Exposure to YouTube Tutorials

The English language proficiency of the students in

morphology, phonology, semantics, and syntax after the exposure to YouTube Tutorials are presented in Tables 2.1, 2.2, 2.3, and 2.4.

Table 2.1. *Students' English Language Proficiency level in Morphology after watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	10	18.52	Very Satisfactory
19-24	39	72.22	Satisfactory
13-18	2	3.70	Fair
7-12	2	3.70	Poor
1-6	1	1.85	Very Poor
		Mean: 21.15	Satisfactory

Depicted on Table 2.1 was the students' English language proficiency level in morphology after watching YouTube tutorials. It is evident that scores 19-24 has 39 frequency that is 72.22%, with Satisfactory description. Scores 25-30 with the description Very Satisfactory, has 10 frequency that is 18.52%. Meanwhile, Scores 13-18, described as Fair, has 2 frequencies and 3.70%. 2 got the scores 7-12, 3.70%, that is Poor. Lastly, 1 got the scores 1-6, that is 1.85%, considered as Very Poor. The mean of scores is 21.15 describes as satisfactory. After watching YouTube vlogs, the performance of the students in the prefixes and suffixes, and the word formation processes has improved and now considered as satisfactory. Evidently, the use of YouTube tutorials as a reinforcement tool is substantial and expanding amount of evidence supports the impact of morphological awareness on the development of literacy skills. As children transition from elementary to middle school settings, (Apel, 2012, et.al) noted that morphological awareness skills have a greater impact than phonological awareness. Other research shows that morphological awareness is positively in line with vocabulary knowledge and predicts reading comprehension (Anglin, 1993, et.al.)

Table 2.2. *Students' English Language Proficiency level in Phonology after watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	27	50	Very Satisfactory
19-24	24	44.44	Satisfactory
13-18	3	5.56	Fair
7-12	0	0.00	Poor
1-6	0	0	Very Poor
		Mean: 24.57	Very Satisfactory

Table 2.2 showed the students' English language proficiency level in phonology after watching YouTube tutorials. It is evident that scores 25-30 with the description Very Satisfactory, has 27 frequency or 50%. Meanwhile, scores 19-24 has 24 frequency or 44.44%, with Satisfactory description. Scores 13-18, described as Fair, has 3 frequencies or 5.56%. 0 got the scores 7-12, 0%, that is Poor. Lastly, 0 got the scores 1-6, that is 0%, considered as Very Poor. The mean of scores is 24. 57 that is Satisfactory. This means that after watching YouTube vlogs, the performance of the students in the sounds of consonants, vowels, and diphthongs has improved and now considered as satisfactory.

The findings are supported by Nurhayati (2019) that most students improve their class management skills, become more independent and proactive while learning phonology using media and strategies. If there is open communication among the group, students might be eager to learn. They can consult one another and talk about difficulties they have learning.

Table 2.3. *Students' English Language Proficiency level in Semantics after watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	9	17	Very Satisfactory
19-24	39	72.22	Satisfactory
13-18	5	9.26	Fair
7-12	1	1.85	Poor
1-6	0	0	Very Poor
		Mean: 21.69	Satisfactory

Table 2.3 showed the students' English language proficiency level in semantics after watching YouTube tutorials. It is evident that scores 19-24 has 39 frequency or 72.22%, with Satisfactory description. Meanwhile, scores 25-30 with the description Very Satisfactory, has 9 frequency or 17%. Scores 13-18, described as Fair, has 5 frequency or 9.26%. 1 got the scores 7-12, 1.85%, that is Poor. Lastly, 0 got the scores 1-6, that is 0%, considered as Very Poor. The mean of scores is 21.69 that is Satisfactory. This means that after watching YouTube vlogs, the performance of the students in vocabulary words and context clues has improved and now considered as satisfactory.

Sibold (2011) mentioned despite other sources claiming this tactic is useless, that direct education suggestions include classroom aids like word walls, realia, connecting to prior information, visuals, context cues, and avoiding the dictionary. Sibold (2011) also underlined the importance of repetition in vocabulary instruction. Involving exercises like "Signal word of the day," academic vocabulary notebooks, graphic organizers, and quick writes are also listed.

Table 2.4. *Students' English Language Proficiency level in Syntax after watching YouTube Tutorials*

Score	*Frequency*	*Percentage*	*Description*
25-30	18	33.33	Very Satisfactory
19-24	32	59.26	Satisfactory
13-18	2	3.70	Fair
7-12	2	3.70	Poor
1-6	0	0	Very Poor
		Mean: 22.52	Satisfactory

Table 2.4 showed the students' English language proficiency level in syntax after watching YouTube tutorials. It is evident that scores 19-24 has 32 frequency that is 59.26%, with Satisfactory description. %. Meanwhile, scores 25-30 with the description Very Satisfactory, has 18 frequency that is 33.33. Scores 13-18, described as Fair, has 2 frequencies and 3.70%.2 got the scores 7-12, 3.70%, that is Poor. Lastly, 0 got the scores 1-6, that is 0%, considered as Very Poor. The mean of scores is 22.52 that is Satisfactory. This means that after watching YouTube vlogs, the performance of the students in the order of adjectives used in the sentences has improved and now considered as satisfactory.

According to (Styati , 2016) emphasized that the usage of YouTube videos and images has an impact on how well EFL students write. For the writing exercise, both authentic resources are used.

Comparison of the English Language Proficiency of the Students before and After the Exposure to YouTube Tutorials

The English Language Proficiency of the students before and after the exposure to YouTube Tutorials are compared to determine the significant difference. This is shown in Tables 3.1, 3.2, 3.4, and 3.5.

Table 3.1. *Significant difference between the Pre-test and Post-test Performance of Students in Morphology Using YouTube tutorials.*

Variables	*Mean*	*mean difference*	*SD*	*t-value*	*p-value*	*Interpretation*
Pre-test (Morphology)	13.56	7.57	4.03	7.57	0.000*	Significant
Post-test (Morphology)	21.13		4.02			
* significant at 0.05 level						

Table 3.1 gleaned the significant difference between the mean results of test before and after the use of YouTube tutorials in Morphology. It further shows that the pre-test has a mean of *X*=13. 56 and a standard deviation of *SD*=4.03. Meanwhile, the post-test has a mean of *X*=21.13 and *SD*=4.02 standard deviation. The mean difference is 7.57 with t-value of 7.57. The computed p-value is 0.000* which is significant at 0.05 level of significance. This means that after watching YouTube vlogs, the performance of the students in vocabulary words and context clues has improved from fair to satisfactory. Hence, the use of YouTube tutorials shows an improvement within the performance of the students in Morphology.

Table 3.1 conveys the value garnered from the computation done. The hypothesis (HO1) that there is no significant difference between the pre-test and post-test scores of the students in Morphology is therefore rejected. This shows that the difference of their scores is not because of the chance but because of practical importance of YouTube tutorials as a classroom reinforcement to the students' English language proficiency. In the study of Richards-Tutor et al. (2016) found out the vocabulary therapies emphasize the value of comprehending word pieces rather than providing explicit vocabulary education.

Table 3.2. *Significant difference between the Pre-test and Post-test Performance of Students in Phonology.*

Variables	*mean*	*mean difference*	*SD*	*t-value*	*p-value*	*interpretation*
Pre-test (Phonology)	14.01	10.56	4.79	16.23	0.000*	significant
Post-test (Phonology)	24.57		3.83			
* significant at 0.05 level						

Table 3.2 showed the significant difference between the mean results of test before and after the use of YouTube tutorials in Phonology. It further shows that

the pre-test has a mean and standard deviation of *X*=14.01 and *SD*=4.79, respectively. Meanwhile, the post-test has a mean and standard deviation of *X*=24.57 and *SD*=3.83, respectively. The mean difference is 10.56 with t-value of 16.23. The computed p-value is 0.000* which is significant at 0.05 level of significance. This means that after watching YouTube vlogs, the performance of the students in the sounds of consonants, vowels, and diphthongs has improved from fair to satisfactory. Hence, the use of YouTube tutorials significantly shows an improvement within the performance of the students in Phonology.

On the same table, it conveys the value obtained from the computation performed. The hypothesis (HO2) that there is no significant difference between the pre-test and post-test scores of the students in Phonology is therefore rejected. This implies that the difference of their scores is not merely due to chance but of practical importance of YouTube tutorials as a classroom reinforcement to the students' English language proficiency. (Juma, 2021) reiterated that it has always been difficult for non-native English speakers to teach English pronunciation to learners from other languages. This may be explained by the fact that the younger generation of pupils has some connection to Web 2.0 users, although their teachers are typically not involved in this space. Due to the spread of the coronavirus, universities are now engaging in new forms of online teaching and learning, which has highlighted the need of considering how best to utilize the existing technical tools and applications.

Table 3.3. *Significant difference between the Pre-test and Post-test Performance of Students in Semantics Using YouTube tutorials*.

Variables	*Mean*	*mean difference*	*SD*	*t-value*	*p-value*	*Interpretation*
Pre-test (Semantics)	10.09	11.6	3.41	19.86	0.000*	Significant
Post-test (Semantics)	21.69		3.11			
* significant at 0.05 level						

Table 3.3 depicted the significant difference between the mean results of test before and after the use of YouTube tutorials in Semantics. It further shows that the pre-test has a mean of *X*=10.09 and a standard deviation of *SD*=19.86. Meanwhile, the post-test has a mean of *X*=21.69 and a standard deviation of *SD*=3.11. The mean difference is 11.6 with t-value of 19.86. The computed p-value is 0.000* which is significant at 0.05 level of significance. This means that after watching YouTube vlogs, the performance of the students in vocabulary words and context clues has improved from poor to satisfactory. Hence, the use of YouTube tutorials significantly shows an improvement within the performance of the students in Semantics.

Table 3.3 conveys the value obtained from the computation performed. The hypothesis (HO3) that there is no significant difference between the pre-test and post-test scores of the students in Semantics is therefore rejected. This implies that the difference of their scores is not merely due to chance but of practical importance of YouTube tutorials as a classroom reinforcement to the students' English language proficiency.

(Hayet, 2016) noted that the various kind of movies the children watch reinforces their vocabulary. Also, they construct new and longer sentences from the words that they learn from the videos. According to this research, video blogging is a type of informal environment for the acquisition of English as a second language, that allow students to learn the language outside the corners of the classroom.

Table 3.4. *Significant difference between the Pre-test and Post-test Performance of Students in Syntax Using YouTube tutorials.*

Variables	*Mean*	*Mean Difference*	*SD*	*T-Value*	*P-Value*	*Interpretation*
Pre-test (Syntax)	11.20	11.3	5.64	15.05	0.000*	significant
Post-test (Syntax)	22.50		4.14			
* significant at 0.05 level						

Table 3.4 portrayed the significant difference between the mean results of test before and after the use of YouTube tutorials in Syntax. It further shows that the pre-test has a mean and standard deviation of *X*=11.20 and *SD*=5.64, respectively. Meanwhile, the post-test has a mean and standard deviation of *X*=22.50 and *SD*=4.14, respectively. The mean difference is 11.3 with t-value of 15.05. The computed p-value is 0.000* which is significant at 0.05 level of significance. This means that after watching YouTube vlogs, the performance of the students in the order of adjectives used in the sentences has improved from poor to satisfactory. Hence, the use of YouTube tutorials significantly shows an improvement within the performance of the students in Syntax.

However, table 3.4 conveys the value obtained from the computation performed. The hypothesis (HO4) that there is no significant difference between the pre-test and post-test scores of the students in Syntax is therefore rejected. This implies that the difference of their scores is not merely due to chance but of practical importance of YouTube tutorials as a classroom reinforcement to the students' English language proficiency.

This is supported by the analysis that YouTube's video blogging is affecting the students in SLA according to Krashen (2002). The different types of movies that children watch guides them towards gaining vocabulary. Additionally, they change the English sentence structure they used in the video to another, and this time with the use of more words than the latter.

Table 3.5. *General Result on the significant difference between the Pre-test and Post-test Performance of Students Using YouTube tutorials as a classroom reinforcement to the students' English language proficiency.*

General Result of Pre-test and Post-test						
Variables	*Mean*	*mean difference*	*SD*	*t-value*	*p-value*	*interpretation*
Pre-test	12.21	10.26	4.80	30.50	0.000*	significant
Post-test	22.47		3.99			
* significant at 0.05 level						

Table 3.5 showed the general result on the significant difference between the mean results of test before and after the use of YouTube tutorials as a classroom reinforcement to the students' English language proficiency. It further shows that the pre-test has a mean of *X*=12.21 and a standard deviation of *SD*=4.80. Meanwhile, the post-test has a mean of *X*=22.47 and a standard deviation of *SD*=3.99. The mean difference is 10.26 with t-value of 30.50. The computed p-value is 0.000* which is significant at 0.05 level of significance. Hence, the use of YouTube tutorials as a classroom reinforcement to the students' English language proficiency significantly shows an improvement within the performance of the students.

Moreover, table 3.5 conveys the value obtained from the computation performed. The hypothesis (HO5) that there is no significant difference between the pre-test and post-test scores of the students in YouTube tutorials as a classroom reinforcement to the students' English language proficiency is therefore rejected. This implies that the difference of their scores is not merely due to chance but of practical importance of YouTube tutorials as a classroom reinforcement to the students' English language proficiency.

Jones and Cutherll (2011) emphasized YouTube's potential educational applications and claimed that YouTube videos might be used in the classroom right away as a teaching tool. They can be utilized to introduce fresh ideas, display data while lecturing, or at the conclusion of the class to restate the lesson's main points. YouTube videos can be used by the teacher during discussions and activities. classroom.

The YouTube Tutorials Way of Reinforcing English Language Proficiency

The way how YouTube Tutorials reinforce the English Language Proficiency of the students as they perceived are presented through a narrative.

YouTube Tutorials as a Reinforcement to the Students' Learning

Research participant 1 answered that YouTube Tutorials reinforces students' learning by helping them correct their grammar, by helping them correct their pronunciation and helping them to give idea. It also helps students when they need idea or when they don't have any idea for what they're doing or going to do. It also helps them to make or learn something. That's how YouTube Tutorials helps students learn. And that's why students should watch YouTube Tutorials. The significant statement in the participant's answer is that YouTube Tutorials helps the students in correcting their grammar, pronunciation, and constructing ideas. Based on the statement, the researcher formulated the meaning that YouTube Tutorials reinforces pronunciation and syntax.

Research participant 2 answered that YouTube Tutorials help reinforcing the students' learning by watching tutorials in YouTube. Yes, YouTube Tutorials in YouTube can help the students' learning. Significantly, the statement of the participant is Tutorials in YouTube can help the students learn. This means that YouTube Tutorials is a good tool to reinforce students' learning.

Research participant 3 answered that it really helps the students to understand more the lessons or topics of the teacher. It also helps us to improve our grammar and pronunciation. And it really helps us on how to properly write an essay properly especially on the required essays. This statement significantly means

that it helps the students to better understand the lessons and improve the grammar and pronunciation. It also helps them to study in advance. It means that YouTube Tutorials reinforces semantics and phonology. It helps in advance reading.

Research participant 4 answered that YouTube Tutorials reinforce student's learning the way to learn more and help us to our studies. It also helps us to gain more knowledge and to help us to understand the idea we don't know, and it can also improve our grammar, spelling, and everything. That's how YouTube Tutorials reinforces students learning. This statement significantly means that students get new knowledge in watching YouTube tutorials. It also improves grammar, spelling, etc. It means that YouTube Tutorials provides knowledge and reinforces semantics and spelling.

Research participant 5 said that watching YouTube Tutorials helps slow learners like me understand the lessons or topic more efficiently. Having the benefits of watching YouTube Tutorials is helpful when a specific lesson gets hard to understand. It also helps our grammar and pronunciation on words. It can be used to find and know the definition of words and how to use them in a sentence. YouTube Tutorials increasingly helps expand your vocabulary and help us use more words in future essays, paragraphs and so on. It can also help improve our skills and techniques in forming sentences, essays, paragraphs, etc. This statement significantly means that watching YouTube Tutorials is a help to slow learners. It helps us understand complex lessons, improve their pronunciation, vocabulary, and form sentences and paragraphs. It means that YouTube Tutorials helps slow learners in reinforcing phonology, semantics, and syntax.

Research participant 6 mentioned that watching YouTube Tutorials reinforce a student learning by teaching different ways to improve their grammar as well as ideas, techniques, spelling, and how to execute the proper way of making an essay or a sentence. This statement significantly means that watching YouTube Tutorials offers different way to reinforce learning specifically in grammar, ideas, spelling, and sentence construction. It means that YouTube Tutorials has variety of ways to reinforce semantics, spelling, and syntax.

Research participant 7 said that YouTube Tutorials reinforce students learning by helping them solve certain topics and problems. It also helps students increase their knowledge on things that they don't know such as how to use unfamiliar words in real-life situations and sentences. It also aids as a tutor to students that are slow learners, by helping them understand the things that they don't understand that well. It can also improve their grammar, vocabulary, spelling, pronunciation and solving.

YouTube Tutorials can increase the students' understanding and helps them learn more faster in school. This statement significantly means that YouTube Tutorials reinforce students' learning to gain new knowledge and solve certain topics and problems. It also aids as a tutor to slow learners. Lastly, it improves the students' grammar, vocabulary, pronunciation, and solving Mathematics problems. It means that YouTube Tutorials is a source of new knowledge and help in Mathematics. It can be a tutor, and will improve syntax, semantics, and phonology.

Research participant 8 claimed that YouTube Tutorials does help by first teaching the students the fundamentals of the given subject. It helps a lot when a student needs to write an essay it does that by teaching the students our proper grammar, proper spelling, how to use the different punctuations, and many more. The advantages of this is because it's easy to find what you're searching for especially when there are lots of tutorials in YouTube.

YouTube Tutorials are easier to understand especially when some make them a step-by-step tutorial process. Watching them will really improve one's knowledge based on the said project. In my opinion, the reason why lots of people watch it is because it will help a lot. This statement significantly means that YouTube Tutorials is helping the students to improve one's knowledge specifically in proper grammar, spelling, and punctuations. It is accessible and offers variety of results and step-by-step process of understanding lessons. It means that YouTube Tutorials is a source of knowledge to understand systematically lessons; specifically in syntax, spelling and punctuations.

Research participant 9 said that not all students are fast learners who will understand lessons and instructions after only one example or after just one discussion, even if the students are given the right to ask, they might be too scared, shy, or even try. Now, this is when YouTube Tutorials come in. When a student thinks that their topic is too difficult or didn't understand but is too shy to ask, that student will automatically try and learn more about this topic by doing some research and watching some tutorials to know more. This is now the time to answer the main question, how does it reinforce the students' learning?

It can help the student understand the topic more clearly which will help the student do work regarding the topic more efficiently.

Consequently, YouTube Tutorials surprisingly have a lot of contributions in our lives, it doesn't only help us academically but also in our everyday life. It will help your knowledge expand towards something which is technically enforcing your knowledge which will help your ideas and knowledge. Now, through tutorials we learn new things and create new ideas. This statement significantly means that given the slow learners, YouTube Tutorials help them in understanding difficult and confusing lessons and produce efficient outputs. It expands our minds to deal with life problems, learn and create new things. It means that YouTube Tutorials helps the learners understand complex lessons to produce efficient outputs. It teaches them about life problems, learn and create new things.

Research participant 10 mentioned that YouTube Tutorials can help reinforce the students learning because you can search anything you want. YouTube Tutorials can also fix your grammar, punctuation, spelling, etc. It can also help you in stuff like morphology, phonology, semantics, syntax, and more. YouTube Tutorials can also help you in subjects like Math, Science, English, History, etc. In my opinion, YouTube Tutorials can really help a student's learning. This statement significantly means that YouTube Tutorials can help reinforce the students' learning and search everything. It is a help in all subjects specifically in grammar, punctuation, spelling, etc. It means that YouTube Tutorials is a search engine that is used in variety of subjects. In reinforces morphology, phonology, semantics, and syntax.

The second-generation Web is built on a variety of essential tools, such as blogs, social bookmarking, and interactive social networks linked to a virtual medium, which is thought to be one of the most recent technologies utilized in education. Learning using social Internet networks is referred to as the second generation of e-learning (Al-Masri, 2014). Using the 2nd generation Web's techniques, which get over space and time constraints, social network design acts as a new language of connection and communication among Internet users. Additionally, in order to break down the social isolation that many people experience, they tried to strengthen user relationships. These networks are defined by interaction and communication in a cooperative virtual environment.

Conclusion

Based on the findings of this study, it is concluded that the YouTube Tutorials is an effective reinforcement tool in improving the students' English language proficiency.

Based on the findings and conclusion of the study, the following points are recommended: (1) The English teachers may consider YouTube Tutorials as a reinforcement in improving the students' English language proficiency. (2) The school administrators may consider the use of video tutorials as a tool of instruction by providing LED TV in the classroom using a standard criterion. (3) The teacher must reinforce the English language proficiency of the students by using English language during class. (4) The parents or guardians must encourage their child to watch video tutorials that can reinforce their learning. (5) The students must have the YouTube application installed on their smart phones, personal computers, laptops, tablets, and any other gadgets that they have. (6) The students of St. Francis Episcopal School of Upi, Inc. can also watch YouTube Tutorials at home to improve their English language proficiency. (7) The YouTube users must review the quality of videos taken from the internet. (8) Other researchers may conduct this kind of study to other locale and different set of respondents to further validate this result.

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