TEACHING LISTENING TO NARRATIVE TEXT VIA YOUTUBE AUDIO-VIDEO TO CLASS X STUDENTS OF SMAN 6 ABDYA

Suwirda[1], Zuhri Efendi[2]

[1,2]STKIP Muhammadiyah Aceh Barat Daya

[1]Email: suwirdasuwirda14@gmail.com
[2]Email : Zuhrisps@gmail.com

Abstract
This study aims to examine the effectiveness of using YouTube-based narrative videos in improving the listening skills of the narrative text of class X students of SMAN 6 Aceh Barat Daya. The research method employed a descriptive quantitative approach with a quasi-experimental design, including a pre-test and post-test control group design. The research sample consisted of two purposively selected classes, namely class X.1 as the experimental group (n = 36) taught using YouTube narrative video media, and class X.3 as the control group (n = 34) taught using conventional audio-based methods. The research instrument was a multiple-choice test covering four aspects of listening skills: main idea, detailed information, inference, and vocabulary in context. Data analysis used an independent sample t-test through SPSS version 26 with a significance level of 0.05. The results showed a significant difference between the post-test scores of the two groups (p = 0.000), where the experimental group experienced an average increase of 23.5 points, higher than the control group, which increased by 8.7 points. In addition, improvements occurred in all listening sub-skills, with the highest percentage in understanding the main idea (28%). The findings indicate that the use of YouTube narrative videos is more effective than conventional methods in improving students' listening skills, while increasing their motivation and engagement in learning.
Keywords: YouTube; narrative text; listening skills; audio-visual media.

INTRODUCTION

Listening skills are an integral part of learning English as a foreign language at the secondary education level. As one of the four language skills, listening has a strategic position in building an initial understanding of language structure, pronunciation, intonation, and the context of communication. In the context of formal education in Indonesia, these skills are part of the curriculum assessment and are also a prerequisite for success in other language skills such as speaking and writing (Brown, 2001)

Narrative text is one of the forms of text taught in the high school English curriculum, especially in class X. This text not only functions as a means of developing students' literacy, but also as a medium to understand storylines, characterisations, and moral values in English. Narrative texts presented in oral form, such as audio or video stories, can help students hone their listening skills while fostering an interest in the content of the material.

However, listening skills remain a particular challenge in learning practice. Initial observations at SMAN 6 Aceh Barat Daya (Abdya) revealed that the majority of tenth-grade students had difficulty understanding spoken English texts. Lack of exposure to real English input is one of the main reasons for this challenge. Currently, most learning and listening activities are still conducted

through boring CD recordings or materials read aloud by teachers. As a result, students are not accustomed to the differences in accent, intonation, and speaking speed of native speakers. Conversely, advancements in digital technology offer a practical solution to this problem.

YouTube, as the world's largest video-based platform, has proven to be an effective alternative medium in language learning. The audio-visual content available on this platform provides authentic, interactive, and varied resources to improve students' listening skills. Almurashi (2016) claimed that because YouTube combines visual and aural components that enhance meaning perception, using it in language classrooms can help students grasp context and memory.

In addition, research conducted by Shadiev and Yang (2020) shows that language learning with the help of technology, especially through video media, is more effective than audio media alone because it provides visual cues and context that facilitate listener comprehension. As a result, there is substantial theoretical and empirical support for using YouTube videos as a teaching tool for listening.

Some local studies have also shown similar results. Arifin's (2025) research shows that the use of narrative videos from YouTube significantly improves the listening and speaking skills of EFL students. This improvement occurs because exposure to authentic language and interesting storylines triggers active student engagement in the learning process.

However, until now, there is still little research that examines the use of YouTube for learning to listen to narrative texts in secondary schools in non-urban areas, such as SMAN 6 Abdya. Schools in the regions have different challenges, both in terms of facilities and students' readiness to use technology-based media. Leaving these issues behind, the purpose of this study is to investigate how well grade X students at SMAN 6 Abdya may improve their narrative text listening skills by using YouTube videos as a learning tool. The purpose of this study is also to investigate how students view using YouTube videos as a teaching tool. This study's problem formulation consists of two primary components: (1) whether using YouTube audio-visual videos may enhance students' comprehension of spoken English narrative texts, and (2) how students react to listening instruction based on YouTube videos.

METHODS

This study examines the efficacy of audio-visual YouTube content in enhancing students' listening comprehension of narrative texts using a descriptive quantitative approach and a quasi-experimental methodology. The study involved two groups, with a control group and a pre-test and post-test design. While the control group was taught using the conventional approach, which featured audio recordings without any images, the experimental group was taught through YouTube narrative videos. This method is commonly employed in educational research to evaluate the impact of a treatment on learning outcomes (Creswell, 2012).

Every student in class X for the 2025–2026 academic year at SMAN 6 Abdya makes up the study's population. Purposive sampling was used for the sample process, which took into consideration the similar intellectual aptitude of the classes according to prior report card scores (Etikan, Musa, & Alkassim,

2015). The experimental group, class X.1 (n = 36), and the control group, class X.3 (n = 34).

A multiple-choice listening ability test that covers four topics—identifying the main idea, specific information, inference, and word meaning in context—is the primary tool used in this study. Two English education academics and one subject instructor used their expert opinion to assess the validity of the instrument's content. Using SPSS software version 26, quantitative data from the pre-test and post-test were analysed using independent t-tests to determine the significance of the listening ability discrepancy between the two groups. The difference is considered significant if the p-value is less than 0.05 (Pallant, 2016). Especially in terms of learning motivation, ease of understanding of the material, and interest in learning media. Qualitative data analysis was carried out in a quantitative descriptive manner in the form of response percentages (Sugiyono, 2017).

RESULTS AND DISCUSSIONS

Data analysis revealed that the experimental group's and the control group's listening skills were about the same before to the therapy. The pre-test average for the experimental group was 55.2, whereas the control group's was 54.8. Statistically, this difference was not significant (p > 0.05). Both groups' post-test results showed a significant improvement after the intervention, although the experimental group's improvement was noticeably greater than the control group's. The experimental group improved by an average of 23.5 points (from 55.2 to 78.7) following teaching using narrative videos from YouTube. In contrast, the control group improved by an average of 8.7 points (from 54.8 to 63.5) following instruction utilising conventional audio-based methods.

The independent t-test on the post-test results showed a p-value of 0.000 (< 0.05), indicating a significant difference between the two groups after the treatment. This suggests that the use of narrative video media from YouTube is more effective in improving students' listening skills compared to conventional methods. The details of the average pre-test scores, post-test scores, and score improvements for both groups are presented in Table 1 below.

Table 1. Average Pre-test and Post-test Scores

Group	Pre-test	Post-test	Improvement
Experiment	55.2	78.7	23.5
Control	54.8	63.5	8.7

After the learning intervention, both groups improved, but the experimental group-which was taught via YouTube narrative videos, showed a significantly steeper increase, indicating the value of audio-visual materials in improving listening comprehension. Figure 1 shows the performance disparities between the experimental and control groups, with the experimental group surpassing the control group by a significant margin.

Figure 1. Comparison of Pre-test and Post-test Scores
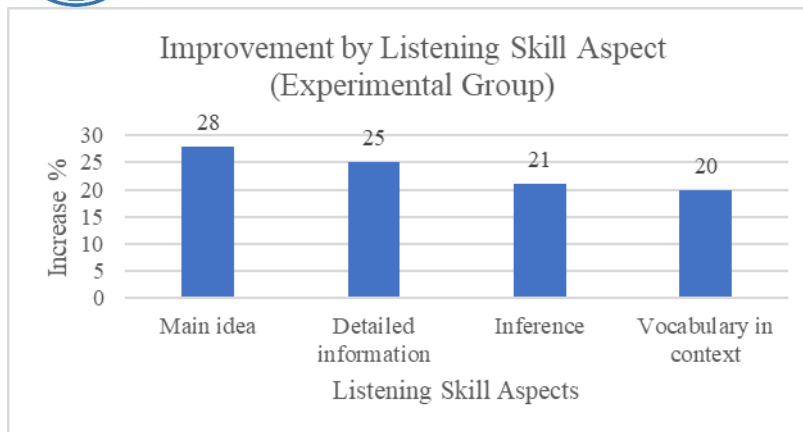
Furthermore, the analysis of listening sub-skills in the experimental group revealed notable improvements across all components: understanding the main idea (28%), detailed information (25%), inference (21%), and vocabulary in context (20%). These findings further support the effectiveness of YouTube narrative videos in enhancing multiple dimensions of students' listening skills.

The results of this study demonstrate that the integration of YouTube narrative videos significantly improved students' listening comprehension skills compared to conventional audio-based instruction. The experimental group achieved statistically significant gains ($p < 0.05$) across all measured listening sub-skills, including main idea recognition, detail comprehension, inference-making, and contextual vocabulary understanding.

These findings align with Chen et al. (2020), who reported that a video-annotated learning and reviewing system significantly enhanced EFL learners' listening comprehension by providing multimodal input that combined auditory and visual elements. The visual cues embedded in video content enable learners to infer meaning more effectively while reinforcing memory retention. Similarly, Alawadh et al. (2023) highlighted that YouTube offers authentic and varied learning materials that sustain learner engagement and reduce boredom. The authenticity of YouTube content also exposes students to diverse accents, intonation patterns, and speech rates, common challenges in EFL listening comprehension.

Boltiziar and Munkova (2024) further confirmed that YouTube videos with captions can improve comprehension accuracy and motivation, which resonates with this study's survey findings showing that most students felt more motivated and engaged when using video-based learning compared to traditional methods. Moreover, Liu et al. (2023) emphasised the role of metacognitive strategies in YouTube-based learning, finding that students who actively monitored their comprehension during video viewing demonstrated greater listening skill improvement. This suggests that the effectiveness of video-based instruction is not solely dependent on the content itself but also on how learners approach and process it.

However, implementing YouTube-based listening instruction in non-urban schools like SMAN 6 Abdya requires addressing challenges such as internet infrastructure limitations and teacher readiness. As noted by Spišiaková and Shumeiko (2025), the success of educational technology integration depends on adequate technical support, teacher training, and device accessibility. Overall, this

study reinforces the growing body of empirical evidence that YouTube narrative videos are an effective medium for enhancing EFL learners' listening skills while also fostering motivation and active participation in the learning process.

CONCLUSIONS

The study comes to the conclusion that using narrative YouTube videos is a very good way to help students get better at listening to narrative texts. Not only did the experimental group outperform the control group on the post-test, but they also showed steady progress in all listening sub-skills, such as recognising key concepts, comprehending specific details, drawing conclusions, and contextually interpreting vocabulary.

The success of this approach can be attributed to the multimodal nature of video materials, which combine auditory and visual input, enabling students to better process and retain information. Additionally, the authenticity and engaging quality of YouTube content increased learners' motivation and participation, creating a more dynamic and interactive learning environment. However, the implementation of this method requires careful consideration of technological readiness, particularly in schools with limited internet access or digital resources. Teacher training in integrating digital media into lesson plans is also essential to maximise its benefits.

All things considered, this study offers compelling empirical support for the idea that using YouTube narrative videos in EFL listening lessons can improve understanding, encourage motivation, and produce a more interesting learning environment. In order to enhance holistic language development, future research is encouraged to examine the method's long-term impacts as well as how it might be integrated with other language abilities.

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