

YouTube Tutorial Videos on Prepositions: Their Impact on Learners' Performance

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Abstract. This study aimed to determine the effectiveness of using YouTube tutorial videos in teaching prepositions and to measure students' interest in using these videos. The respondents in the study were 134 junior high school students from Pedro R. Abul Memorial High School in Sta. Catalina District I, Negros Oriental Division, during the academic year 2023-2024. A quasi-experimental design, specifically a one-group pretest-posttest design, was employed. The students were given a remedial class session that utilized YouTube tutorial videos over three weeks. Additionally, a validated questionnaire was used to assess students' interest levels. A dry run was conducted to assess reliability using Cronbach's alpha, yielding reliability values of 0.724, indicating that the items are reliable. To analyze the data, statistical tools such as percentages, means, t-tests for dependent data, weighted means, and Spearman's rho were utilized. The findings revealed that students performed at a "fairly satisfactory" level in the pretest but showed a "very satisfactory" performance in the posttest, indicating an improvement in their understanding of prepositions after using YouTube tutorial videos. Furthermore, students exhibited a "very high" level of interest in using these videos as a learning tool. However, the study found no significant relationship between students' interest levels and their knowledge of preposition usage after the YouTube tutorial video presentations. Although the results showed no significant relationship, the study emphasizes the potential of YouTube tutorial videos as a valuable supplementary learning tool. By promoting innovative, interactive, and student-centered education, these videos make learning more engaging and accessible.

Keywords: Level of interest; Prepositions; YouTube tutorial videos.

1.0 Introduction

Language is essential in daily life, playing a crucial role in academic learning and knowledge acquisition (Bachore, 2022). This statement underscores the importance of learning a second language. English as a second language (ESL) has become increasingly popular due to its global significance, as noted by Nosirova (2023). However, challenges in English grammar, particularly in the proper use of prepositions, pose significant obstacles for learners. Abdalla (2021) stated that learners experience problems using English prepositions in writing tasks and daily communication. Learners often make several preposition errors unconsciously, which can hinder effective communication (Zaabalawi, 2021). This is also supported by Astri (2019), who emphasized that prepositions, as a vital part of speech, typically confuse many English learners. This confusion arises from inadequate knowledge that directly impacts learners' English proficiency.

According to Baclig (2020), the Philippines experienced a decline in its global standing on the 2020 English Proficiency Index (EPI), slipping from 20th to 27th place. The EPI evaluates and compares countries based on their

proficiency in the English language. This downward trend in English skills among Filipino learners is reflected in the research conducted by Manuel (2022), which highlights a steady decline in students' proficiency in the language. Consequently, the Philippines has lost its previous reputation as the leading English-speaking country in Asia. In response to this concern, the Department of Education has initiated several strategies and implemented targeted programs to enhance learners' English language abilities and overall communication competence (Mariñas, 2021). In addition, teachers lamented that some SHS students lack English language competence and are unable to construct even basic sentences correctly in English (Brilliantes, 2020).

Undeniably, numerous studies have been conducted to identify students' knowledge of grammar (Reguieg et al., 2023), but few have explored the use of YouTube videos to enhance learners' grammatical competence (Muico, 2023). For instance, Novika (2021) incorporated online videos to facilitate the learning of prepositions of time. Similarly, Wen et al. (2019) utilized the mobile application Preposition Master to assist fourth-year students in a vernacular Chinese school in learning English prepositions. Additionally, Irawan (2020) utilized online games to teach prepositions of place to first-year junior high school EFL learners. These studies showed the effectiveness of digital tools in improving students' performance in English grammar, particularly in mastering prepositions. They also examined the strengths of the digital tools—such as interactivity, accessibility, and learner autonomy—as well as their limitations, including potential distractions, lack of structured feedback, and limited content customization. Due to this gap, the current study focused on YouTube tutorial videos on prepositions and their impact on the performance of junior high school students.

The researcher wanted to assess students' knowledge of the correct usage of prepositions after a series of YouTube tutorial video presentations and examine the impact it has on their performance. Furthermore, this investigation sought to (a) uncover the difference in the students' knowledge of the correct usage of prepositions before and after the series of YouTube video presentations, and (b) identify the level of students' interest and its relevant connection with their knowledge of the correct usage of prepositions. The study's findings would serve as a basis for improving students' English proficiency through YouTube tutorial videos and by reinforcing language practice through remedial classes and real-life applications. This educational strategy aligns with Sustainable Development Goal 4, which aims to promote inclusive and equitable quality education for all. YouTube's educational potential lies in its vast and diverse content, which addresses a wide range of learning needs. It also provides free access to educational resources and supports lifelong learning by allowing students to learn at their own pace, revisit complex topics, and develop digital literacy. By leveraging platforms like YouTube, educators can increase student engagement and offer more flexible, personalized learning experiences (Bravo & Rodríguez, 2023).

2.0 Methodology

2.1 Research Design

The study employed a quasi-experimental design, specifically a one-group pretest-posttest design. A quasi-experimental design is a research method used to evaluate the effects of an intervention without randomly assigning participants to experimental groups. It often involves preexisting groups and uses pretest and posttest measurements to compare outcomes before and after the intervention (Alvarez et al., cited in Rosales et al. 2025). In this study, the researcher examined the effectiveness of YouTube tutorial videos in enhancing students' correct usage of prepositions. The study did not rely on sampling techniques; instead, it gathered data from every individual in the target population.

To assess students' knowledge of preposition usage, a pretest was administered, followed by a remedial class session using YouTube tutorial videos. Following the session, a post-test was administered to assess the improvements in students' performance. Additionally, a survey was used to assess students' level of interest in using YouTube tutorial videos as a learning tool. The data were collected through the pretest, post-test, and the interest survey. Statistical analyses were conducted to determine differences in performance before and after the remedial class session, as well as the relationship between students' knowledge of correct preposition usage after the series of YouTube tutorial video presentations and their level of interest.

2.2 Research Locale

This study was conducted at Pedro R. Abul Memorial High School, Cantiban, San Francisco, Sta. Catalina, Negros Oriental. The school is under Sta. Catalina District I, Negros Oriental Division.

Pedro R. Abul Memorial High School is a medium-sized school situated in the hinterland, approximately 18 kilometers from the national highway. It has 134 junior high students and 11 teaching staff. The school utilizes solar energy and is equipped with a television in each classroom. It also has amenities such as a computer laboratory, hand-washing area, comfort rooms, a water supply facility, and internet connectivity.

2.3 Research Participants

The respondents in this study were 134 junior high school students enrolled in the 2023-2024 school year. Only individuals who were fully available throughout all phases of the study and provided informed consent were included.

2.4 Research Instrument

The instruments used in the study are the following:

YouTube. The researcher used the following YouTube tutorial videos: (a) What is a Preposition by iQuestion PH, (b) Prepositions of Place by Teacher Beth Class TV, (c) Prepositions of Time by Aubrey Bermudez, (d) The Super Easy Way to Learn Prepositions of Place and Movement in English by 7ESL Learning English, and (e) Preposition of Agency in English by The English Scholar. These tutorial videos comprehensively discuss prepositions of place, time, direction, and agent/instrument, providing clear examples and exercises to reinforce learning.

To ensure content validity, the tutorial videos were evaluated using the Standard Criteria for LRMS Assessment and Evaluation Tool by two experts in the field. The first validator holds a Master's Degree in English and currently serves as a Master Teacher I at Don Emilio Macias Memorial National High School, Sta. Catalina District I, Schools Division of Negros Oriental. The second expert also holds a Master's Degree in English and serves as a Teacher III at Abundio Agarpao Sr. Memorial High School, situated in the Bayawan East District, Bayawan City Division.

Questionnaires. The study employed questionnaires (pretest and posttest) developed by the researcher, along with a Table of Specifications (TOS). The test items were validated by an expert holding a Master's Degree in English and is a Teacher III at Nagbalaye High School, Sta. Catalina District II, Schools Division of Negros Oriental, after which a dry run was conducted. The results of the dry run underwent a reliability test through item analysis before the activity. These questionnaires were used to assess students' performance in learning the correct usage of prepositions.

The researcher also developed another questionnaire to measure students' interest in learning prepositions through the use of a YouTube tutorial video. A dry run was conducted to assess reliability using Cronbach's alpha, resulting in reliability values of 0.724, indicating reliable items. The students from the grade level handled by the researcher served as respondents for the dry run.

2.5 Data Gathering Procedure

After the design hearing, the researcher followed the recommendations and suggestions of the panelists. A letter of request to conduct the study was sent to the Schools Division Superintendent of the Division of Negros Oriental. The signed and approved request was presented to the District School In-Charge. It was then presented to the school head and the respective Junior High advisers of Pedro R. Abul Memorial High School. Before conducting the study, the researcher explained the goal and significance of the study to the students. Then, the researcher administered the pretest questionnaire.

The researcher conducted the remedial class session during the Independent and Collaborative Learning period, from 3:00 to 4:00 p.m., for three consecutive weeks. The sessions, held from April 1 to April 23, 2024, involved students watching downloaded YouTube tutorial videos about prepositions. These videos provided a comprehensive discussion on prepositions, their types, and related exercises, and were played only once during the ICL period. After three weeks, students were given a post-test questionnaire to assess their understanding of the material. Furthermore, questionnaires were administered to measure the respondents' interest in learning prepositions through the use of YouTube tutorial videos. The questionnaires were retrieved immediately once the students were done. Both results were analyzed and interpreted.

2.6 Ethical Considerations

The study was conducted in adherence to ethical research standards. Ethical approval was secured from the Ethics Committee of the Foundation University Research Office. Each respondent provided informed consent prior to participation. The principles of confidentiality, anonymity, and the potential benefits of the study were also clearly communicated to all participants.

3.0 Results and Discussion

Table 1 presents data on students' knowledge of the correct usage of prepositions before the series of YouTube tutorial video presentations. The results indicate that junior high school students receive a "fairly satisfactory" rating, with a mean score of 74.51% and a standard deviation of 4.04. Since the pre-test ratings fall below the 75% passing rate, this suggests that students had difficulties with prepositions prior to the intervention. Similarly, the findings align with the study of Colonel and Tan (2019), which reported low pre-test scores among students. Likewise, Novika (2021) found that students obtained a pre-test score that was also below the 75% passing rate. These consistent findings underscore the need for more engaging and effective teaching strategies, such as utilizing YouTube tutorial videos, which offer interactive and visual explanations to enhance students' understanding of prepositions.

Table 1. *Knowledge of the Students of the Correct Usage of Prepositions before the Series of YouTube Tutorial Video Presentations*

Rating (%)	Verbal Description	Frequency	Percent	Mean	SD
90 – 100	Outstanding	---			
85 – 89	Very Satisfactory	1	0.75		
80 – 84	Satisfactory	15	11.19	74.51	4.04
75 – 79	Fairly Satisfactory	47	35.07		
≤ 74	Does Not Meet Expectations	71	52.99		
Total		134	100.00		

Table 2 presents data on students' knowledge of correct preposition usage after a series of YouTube tutorial video presentations. The results show that junior high school students achieve a "very satisfactory" rating, with a mean score of 86.80% and a standard deviation of 5.5. This indicates that utilizing YouTube tutorial videos as an instructional tool can effectively enhance students' understanding and application of prepositions. The increase in students' mean scores from the pre-test to the post-test suggests that incorporating YouTube videos can lead to improved learning outcomes.

Table 2. *Knowledge of the Students of Correct Usage of Prepositions after a Series of YouTube Tutorial Video Presentations*

Rating (%)	Verbal Description	Frequency	Percent	Mean	SD
90 – 100	Outstanding	43	32.09		
85 – 89	Very Satisfactory	39	29.10		
80 – 84	Satisfactory	43	32.09	86.80	5.13
75 – 79	Fairly Satisfactory	9	6.72		
Total		134	100.00		

According to Ahmed and Opoku (2022), different stages of the learning process allow student engagement and interaction, reinforcing learned concepts. Additionally, recorded lectures enable further reflection, making the learning process more effective when supported by well-structured technology. Similarly, Yates et al. (2020) stated that the effective use of technology enhances and motivates collaborative learning activities, ultimately improving the student learning experience. Mahmudah (2022) also found that YouTube videos, when used as learning and teaching materials in English language courses, can improve students' English skills. This is further supported by Wang and Chen (2019), who stated that learning English through YouTube is more flexible, engaging, and interactive. The above findings signify that integrating digital platforms into language instruction can significantly enhance student motivation, participation, and overall comprehension.

Table 3 presents the data in identifying the effectiveness of YouTube video presentations in enhancing students' knowledge of preposition usage. Before accessing the tutorials, the students achieved a "fairly satisfactory" rating of 74.51%. Following the utilization of the YouTube tutorials, their rating improved to "very satisfactory." The improvement following the series of YouTube tutorial video presentations reflects a significant ($p < .001$) increase of 12.28 points in their performance ratings, attributable to the video tutorials. The effect size of 2.444 indicates a substantial effect, confirming the effectiveness of the YouTube tutorial. The standard deviations of 4.04 and 5.13 before and after the intervention, respectively, indicate a wide spread of scores in students' performances.

Table 3: *Difference in the Students' Knowledge of the Correct Usage of Prepositions before and after the Series of YouTube Tutorial Video Presentations*

Test	Mean	D	t	p	Remark	Effect Size
Before	74.51 (Fairly Satisfactory)	12.28	28.29	<.001	Reject H ₀₁ (significant)	2.444 (very large)
After	86.80 (Very Satisfactory)					
Note:	Classification	Cohen's d Effect Size				
	Ignored	0.00 < d ≤ 0.19				
	Small Effect	0.19 < d ≤ 0.49				
	Medium Effect	0.49 < d ≤ 0.79				
	Large Effect	0.79 < d ≤ 1.29				
	Very Large Effect	d > 1.29				

The above findings signify that YouTube video presentations are highly effective in enhancing students' knowledge of preposition usage. The significant increase of 12.28 points ($p < .001$) in students' performance ratings demonstrates that the tutorials had a meaningful impact on their learning. Additionally, the enormous effect size (2.444) confirms that the intervention produced substantial improvements. The increase in standard deviation from 4.04 to 5.13 suggests greater variability in students' scores after the intervention, indicating that while most students improved, the extent of improvement varied among individuals.

Chaouki (2019) asserted that YouTube has become an integral part of education, providing access to online courses that enhance knowledge and facilitate the understanding of complex concepts. Additionally, YouTube allows learners to revisit videos multiple times, reinforcing their comprehension and learning outcomes. Kristiani and Pradnyadewi (2021) further emphasized the role of YouTube as a valuable tool for improving students' English language skills. They highlight that YouTube helps students stay focused on the material and engage interactively in the learning process. The use of various relevant videos enables students to concentrate on both auditory and visual aspects of learning, thereby enhancing comprehension. Supporting this, Novika (2021) found that YouTube tutorial videos (an online video learning method) make it easier for students to understand material more quickly. Additionally, both students and parents consider online videos to be one of the most helpful and effective alternatives for learning.

Table 4 presents data on the level of students' interest in learning prepositions through YouTube tutorial videos. The composite weighted mean of 4.10 indicates a "high" level of interest, signifying that students are generally engaged and motivated when using YouTube tutorials for learning prepositions. According to Audina et al. (2022), YouTube videos help keep students more engaged, motivated, and enthusiastic about learning English. The results of this study indicate that relevant YouTube videos can serve as practical learning tools to support students' English language acquisition. Similarly, Pratama and Widianingsih (2020) concluded that YouTube enhances classroom engagement by incorporating elements of fun that align with students' interests.

Table 4. *Level of Students' Interest in Learning Prepositions through YouTube Tutorial Videos*

Indicators	w $\bar{x}$	VD	LoI
1. The use of YouTube tutorial videos has piqued my curiosity about the English Language.	3.97	A	H
2. I want to use YouTube tutorial videos in learning prepositions and other parts of speech.	3.99	A	H
3. I enjoyed utilizing YouTube tutorial videos.	4.00	A	H
4. The activity made me realize that acquiring knowledge on the correct usage of prepositions is not merely a concept that needs to be memorized.	4.00	A	H
5. The use of YouTube tutorial videos makes me listen attentively to the teacher.	4.04	A	H
6. The YouTube tutorial videos help me improve my interaction skills.	4.06	A	H
7. The YouTube tutorial videos help me focus on the discussion on the concepts about prepositions.	4.10	A	H
8. The prepositions are very fascinating to me because of the utilization of YouTube tutorial videos.	4.16	A	H
9. The use of YouTube tutorial videos makes me feel excited as to how I acquire knowledge on the correct usage of prepositions.	4.16	A	H
10. The YouTube tutorial videos motivate me to participate in the classroom activities.	4.18	A	H
11. The activity made me realize that prepositions and other types of speech would be more interesting with the utilization of YouTube tutorial videos.	4.18	A	H
12. The use of YouTube tutorial videos in English discussion is interesting.	4.34	A	H
Composite	4.10	A	H

The findings of this study align with those of Toleuzhan et al. (2023), who found that secondary education students had a positive attitude toward using YouTube videos for learning English skills. They posited that YouTube videos helped learners stay motivated and gain confidence throughout the experiment.

Table 5 shows that there is no significant relationship between students' interest levels and their knowledge of preposition usage after the series of YouTube tutorial video presentations ($p = 0.166$). This is attributed to the relatively uniform levels of interest among students, resulting in limited variability in responses. Consequently, the lack of variation weakens the potential for a statistically significant correlation between interest and performance. This finding suggests that heightened interest does not necessarily correspond to improved knowledge acquisition, indicating that other factors may play a more substantial role in students' learning outcomes.

Table 5. Relationship between the Level of Students' Interest and Their Knowledge of the Correct Usage of Prepositions after a Series of YouTube Tutorial Video Presentations

Variables	r_s	p	Decision	Remark
Knowledge of the Students and Level of Interest	0.120	0.166	Weak	Not significant

Spearman's Rank Order Correlation at 0.05 Level of Significance

Supporting this, Zajda (2023) postulated that while interest can enhance participation, it does not always lead to better grades or mastery of skills. Some students may be highly engaged but still struggle with comprehension, problem-solving, or test performance due to limitations in prior knowledge, instructional methods, or external factors such as stress and socioeconomic status. Similarly, Fuertes et al. (2023) noted that knowledge acquisition is influenced not just by engagement but also by factors such as control and relevance of schoolwork, peer support for learning, future aspirations and goals, and family support. Furthermore, Tus (2020) argued that to achieve significant academic improvement, students must develop effective study habits and time management skills. While interest can foster motivation and engagement, it does not automatically translate into enhanced knowledge without a supportive and structured learning environment.

4.0 Conclusion

Based on the findings, it can be concluded that incorporating YouTube tutorial videos on prepositions led to significant enhancements in students' understanding. This suggests that YouTube tutorials are a valuable and beneficial tool for remediation classes. However, while YouTube tutorials can enhance learning, a high level of interest in these videos does not necessarily correlate with students' actual knowledge. Interest alone is not a sufficient indicator of understanding. Therefore, educators should not assume that engagement with these materials guarantees comprehension. Instead, they must provide structured learning opportunities, assessments, and guidance to ensure that students develop both enthusiasm and deep understanding.

Additionally, the study's methodological limitations must be acknowledged. The absence of a control group in the one-group pretest-posttest design limits the ability to draw definitive causal inferences. Without comparison to a non-intervention group, improvements in student performance may have been influenced by factors beyond the researcher's control, such as test familiarity, maturation, or environmental conditions. Despite the numerous advantages of YouTube tutorial videos, their effectiveness can be hindered by factors such as digital literacy levels. To maximize the benefits of these resources, it is essential to equip both educators and students with the necessary skills to effectively navigate and utilize digital platforms. Enhancing digital literacy ensures that educators and students can effectively utilize YouTube tutorials to achieve academic success.

5.0 Contributions of Authors

The author contributed the sections and has reviewed and approved the final version of the work.

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7.0 Conflict of Interests

The author confirms that she has no conflicts of interest regarding the publication of this paper.

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