

ABSTRACT

Fadillah, Danial, (1192040025, 2026): Improving Listening Comprehension Skills Through Youtube Video “Learn English with TV Series” Channel: A Pre-Experimental Study In 11th Grade Of Senior High School.

This study aims to investigate the effectiveness of YouTube videos from the “Learn English with TV Series” channel in improving students’ listening comprehension skills. The study was conducted in response to students’ limited exposure to authentic spoken English and the frequent use of conventional teaching methods that mainly emphasize written exercises. These conditions may reduce students’ interest in learning and make it difficult for them to construct meaning from oral input. Therefore, the use of audio-visual learning media, particularly YouTube videos, was considered a relevant strategy to support students’ listening comprehension.

This research employed a quantitative approach with a pre-experimental design using a one-group pre-test and post-test model. The participants were 25 students of class XI-RPL at SMK Al-Falah, selected through a total sampling technique. The data were collected through written listening tests in the form of fill-in-the-blank questions and documentation. The pre-test was administered before the treatment to identify students’ initial listening comprehension ability, while the post-test was conducted after the students received learning treatments using videos from the “Learn English with TV Series” YouTube channel. The collected data were analyzed using the Wilcoxon Signed Ranks Test and the Normalized Gain (N-gain) index.

The findings show that students’ listening comprehension skills improved after the implementation of YouTube-based learning media. The students’ pre-test results showed a total score of 180 with a mean score of 7.2. After the treatment, the post-test results increased to a total score of 230 with a mean score of 9.2. This indicates an improvement of 2.0 points in the class mean score. Furthermore, the statistical analysis showed a significance value lower than 0.05, indicating a significant difference between the pre-test and post-test results. The average N-gain score was 0.69, which falls into the medium category and indicates that the use of the “Learn English with TV Series” channel had a positive effect on students’ listening comprehension.

Based on these findings, it can be concluded that the use of YouTube videos from the “Learn English with TV Series” channel is effective in improving students’ listening comprehension skills. The audio-visual features, authentic spoken English input, contextualized expressions, subtitles, and engaging movie or television series clips helped students understand spoken English more effectively. Therefore, English teachers are suggested to integrate authentic digital audio-visual media into listening instruction as a structured learning strategy. Future researchers are also encouraged to conduct similar studies with larger samples, control groups, or different educational contexts to obtain broader and more comprehensive findings.

Keywords: YouTube Video, Learn English with TV Series, Listening Comprehension, Audio-Visual Media.