Article

# Enhancing EFL Thai Students' Speaking Skill Through International Teaching Programs by Indonesia Preservice Teacher: A Classroom Action Design

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A B S T R A C T

In the context of globalization, English speaking proficiency has become increasingly crucial, particularly in ASEAN countries such as Thailand. However, Thai EFL learners often struggle with speaking due to low confidence, limited vocabulary, and traditional teacher-centered methods. This Classroom Action Research (CAR) aimed to improve Thai primary students' English-speaking skills through a culturally responsive and media-supported approach. The intervention was conducted at Islam Suksa Darulbir School, Satun, Thailand, during an international teaching program involving Indonesian preservice teachers from August 1–28, 2024. The program integrated YouTube video-based learning with interactive speaking activities across six sessions. The participants were 28 students from Grades V and VI with low speaking proficiency. Data were collected through speaking pre- and post-tests, classroom observations, interviews, and documentation. The results showed significant improvement in students' accuracy (from 68.14 to 76.14), fluency (from 70.18 to 77.32), and comprehension (from 72.04 to 79.18), with an overall average gain of 7.54 points. Reliability testing using Cronbach's Alpha yielded a value of 0.975, indicating excellent instrument consistency. Qualitative findings revealed increased classroom engagement, confidence, and communicative competence. Students responded enthusiastically to contextual video input and the culturally familiar presence of the Indonesian teacher, which fostered a supportive and interactive learning environment. The study concludes that integrating educational media with international teaching programs enhances speaking skills and learner motivation in EFL contexts. It recommends wider implementation of student-centered, media-rich strategies and expanded collaboration in cross-cultural teaching initiatives. These findings offer practical insights for educators, curriculum developers, and language policymakers aiming to improve EFL speaking instruction.

Keywords: *Youtube, Speaking Skills, International Teaching, EFL Students, Media-Based Learning, Classroom Action Research*
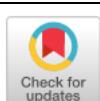
INTRODUCTION

In the contemporary era of globalization, the role of English as a global lingua franca has become increasingly prominent, especially in the context of education, economy, diplomacy, and intercultural communication. Within the ASEAN community, where mobility, integration, and cooperation among member states are intensifying, English proficiency is no longer a luxury but a necessity. For English as a Foreign Language (EFL) learners in Thailand, speaking proficiency is regarded as a fundamental skill that enables students to communicate effectively, express opinions, and participate actively in both academic and professional contexts (Riswandi, 2018).

Despite English being prioritized by the Thai Ministry of Education as the main foreign language taught in schools, various national reports and international indices such as the EF English Proficiency Index (2023), which ranked Thailand 74th out of 100 countries have indicated that the speaking abilities of Thai learners remain significantly low (Nation, 2020). Several studies and classroom observations have identified multiple contributing factors to

this problem, including students' lack of motivation, anxiety, limited vocabulary, poor pronunciation, minimal exposure to native or fluent English speakers, and the widespread use of traditional teacher-centered instructional methods that fail to engage students in authentic speaking tasks (Sari, 2020).

The conditions are even more challenging in rural or religious-based schools where resources, teaching methodologies, and exposure to English usage are often limited. One such case is observed at Islam Suksa Darulbir School in Satun, Thailand, where many fifth and sixth grade students demonstrate very low speaking proficiency (Kirkpatrick & Liddicoat, 2020; Phothongsunan, 2021). Based on preliminary observations and discussions with English teachers, students in these grades frequently display low motivation, lack of confidence, minimal vocabulary retention, and an inability to articulate ideas coherently during speaking activities. Most students can only produce two or three simple sentences before hesitating or giving up, and they often mispronounce words, avoid speaking, and disengage from class interactions (Sulistiyo Untung, Widodo, Handoyo Puji, Elyas, 2021).

These challenges are worsened by conventional teaching approaches that rely heavily on memorization, grammar drills, and passive learning, with minimal integration of multimedia or interactive content (Farrell, 2021). Consequently, students develop speaking anxiety and become unmotivated, thus creating a vicious cycle of low proficiency and disinterest in learning English.

In light of these issues, there is an urgent need to introduce more dynamic, student-centered, and media-supported teaching models that not only address linguistic challenges but also build learner confidence and motivation. Recent literature supports the use of video-based learning as an effective medium in enhancing speaking skills. YouTube, in particular, offers accessible, authentic, and engaging content that can be tailored to students' needs and proficiency levels. Studies by Riswandi (2018). Meinawati (2020), and Alwehaibi (2021) have demonstrated that the integration of YouTube videos into English instruction significantly improves learners' vocabulary acquisition, pronunciation, fluency, and overall engagement.

Furthermore, the involvement of international preservice teachers in EFL classrooms has gained attention as a valuable strategy for fostering cross-cultural learning and authentic language practice. Preservice teachers from Indonesia, sharing some religious and cultural similarities with Thai Muslim students, can serve not only as instructors but also as culturally familiar role models who motivate and inspire learners. Their presence in the classroom creates opportunities for real-time interaction, promotes intercultural awareness, and offers a refreshing alternative to the standard classroom dynamic (Garton & Copland, 2022)

The combination of YouTube-based video instruction and the participation of Indonesian preservice teachers can provide a more meaningful, culturally responsive, and interactive learning environment for Thai EFL students. When implemented through Classroom Action Research (CAR), such an approach allows for iterative cycles of planning, action, observation, and reflection. This ensures that teaching interventions are continuously refined based on actual classroom needs and learner responses (Alwehaibi, 2021).

In the context of this study, the CAR approach was employed over a one-month period at Islam Suksa Darulbir School as part of an international teaching program from August 1 to 28, 2024. The intervention included six sessions incorporating YouTube videos and interactive speaking tasks facilitated by Indonesian preservice teachers. The objective was to enhance students' speaking proficiency by addressing accuracy, fluency, and comprehension while simultaneously building their confidence, motivation, and engagement through culturally relevant and media-supported methods (Burns, 2020).

In conclusion, speaking is not just a linguistic skill but a complex cognitive and social act influenced by multiple psychological and environmental factors. Improving speaking proficiency among Thai EFL students requires innovative pedagogical solutions that go beyond traditional methods. By integrating educational videos and leveraging international teaching collaborations, teachers can create a more inclusive, motivating, and effective English learning experience. The findings from this study are expected to contribute valuable insights

for educators, curriculum designers, and policy makers who seek to improve English speaking instruction in similar EFL contexts across Southeast Asia.

METHOD

Research Design

This study employed a Classroom Action Research (CAR) design aimed at improving the English-speaking skills of Thai EFL students through YouTube-based video learning and the involvement of Indonesian preservice teachers. The research followed the cyclical model of CAR as proposed by Burns (2020), which consists of four stages: planning, action, observation, and reflection. Each cycle enabled the researcher to implement instructional strategies, observe classroom interactions, and make reflective adjustments to enhance student outcomes. The intervention was conducted over six classroom meetings in August 2024 at Islam Suksa Darulbir School, Satun, Thailand

Participants

This study focuses on students in grades V and VI 'at Islam Suksa Darulbir School in Thailand" comprising a total of 92 students. A purposive sample of 28 students, identified through classroom observations as struggling with English speaking skills, will be selected. These students face challenges such as low motivation, limited vocabulary, poor pronunciation, and lack of confidence. The research aims to evaluate the effectiveness of an intervention that includes the researcher's guidance, YouTube-based educational videos, and direct speaking practice, with the goal of providing insights for future applications in enhancing English language learning strategies.

Data Collection Techniques

The study used both quantitative and qualitative data collection methods to ensure triangulation and strengthen data validity. The instruments included:

Speaking Pre-Test and Post-Test

Students performed short speaking tasks before and after the intervention. Their performance was assessed using a rubric that evaluated accuracy**,** fluency, and comprehension, following the framework of Creswell (2012)**.**

Observation Sheets

Used in each session to record students' engagement, verbal participation, and speaking confidence during classroom activities.

Structured Interview

Conducted with Ms. Janya Soonsalah, the English teacher, before and after the intervention to gather insight into students' speaking challenges and observable improvements.

Documentation

Audio and video recordings of speaking performances and classroom interactions were used to validate scoring and analyze behavioral changes.

Before implementation, all instruments were validated through expert judgment involving the researcher's academic supervisor and the English teacher. Furthermore, statistical validation was conducted using the Pearson Product Moment, yielding a correlation coefficient of $r = 0.954$ ($p < 0.01$)**.** The reliability test using Cronbach's Alpha resulted in $\alpha = 0.975$, indicating excellent internal consistency of the instruments.

Data Analysis

Quantitative Data Analysis

Scores from the pre- and post-tests were analyzed by calculating mean scores and percentage improvement. Each student was rated on accuracy, fluency, and comprehension, and the total scores were compared between the pre-test and post-test. The improvement was measured using the following formula:

$$\text{Gain Score} = \frac{\text{Obtained Score Maximum}}{Maximum\ Score} \times 100$$

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Qualitative Data Analysis

Qualitative data collected from observation sheets, interviews, and video documentation were analyzed descriptively. The analysis focused on identifying patterns such as increased student engagement, improved confidence, and more active verbal interaction. These findings complemented the quantitative data and provided a holistic view of the intervention's effectiveness.

FINDINGS AND DISCUSSION

Findings

This study aimed to improve the speaking skills of Thai EFL students through an international teaching program involving preservice teachers from Indonesia and the use of YouTube video media. The research subjects consisted of 28 students from Grades V and VI at Islam Suksa Darulbir School, Thailand. Speaking skills were assessed using pre-tests and post-tests based on three main indicators: accuracy, fluency, and comprehension.

Table 1. Pretest and Posttest Result Data

Name	Pre-Test (Accuracy)	Post-Test (Accuracy)	Pre-Test (Fluency)	Post-Test (Fluency)	Pre-Test (Comprehensive)	Post-Test (Comprehensive)	Total Pre-Test	Total Post-Test
Roffa Lehsan	70	80	72	85	75	85	217	250
Afroh Sanlang	60	70	65	75	70	75	195	220
Thanawin Ta-de-in	65	75	68	78	72	76	205	229
Nattanisha Na-hoo	75	85	70	80	78	80	223	245
Azizan Hanang	60	72	62	74	68	74	190	218
Supakorn Prommin	80	85	82	88	85	88	247	261
Fahim Angkara	68	75	70	77	72	75	210	227
Hadiya Kooreekan	71	80	75	83	74	78	220	241
Azhan Yara	59	67	60	70	65	70	184	207
Chanakan Sapboonchuay	73	80	68	74	77	74	218	228
Khongkhwan Mudilmeen	78	85	80	85	82	85	240	255
Fareedah Chookoew	66	72	67	73	69	73	202	218
Nuha Madroem	72	80	75	82	78	82	225	244
Tawfeeq Laehmun	65	73	70	74	70	74	201	221
Muhammad Raihan Lanui	70	78	73	80	75	85	218	243
Annur Ta-a-dam	64	70	65	72	68	72	197	214
Shifa Baidee	66	73	68	76	71	76	205	225
Nadir Dalehmun	60	68	62	70	65	70	187	208
Nureen Madharn	68	76	70	78	72	78	210	232
Nasree Oongsara	63	70	65	72	66	72	194	214

Fairuz Yee-aseem	67	75	69	78	72	78	208	231
Ilhamee Kerdpan	74	82	76	84	78	84	228	250
Imran Ta-de-in	75	83	77	85	80	85	232	248
Chinnapat Samakon	68	75	70	78	72	78	210	231
Faruk Khunpitak	72	80	73	82	76	82	221	238
Areena Niyomdecha	66	72	68	74	69	74	203	220
Hamza Meedod	70	78	72	81	75	80	217	239
Azis Kayem	65	74	67	76	69	76	201	226

The table above presents the results of students' speaking tests before (Pre-Test) and after (Post-Test) the implementation of YouTube video-based learning guided by pre-service teachers from Indonesia. Accuracy indicates the correct use of vocabulary and grammar, Fluency measures fluency in speaking without long pauses or unnecessary repetition, and Comprehensive assesses students' ability to understand and respond to conversations or questions. The Total Pre-Test and Total Post-Test are the sum of the scores from all three aspects. The results show an increase in scores in all aspects for almost all students. For example, Roffa Lehsan increased from 217 to 250 points, Azhan Yara, who initially obtained 184 points, increased to 207, and Supakorn Prommin, who already had a high score (247), continued to improve to 261. These improvements indicate that the applied learning method is effective in improving students' English speaking skills..

Instrument Validity and Reliability Testing

Tabel 2. Case Processing Summary

Cases	N	%
Valid	28	100.0
Excluded	0	.0
Total	28	100.0

This table shows that data from all 28 students were included in the analysis, with no cases excluded. This indicates that there were no missing or incomplete data, allowing for a comprehensive and valid analysis of the entire sample.

Tabel 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.975	2

The Cronbach's Alpha value of 0.975 falls within the category of very high reliability (above 0.9). This indicates that the pre-test and post-test scores, as two components of the speaking skill assessment instrument, demonstrate excellent internal consistency. In other words, the instrument is reliable and would produce stable scores if repeated or assessed by different raters.

Based on the analysis of the scores, there was a noticeable increase in the students' average scores, as shown below:

Assessment Aspect	Pre-Test Average	Post-Test Average	Improvement
Accuracy	68.14	76.14	+8.00
Fluency	70.18	77.32	+7.14
Comprehension	72.04	79.18	+7.14
Total Score	215.79	240.32	+24.53
Final Average	72.57	80.11	+7.54

Improvements were observed across all aspects. For example, student Roffa Lehsan improved from a total score of 217 to 250, and Imran Ta-de-in improved from 232 to 248. Even students with lower initial scores, such as Azhan Yara (184), managed to achieve a post-test score of 207 after the intervention. This data reflects consistent improvement among most students following the treatment.
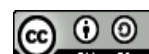
In addition, observational data revealed increased student participation in speaking activities. Students were more engaged in asking questions, responding to instructions in English, and showing enthusiasm during video watching and discussions. This aligns with feedback from the English teacher, Janya Soonsalah, who previously stated that students faced serious difficulties in speaking due to low motivation, limited vocabulary, and a lack of interactive media. After implementing the new approach, the teacher observed that students became more confident, were no longer shy to speak, and demonstrated significant progress in producing simple English sentences independently.

Discussion

To improve students' speaking skills, vocabulary, and grammar through the integration of YouTube-based educational videos and the involvement of Indonesian preservice teachers in a Classroom Action Research framework

The first objective of this research aimed to enhance the students' speaking performance with a particular focus on vocabulary acquisition and grammatical accuracy. This goal was addressed through a two-fold strategy: (1) the use of YouTube educational videos, and (2) the teaching involvement of an Indonesian preservice teacher. These methods were implemented within the framework of Classroom Action Research (CAR), which allowed for continuous reflection and iterative improvement during the teaching cycles.

The results of the pre-test and post-test clearly demonstrated the effectiveness of this intervention. The average score in the accuracy component improved from 68.14 to 76.14, reflecting the students' better grasp of sentence structures, verb tenses, word order, and subject-verb agreement. Before the intervention, most students relied on memorized words or incomplete fragments. However, post-test observations and recordings revealed that students were able to form complete and grammatically accurate sentences, even when prompted with spontaneous questions.

YouTube videos served as authentic input sources where students were exposed to natural dialogues, correct usage of tenses, and daily vocabulary in context. Unlike traditional textbook sentences, the language used in these videos represented how English is spoken in real-life situations, which contributed significantly to students' lexical and structural development. This aligns with Nation (2020) theory that vocabulary acquisition is most effective when learners see words used in meaningful contexts.

Furthermore, the Indonesian preservice teacher played a crucial role by scaffolding students' understanding and gently correcting their grammar without intimidating them. This built their confidence and reinforced accurate usage. The presence of a culturally proximate teacher created a more relaxed classroom atmosphere where students were not afraid to try. Teacher Janya Soonsalah confirmed during the interview that students became more comfortable constructing full sentences, using the vocabulary and grammar patterns they heard from the videos and classroom interactions.

Thus, this objective was successfully met, as evidenced by statistical improvement, teacher testimony, and observable classroom behaviors. The combination of contextual video materials and relatable instructional presence significantly improved students' grammar usage and vocabulary range, which are foundational components of speaking proficiency.

To enhance students' overall speaking performance by addressing fluency, pronunciation, and communicative competence through innovative and engaging teaching methods

The second objective focused on developing students' oral fluency, pronunciation clarity, and overall communicative ability, which are often regarded as the most challenging aspects of speaking for EFL learners. Fluency involves the ability to speak smoothly without unnatural pauses; pronunciation deals with correct articulation of sounds; and communicative competence includes the capacity to convey meaning effectively in various contexts.

The study's findings indicated substantial progress in these areas. The students' fluency score increased from 70.18 to 77.32, while their comprehension score rose from 72.04 to 79.18. These gains suggest that students not only spoke more fluidly but also were better understood by listeners. Audio recordings from both the pre-test and post-test show marked differences in

the length of utterances, reduction of fillers and hesitations, and improvement in natural rhythm and intonation.

The use of YouTube videos, carefully selected for level-appropriate and culturally relevant content, gave students real examples of how fluent speakers navigate conversation. Students began to imitate not just the words but the pace and tone of the speakers in the videos. These videos acted as oral input models, fulfilling the need for pronunciation modeling often absent in traditional EFL contexts, especially in rural areas.

In class, students were asked to recreate video scenes, engage in role-plays, and practice short impromptu conversations, which are all known to improve communicative fluency (Kayi, 2006). These activities provided meaningful contexts for language production, unlike rote repetition. Observational data showed increased student participation and willingness to speak voluntarily, even in front of peers a significant change from the initial passive attitude.

Additionally, the Indonesian preservice teacher helped bridge the gap between formal instruction and peer-level communication. Students viewed the teacher not as a distant authority figure, but as a friendly mentor, which encouraged more dynamic interaction. Teacher Janya noted that the students were no longer shy or silent; instead, they would try to answer, express opinions, and even initiate conversation, which is a key indicator of developing communicative competence.

To evaluate the effectiveness of replacing monotonous teaching with a student-centered, media-supported, and In sum, this objective was accomplished through the integration of innovative, technology-enhanced, and socially supportive teaching strategies, leading to observable improvements in fluency, pronunciation, and meaningful interaction.cross-cultural instructional intervention in improving students' English-speaking skills

The third research objective addressed a broader pedagogical shift evaluating whether replacing traditional, monotonous teaching methods with a media-rich, student-centered, and culturally sensitive approach could make a significant difference in students' speaking skill development. The effectiveness of this shift was measured through academic outcomes, behavioral changes, and teacher feedback.

Before the intervention, the classroom was described as teacher-dominated and largely textbook-bound. Students rarely engaged in speaking activities and had limited exposure to authentic language input. According to the teacher's initial observation, most of the learners lacked motivation and confidence, and speaking lessons often consisted of repeating short phrases without comprehension.

After introducing the new approach, the class dynamics changed drastically. The use of YouTube videos injected relevance, interest, and real-world context into the lessons. The video content, combined with the Indonesian preservice teacher's facilitation, helped transfer the control of learning from teacher to students. Students were no longer passive recipients, but became active participants, interacting, asking questions, and expressing their ideas.

This transformation is well documented in both the post-test results and classroom observations. The overall test scores improved by an average of 7.54 points, and qualitative data from observations revealed that students showed higher engagement, more frequent voluntary responses, and increased willingness to collaborate. The teacher noted that the class atmosphere became more relaxed, interactive, and enjoyable.

The cross-cultural aspect also played a central role. The Indonesian teacher brought fresh perspectives, used different techniques than the local teacher, and modeled cross-cultural communication, which added to the richness of classroom interaction. Unlike native speakers, the Indonesian preservice teacher was seen as relatable and approachable, providing students with a bridge between formal English learning and functional language use.

In evaluating the overall effectiveness, both quantitative and qualitative indicators confirmed the success of the intervention. The shift toward a student-centered, media-supported, and culturally grounded method of instruction proved not only to improve test

results, but more importantly, to reshape the way students interacted with the language, which is the true goal of language education.

CONCLUSIONS

The study concluded that integrating YouTube-based educational videos and involving Indonesian preservice teachers within a Classroom Action Research (CAR) framework significantly improved students' speaking skills, particularly in vocabulary, grammar, fluency, pronunciation, and communicative competence. Students demonstrated stronger command of sentence construction, verb usage, and word choice, while also becoming more confident, fluent, and natural in their speaking, reducing fillers and improving rhythm and intonation. The shift from monotonous, teacher-centered instruction to a student-centered, media-supported, and cross-cultural approach transformed the classroom into an active, communicative environment, with learners participating more freely and engaging meaningfully with the content. These outcomes were supported by increased post-test scores, classroom observations, and teacher interviews. Based on these findings, English teachers in EFL contexts are encouraged to incorporate YouTube-based videos to provide authentic input and contextualize learning, while international teaching programs with preservice teachers should be expanded for their innovative and culturally relatable contributions. Curriculum developers are advised to design speaking modules with student-centered, media-based activities such as role plays, discussions, and video responses to enhance communicative competence, and future researchers are recommended to explore larger samples, longer interventions, and the role of digital media in fostering student motivation and self-efficacy in English speaking.

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