The Impact of Using YouTube on English Listening Comprehension

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Abstract: This study investigates the effectiveness of YouTube videos in enhancing junior high school students' English listening comprehension. Using a quasi-experimental design, two groups were involved: an experimental class that received treatment through YouTube-based learning videos and a control class taught with conventional methods. The research was conducted at SMPN 2 Ngadiluwih with class VIII students as participants. Data were collected through pre-tests and post-tests consisting of multiple-choice items and analyzed using normality, homogeneity, and Independent Samples t-Test. Results showed a significant difference between the groups, with the experimental group achieving a higher mean post-test score (87.71) compared to the control group (65.34), indicating improved listening comprehension. The audiovisual nature of YouTube provided contextual support, increased engagement, and exposure to authentic language, though technical limitations and the short treatment period were noted as constraints. The study concludes that YouTube can be an effective tool in teaching listening when integrated into classroom practice, and it is recommended that educators utilize digital media to foster student motivation and comprehension, while further research is suggested to examine its long-term impact and applicability to other language skills.

INTRODUCTION

Language is an indispensable element of human life, functioning not only as a medium of communication but also as a bridge for cultural exchange, knowledge transmission, and technological development. Trudgill (2000) emphasizes that language is inherently social, serving to build relationships, express identity, and maintain social structures. In today's interconnected world, English has established itself as a global lingua franca, dominating education, technology, and international communication. Among the four fundamental skills listening, speaking, reading, and writing, listening plays a crucial role in language mastery. However, it is also recognized as one of the most challenging skills for learners to acquire (Brown, 2019). As one of the most widely spoken languages in the world

(Endang Novita Efruan et al., 2023), mastering English particularly receptive skills such as listening, has become a vital determinant of both academic and professional success.

In the Indonesian context, English is taught as a foreign language (EFL) and remains a compulsory subject throughout schools. Despite this, listening comprehension is often a persistent challenge for learners. Listening is not a passive process; rather, it involves actively decoding, interpreting, and responding to auditory input (Endang Novita Efruan et al., 2023). As Bacon (1989, in Qomariyah et al., 2021) highlights, effective listening requires the integration of vocabulary, syntax, discourse markers, and background knowledge. In practice, however, many Indonesian students struggle due to limited vocabulary, unfamiliar accents, and the absence of contextual cues. Compounding this issue is the lack of engaging and suitable instructional media, which renders listening activities monotonous and demotivating.

To address these challenges, researchers and educators increasingly advocate for the integration of multimedia, particularly audiovisual tools, into language instruction. Audiovisual media offer contextualized input by combining auditory and visual elements, thereby making learning more interactive and comprehensible (Winarto et al., 2020). Thi (2021) asserts that audiovisual materials, including YouTube videos, can significantly improve comprehension by enhancing contextual understanding and information retention. Since its launch in 2005, YouTube has evolved into one of the most accessible and versatile platforms for education, providing a vast array of authentic materials—ranging from interviews and documentaries to tutorials and real-life conversations—that expose learners to diverse accents and natural communication contexts (Fadillah et al., 2023).

YouTube's multimodal nature enhances comprehension by supplying both auditory and visual cues. According to (Tuan, 2024), features such as gestures, facial expressions, and situational context support learners in associating meaning with spoken input. This is consistent with studies confirming YouTube's effectiveness as a medium for language instruction. Chien et al., (2020) found that

integrating YouTube videos into college-level listening classes led to significant improvements in comprehension. Similarly, (Endang Novita Efruan et al., 2023) reported that high school students using YouTube outperformed peers taught with traditional methods. In addition, (Manihuruk & Nababan, 2024) revealed that junior high school students engaging with YouTube-based listening activities showed not only higher test scores but also greater motivation and confidence, emphasizing the platform's role in fostering learner engagement. Complementing these findings, (Al-Ghazu et al., 2024) demonstrated that a YouTube-based instructional program improved university students' listening skills while positively influencing their attitudes toward English learning. Together, these studies highlight YouTube's potential to enhance listening comprehension across different educational levels and contexts.

Despite these promising results, a research gap remains. Most existing studies focus on senior high school or university students, who generally possess higher autonomy, maturity, and linguistic proficiency. Junior high school students, particularly those in grade VIII, have distinct learning characteristics, including shorter attention spans, greater reliance on engaging materials, and the need for interactive, visual-rich instruction. Thus, applying findings from older learners to this demographic without empirical validation is insufficient.

The present study seeks to fill this gap by investigating the effectiveness of YouTube videos in improving listening comprehension among eighth-grade students in an Indonesian junior high school. This research is significant for several reasons. First, it provides empirical evidence on the use of YouTube in a younger learner demographic that has been underexplored. Second, it focuses on the material of *Asking and Giving Opinion*, which is directly aligned with the junior high school English curriculum, ensuring practical relevance. Third, it employs a quasi-experimental design with pre-test and post-test comparisons to provide measurable and reliable data on the effectiveness of YouTube integration.

Beyond testing a digital tool, this study aims to offer practical insights for educators. The findings are expected to contribute to the development of more engaging listening instruction, particularly in public schools where resources are

limited. As a widely accessible and low-cost platform, YouTube holds the potential to bridge the gap between traditional classroom practices and the demands of 21st-century learning, thereby supporting both student motivation and achievement in English listening comprehension.

RESEARCH METHODS

This study employed a quantitative approach with a quasi-experimental design to evaluate the effectiveness of YouTube videos in improving English listening comprehension among junior high school students. According to (Creswell John and Creswell David, 2023) research design functions as a framework that outlines strategies and procedures to answer research questions systematically. Similarly, (Sugiyono, 2017) explains that research design is a structured strategy to collect data in a way that ensures validity and reliability. In this research, the quasi-experimental method was applied because it allows comparison between an experimental group and a control group without strict randomization, making it suitable for classroom-based studies where ethical and practical constraints limit random assignment.

The research was conducted at SMPN 2 Ngadiluwih, an A-accredited junior high school in Kediri Regency, East Java. Despite its accreditation, many students have low English listening comprehension due to the dominance of traditional methods focusing on drilling and textbooks without visual support (Qomaria & Zaim, 2021). Previous studies, such as (Manihuruk & Nababan, 2024), demonstrate that students taught with YouTube videos show higher motivation and comprehension compared to those using conventional instruction. Similarly, (Obari, 2021) found that blended learning with multimedia produced greater student satisfaction and more effective learning outcomes. The site was selected through purposive sampling, following (Sugiyono, 2017) principle that research settings should be directly relevant to the problem studied.

The participants were two intact classes of VIII grade students, recommended by the English teacher. Class VIII-G was designated as the control group due to stable academic performance, while class VIII-I served as the

experimental group because of their active participation in class. Both classes, however, were reported to face challenges in learning English listening skills, making them appropriate subjects for this study.

The research instrument consisted of listening comprehension tests administered as pre-tests and post-tests. The pre-test was given to both groups prior to treatment to establish baseline listening ability. The treatment phase differed for each group: the experimental and control group received lessons through YouTube videos on the topic *Asking and Giving Opinion* materials. The post-test, administered after the treatment, was designed to be equivalent in content and difficulty to the pre-test, ensuring a fair comparison.

The test instrument contained 20 multiple-choice items aligned with the curriculum. Before implementation, the instrument underwent both validity and reliability testing. Construct validity was tested statistically using Pearson's Product-Moment correlation, which showed that all items had r-count values above the r-table at the 5% significance level. Content validity was established through expert judgment by an English lecturer specializing in language assessment and listening pedagogy, who reviewed and approved the instrument. Reliability was confirmed using Cronbach's Alpha, which yielded a coefficient of 0.848, exceeding the minimum threshold of 0.60, indicating that the test was consistent and reliable. Data collection followed three structured stages. First, both groups took the pre-test to measure their initial comprehension. Second, during the treatment phase, the experimental group participated in three learning sessions using YouTube videos of 5–10 minutes, supported with English subtitles. Each session followed a structured cycle of pre-viewing (guided discussion and prediction), during-viewing (video playback with note-taking), and post-viewing (discussion and oral practice). The control group, in contrast, received the same material through standard audio recordings without visual aids. Finally, both groups completed the post-test under controlled conditions to assess improvement.

Data analysis involved three stages: (1) a normality test using the Shapiro–Wilk method to confirm that score distributions met parametric assumptions, (2) a homogeneity test using Levene's Test to ensure equal variances between groups,

and (3) hypothesis testing. A paired sample t-test compared pre- and post-test results within each group, while an independent sample t-test compared gain scores between the experimental and control groups. All statistical analyses were conducted using SPSS version 25 with a significance threshold of $\alpha = 0.05$. In addition, Pearson correlation analysis was applied to explore the relationship between the frequency of YouTube use and students' listening comprehension improvement.

The research procedure began with obtaining official permission from the school, including coordination with the principal, teachers, and parents. A formal request letter was submitted outlining the study's objectives, schedule, and methodology. The systematic implementation of pre-tests, treatments, and post-tests ensured that data collection was organized, ethical, and aligned with educational standards.

RESULTS AND DISCUSSION

The data in this study were collected from two groups of eighth-grade students at SMPN 2 Ngadiluwih: one experimental group taught using YouTube videos and one control group taught using conventional methods. This quasi-experimental design aimed to measure the effectiveness of YouTube as a learning medium for improving English listening comprehension.

Table 1. Data Descriptive

Class	N	Min.	Max.	Mean	Std. Deviation
Pre-Experiment	35	40	90	70.00	11.632
Pre-Control	35	50	90	68.00	13.240
Post-Experiment	35	82	93	87.71	3.284
Post-Control	35	50	100	65.34	13.623
Valid N (Listwise)					

Initial analysis began with descriptive statistics as indicated on the table above. The pre-test mean score for the experimental group was 70.00, with scores ranging from 40 to 90 and a standard deviation of 11.632. This suggests that while

some students in the experimental group already demonstrated moderate listening proficiency, others required significant improvement. In contrast, the control group's pre-test scores ranged from 50 to 90, with a slightly lower mean of 68.00 and a higher standard deviation of 13.240. These figures reflect similar baseline levels between the two groups prior to the treatment.

Following the treatment, the experimental group showed substantial gains in listening comprehension. Their post-test scores ranged from 82 to 93, with a significantly higher mean of 87.71 and a notably lower standard deviation of 3.284. This reduction in score variability suggests a more uniform improvement among students, likely due to the supportive nature of the audiovisual content in the YouTube videos. In contrast, the control group's post-test scores ranged from 50 to 100, with a mean of 65.34 and a standard deviation of 13.623. Despite one perfect score, the control group's overall performance improved only slightly and remained inconsistent.

To confirm the suitability of the dataset for parametric analysis, a Shapiro-Wilk normality test was conducted.

Table 1. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR8I3FIX	.123	35	.196	.944	35	.076
VAR8G3FIX	.138	35	.089	.957	35	.186

a. Lilliefors Significance Correction

The significance values for both the experimental (0.076) and control (0.186) groups were above the α threshold of 0.05, indicating normally distributed data. This met the assumption for conducting parametric statistical procedures. As emphasized by (Permana & Ikasari, 2023), evaluating data normality is a crucial step to determine whether parametric methods can be applied reliably in hypothesis testing.

Table 2. Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest 8i	Based on Mean	3.404	1	68	.069
	Based on Median	2.857	1	68	.096
	Based on Median and with adjusted df	2.857	1	66.557	.096
	Based on trimmed mean	3.241	1	68	.076

A Levene's Test for homogeneity of variances was then performed on the pre-test scores. The significance values for the mean (0.069), median (0.096), and trimmed mean (0.076) all exceeded 0.05, confirming that the variances between the groups were homogeneous. These findings validated the use of an Independent Samples t-Test to evaluate differences in student outcomes.

Table 3. t-Test Sample

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR00002	Equal variances assumed	35.526	.000	9.445	68	.000	22.371	2.369	17.645	27.098
	Equal variances not assumed			9.445	37.939	.000	22.371	2.369	17.576	27.167

The t-Test results revealed a significant difference in post-test performance between the two groups. The experimental group achieved a mean score of 87.71, while the control group scored 65.34. The statistical output confirmed that the difference in means was not due to chance, thus affirming the effectiveness of YouTube in enhancing students' listening comprehension. This finding answered the research hypothesis, demonstrating that students exposed to YouTube performed significantly better than those who were not. In addressing the research questions, the analysis showed that students who did not use YouTube videos in their learning experienced limited improvement in listening comprehension. The traditional instructional methods used in the control group, such as textbook-based

teaching and teacher explanations, lacked dynamic and engaging support, potentially leading to reduced motivation and attention.

In contrast, the experimental group benefited greatly from the integration of YouTube videos. The audiovisual format provided multimodal input verbal, visual, contextual that enhanced students' comprehension of spoken English. This outcome aligns with the Cognitive Theory of Multimedia Learning, which posits that learners process information more effectively when it is delivered through both auditory and visual channels. The results corroborate previous research. (Chien et al., 2020) found that students who learned using YouTube videos showed greater improvements in listening and increased motivation. Similarly, a study by (Endang Novita Efruan et al., 2023) confirmed that integrating YouTube videos in high school English classes significantly enhanced students' listening abilities and helped them meet academic performance standards. Further support is found in the work of (Manihuruk & Nababan, 2024), who noted that YouTube provided an engaging and efficient platform for university students learning English, especially during the COVID-19 shift to online learning. Their findings highlighted the platform's potential to enhance student motivation and foster deeper engagement with course content.

Authentic video content on YouTube, often featuring native speakers, exposes learners to real pronunciation, conversational expressions, and natural speech patterns. This supports the development of critical listening strategies such as inference, contextual understanding, and prediction. Moreover, the emotional involvement triggered by multimedia content improves attention, memory retention, and learner satisfaction. The superior results achieved by the experimental group emphasize the limitations of conventional teaching. Without access to audiovisual aids, the control group students missed contextual cues and realistic input, which may have hampered their ability to understand spoken language. This reinforces the value of digital tools in language teaching, particularly for Generation Z learners who respond well to interactive, visual content.

(Al-Ghazu et.al, 2024) found that using YouTube as a teaching medium not

only enhanced university students' listening performance but also fostered more positive attitudes toward English learning. Despite differing academic levels, their findings parallel those in this study and underscore YouTube's versatility and effectiveness across age groups and proficiency levels. Nevertheless, this study had several limitations. The participants were beginner-level learners who required substantial scaffolding to interpret authentic video content. The duration of the treatment was also limited, which may not have captured the long-term effects of the intervention. Additionally, classroom logistics such as equipment setup reduced effective instructional time, potentially affecting the consistency of delivery.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study demonstrate that the integration of YouTube videos in English listening instruction significantly improved students' listening comprehension compared to conventional audio-based methods. The experimental group, which was taught using YouTube, achieved higher post-test scores and displayed more consistent progress, while the control group showed limited improvement. These results confirm that multimedia resources, which provide both visual and auditory input, are more effective in supporting listening development than traditional approaches. In practical terms, these results highlight the potential of YouTube as a low-cost and widely accessible platform that can be adapted into classroom instruction. Its use not only enhances comprehension but also motivates students, making the learning process more interactive and relevant to their digital learning habits. This contributes to the advancement of English teaching practices, particularly in junior high schools where resources are often limited but student interest in technology is high. Based on these findings, future research is recommended to explore the long-term effects of YouTube integration in listening instruction, its impact on other language skills such as speaking, reading, and writing, and the ways in which students' independent use of YouTube outside the classroom influences their overall language acquisition. Extending the treatment period and using more varied assessment methods could also provide deeper insights into the effectiveness of digital media in language education.

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