

CHAPTER I

INTRODUCTION

This chapter focuses on presenting the research background, research questions, research purposes, research significance, conceptual framework and previous study.

A. Research Background

Listening is an active process that involves constructing meaning from oral input by applying both bottom-up and top-down processing skills (Flowerdew & Miller, 2005). According to Vandergrift (2012) listening is not a passive skill; it is an active process of constructing meaning by integrating incoming information with prior knowledge. In a wider understanding listening comprehension is a fundamental skill in language acquisition and education, essential for effective communication and understanding. In EFL students, the development of listening skills is crucial as it supports students' overall language proficiency and academic success. However, traditional teaching methods often fall short in fully engaging students and fostering optimal comprehension abilities.

Despite its significance, mastering listening comprehension presents unique cognitive hurdles for English as a Foreign Language (EFL) learners. In real-time speech processing, learners often face difficulties due to the transient nature of spoken words, leading to a high cognitive load. According to Ahmadi (2017), the use of traditional, non-visual audio tracks in language classrooms frequently causes a breakdown in comprehension because it lacks the necessary contextual clues to help learners distinguish word boundaries. Consequently, contemporary listening pedagogy must incorporate strategic support mechanisms that help learners construct coherent mental representations of the auditory text dynamically (Namaziandost, 2019).

Presently, many Indonesian high school students face challenges in developing proficient listening skills. Factors such as limited exposure to authentic spoken language, varying levels of language proficiency among students, and conventional teaching methods that focus predominantly on written exercises contribute to these challenges. These factors highlight the need for innovative approaches to enhance

listening comprehension effectively. This will be very helpful in accustoming the learning process for children with their respective ages, needs and circumstances. Teaching using media can encourage students to take more responsibility and control over their learning, engage in joint syllabus planning and take a long-term perspective on their learning (Nasution, 2019).

In the Indonesian vocational secondary school context, these challenges are frequently intensified by high levels of listening anxiety and low learner engagement. Conventional classrooms that rely on repetitive and rigid textbook audio drills often fail to provide a low-anxiety learning environment. Handayani (2020) highlights that excessive listening anxiety acts as an affective filter that blocks optimal language input, causing students to lose focus rapidly. Furthermore, modern learners—especially vocational students majoring in technology-related fields—are digital natives who respond more effectively to dynamic, technology mediated learning environments rather than conventional teacher-centered lectures (Zainuddin, 2019).

Audio-visual materials have emerged as potent tools in language teaching and learning. They offer multisensory experiences that cater to different learning styles, making the learning process more dynamic and engaging. By incorporating audio-visual materials, educators can create immersive environments that simulate real-life listening scenarios, thereby facilitating deeper comprehension and retention among students. YouTube is one of the many types of audio visual material, it is also very easy to access anywhere, anytime and from any device such as a smartphone or others. According to Almurashi (2016:32) Youtube is seen as a source of online content that might be crucial in the teaching and learning space. As mentioned above, YouTube has a lot of learning material sources. This is one of the channels called Learn English with TV Series. The researcher chose the channel for several reasons. It uses interesting movie clips that will make learning more fun, from cartoons to other famous movies. In addition, there are also applications on smartphones that are connected to the videos shown to support learning.

The pedagogical choice of using popular culture-based materials, such as television shows and movies, offers distinct advantages in capturing students'

situational interest. TV series provide rich pragmatic contexts, diverse native accents, and realistic communicative expressions that are absent in scripted classroom audios. As emphasized by Roodgari et al. (2021), integrating entertainment media into language learning stimulates students' intrinsic motivation and helps sustain their attention for longer periods. Additionally, the structured visual aids, captions, and on-screen textual explanations provided by specialized channels like "Learn English with TV Series" act as vital scaffolding tools, allowing intermediate learners to bridge the gap between spoken phonetics and written forms accurately.

The proposed study aims to investigate the impact of integrating audio-visual materials on improving listening comprehension skills among Indonesian high school students. This study holds significant implications for both educators and policymakers in Indonesia. By improving listening comprehension skills through audio-visual materials, such as youtube video, educators can potentially improve overall language proficiency levels among students. Furthermore, findings from this research can inform teachers, paving the way for more inclusive and effective teaching approaches across Indonesian high schools. This study will focus on learning videos from a YouTube channel called "Learn English From TV Series" as teaching materials to improve students' listening skills.

B. Research Questions

In today's digital age, multimedia platforms such as YouTube have emerged as powerful tools for enhancing language learning experiences. This study aims to evaluate the efficacy of the "Learning English With TV Series" YouTube channel in improving the listening skills of English as a Foreign Language (EFL) learners. By examining the students' listening abilities before and after utilizing these videos, and determining the significance of the difference, this research seeks to provide valuable insights into the potential benefits of incorporating digital media into EFL instruction. In this study, there are several research questions that influence the research, including:

- a. What is the students listening ability before Learning English With TV Series Youtube channel?

- b. What is the students listening ability after Learning English With TV Series Youtube channel?
- c. How significant is the difference between EFL learners listening skills before and after using Learning English with TV Series Youtube channel?

C. Research Purposes

The main objective of this study was to assess students' listening skills before and after watching educational videos on the YouTube channel "Learning English With TV Series". By evaluating students' listening skills at both stages, this study sought to identify significant improvements and measure the differences. This study aims to provide a deeper understanding of the potential impact of integrating digital media into English as a Foreign Language (EFL) teaching, which ultimately contributes to a more effective language learning media. In this study, there are several research objectives that influence this study, including:

- a. To reveal students listening ability before using Learning English With TV Series Youtube channel.
- b. To know students listening ability after using Learning English with TV Series Youtube channel.
- c. To find out the difference between EFL learners listening skill before and after using Learning English with TV Series Youtube channel.

D. Research Significances

This research holds significant implications for various stakeholders in the educational process.

- a. EFL Teacher

This research provides information to teachers about the impact of using Learning English with TV Series Youtube channel on learning in high schools.

- b. For EFL Students

This program shows a significant impact on learning, especially on English language learning, and the results of the program using Learning English With TV Series Youtube channel on listening skills in the student learning process.

c. For Researcher

This research is designed to increase his understanding of how to use the Learning English with TV Series Youtube channel during the teaching and learning process.

E. Conceptual Framework

In establishing the theoretical foundation of this study, listening comprehension is conceptualized not merely as a passive auditory activity, but as an active, multidimensional cognitive and social process. Drawing upon the core framework articulated by Rost (2011), listening encompasses a continuum of orientations receptive, constructive, collaborative, and transformative wherein learners move from decoding sound inputs to deeply engaging with and negotiating meaning. This perspective is further reinforced by Gilakjani and Sabouri (2016) in their study published in the *Journal of Language Teaching and Research*, which asserts that successful listening comprehension requires learners to actively coordinate phonological, lexical, and contextual cues in real time. Therefore, to stimulate these complex cognitive processes, EFL learners require authentic and immersive input, making the integration of audio visual media an essential component to bridge listening theory with practical classroom instruction.

The conceptual framework of this study is built upon the relationship between technology-mediated language learning materials and the development of listening comprehension skills. In this research, listening comprehension is viewed not as a passive reception of sounds, but as a complex cognitive process where learners actively construct meaning by synthesizing top-down and bottom-up processing skills (Flowerdew & Miller, 2005; Vandergrift, 2012). The primary focus of this framework is to illustrate how the integration of interactive audio-visual media—specifically the YouTube channel "Learn English with TV Series"—can serve as an effective pedagogical intervention to overcome the critical barriers in listening instruction for EFL students.

The baseline condition of this research identifies major cognitive and affective obstacles faced by the eleventh-grade students of RPL (Software Engineering) at SMK Al-Falah. Traditionally, conventional listening instructions rely heavily on

rigid, text-bound, or non-visual audio exercises, which frequently induce a heavy cognitive load and lead to a breakdown in comprehension due to the lack of contextualized visual anchors (Ahmadi, 2017). Furthermore, these traditional methods fail to lower the students' affective filter, resulting in high levels of listening anxiety that severely impede language input and cause students to lose interest rapidly (Handayani, 2020). This conventional approach is particularly incompatible with the characteristics of vocational secondary students majoring in technology-related fields; as digital natives, these students require interactive, flexible, and technology-mediated learning environments to optimize their academic engagement.

To understand how this interactive intervention operates within the learner's cognitive system, this framework incorporates the principles of multimedia learning and dual-channel processing. When students are exposed to the audio-visual streams of the "Learn English with TV Series" channel, they process information through two separate yet interconnected channels: the visual channel (capturing gestures, facial expressions, and situational settings) and the verbal channel (processing spoken words and text captions). According to Namaziandost (2019), this dual-coding mechanism significantly reduces cognitive friction, allowing learners to construct meaningful mental imagery that reinforces auditory understanding. Furthermore, the familiar cultural contexts embedded within popular TV series tap into the students' existing cognitive schemata, making it easier for them to predict, infer, and decode unfamiliar lexical items without experiencing cognitive overload (Ahmadi, 2017).

From a linguistic perspective, this conceptual framework also incorporates the distinct value of authentic language input in developing students' real-world phonological awareness. Unlike standard classroom recordings that present artificially slowed and sanitized speech, the YouTube channel "Learn English with TV Series" exposes students to natural spoken English. This authentic medium introduces critical phonological features such as connected speech, elisions, assimilations, and varied natural accents. As emphasized by Albiladi (2020), integrating authentic pop-culture multimedia into EFL contexts helps students

adjust to the genuine rhythm and communicative speed of native speakers. For vocational students in the RPL stream, this exposure is pragmatically essential; it shifts their listening capabilities from mere localized word recognition to global message decoding, preparing them for future interactions within international tech communities (Sari & Wahyudin, 2019).

To bridge the existing pedagogical gap, this study introduces the utilization of authentic online contents via YouTube as a critical supplementary teaching medium (Almurashi, 2016). YouTube provides an accessible and multi-sensory platform that encourages students to develop higher learner autonomy and take greater responsibility over their own language acquisition process (Nasution, 2019). Specifically, the channel "Learn English with TV Series" utilizes popular culture, such as movies and animations, to transform the learning atmosphere into an engaging experience. The incorporation of entertainment-based audio-visual materials plays a vital role in stimulating students' intrinsic motivation, sustaining their attention span, and drastically minimizing classroom listening anxiety (Roodgari, 2021).

Moreover, the technical design of the channel acts as an essential scaffolding mechanism for intermediate EFL learners. By offering clear visual expressions, interactive subtitles, and contextual keyword explanations, the medium successfully allows students to bridge the gap between spoken phonetics and written structures accurately (Perez, 2018). This rich multimedia input helps learners manage real-time speech processing and construct coherent mental representations of the language data (Namaziandost, 2019).

In an operational sense, this framework delineates a systematic instructional pathway designed specifically for the vocational high school environment. For the eleventh-grade RPL students, who are highly accustomed to digital logic and technology platforms, the interactive features of YouTube serve as a familiar and receptive digital canvas. The intervention is structured into three progressive pedagogical phases within the classroom: pre-listening (activating schemata and predicting themes through movie teasers), while-listening (active viewing with target-language captions to bridge phonological gaps), and post-listening (reflective

discussions and contextualized language production). By navigating these phases, the learners shift from being passive, anxious recipients of foreign sounds to active agents of language acquisition, thereby manifesting heightened classroom engagement and self-efficacy (Nasution, 2019).

Beyond the confines of synchronous classroom sessions, this framework underscores the capability of digital video resources to facilitate self-paced, autonomous listening practices. Given that RPL students possess high digital literacy and standard mobile access, the use of a YouTube-centered intervention seamlessly introduces a blended learning continuum. According to Lee and Cha (2018), the asynchronous nature of online video platforms allows learners to exercise direct control over the speed and delivery of their linguistic input. Students can pause, rewind, and repeatedly review complex segments of a TV show clip to clarify misheard phrases. This individualized control over the learning pace mitigates the psychological pressure of transient auditory information, encouraging students to build autonomous listening habits outside of formal school hours.

Ultimately, by implementing this comprehensive audio-visual intervention, the conceptual framework posits a direct transformation in the learning outcomes. The synthesis of contextual visual aids, authentic language exposure, a low-anxiety environment, and opportunities for autonomous reinforcement directly addresses the roots of the students' initial difficulties. Consequently, the eleventh-grade RPL students at SMK Al-Falah are expected to achieve a significantly improved level of listening comprehension, culminating in better overall language proficiency and a more inclusive, digitally optimized classroom dynamic.

Based on the statement above, it can be said that learning listening through Audio-Visual material is suitable method to improving listening skills. This method aims to improve the ability to listening in the target language.

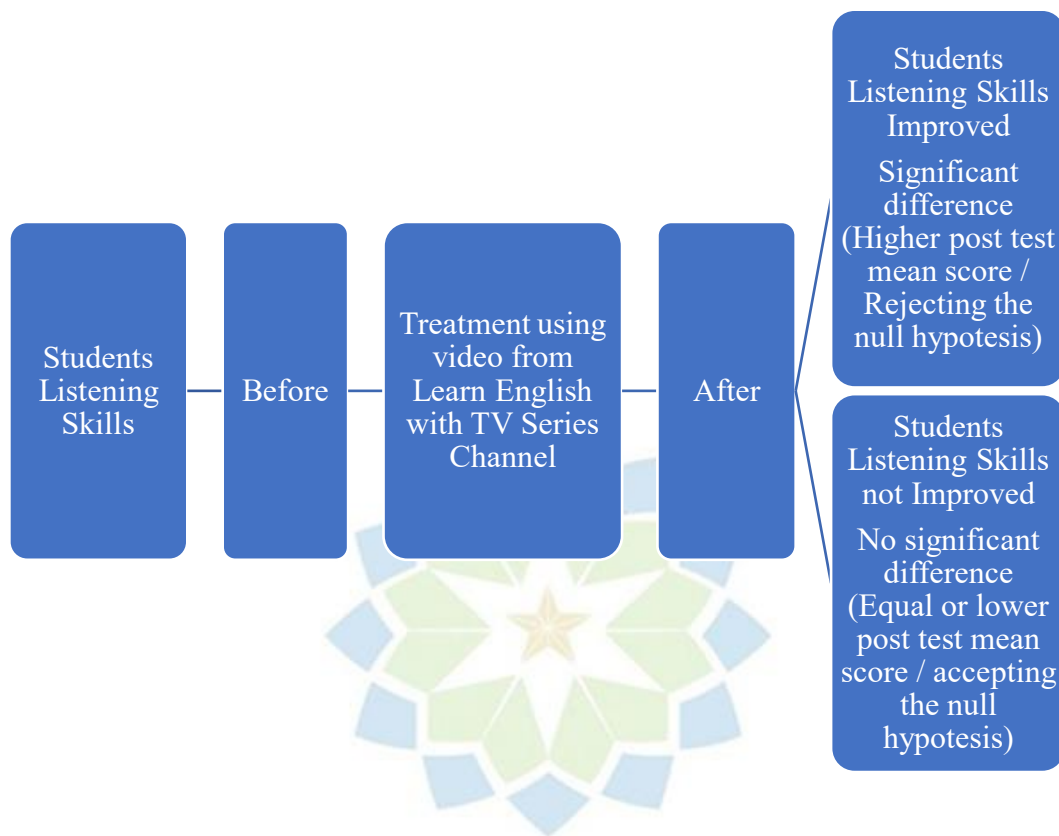


Figure 1.1 Conceptual Framework

F. Previous Study

Several previous studies have investigated the use of YouTube as a medium for improving listening comprehension in EFL contexts. One notable study was conducted by Kelsen (2009), who examined the use of YouTube in an English listening class at a Taiwanese university. The results indicated that students showed positive attitudes toward YouTube-based listening activities and experienced improvement in their listening comprehension skills. Kelsen concluded that YouTube provides authentic input and increases learner motivation, which are crucial factors in successful listening instruction.

The next is from Pratama, Arifin, and Widianingsih (2020) entitled “The Use of YouTube as a Learning Tool in Teaching Listening Skill”. The study employs a qualitative research method to investigate the impact of YouTube videos on

improving students' listening skills. The research focuses on using authentic video content to provide a more engaging learning experience. The study analyzes the effectiveness of integrating digital media in the classroom by observing students' progress over time. The participants in the study include language learners who are seeking to enhance their listening comprehension skills. While the paper does not provide detailed demographic information about the participants, it can be inferred that they are students learning a second language in an academic setting. The study aims to assess how exposure to real-life conversations through YouTube videos influences their listening abilities. The use of authentic and engaging content helps students better understand various accents and cultural contexts, making the learning process more effective. The research highlights the importance of digital resources in modern education and suggests that YouTube can be a valuable supplement to traditional teaching methods.

A study by Watkins and Wilkins (2011) explored the impact of YouTube videos on Japanese EFL learners' listening comprehension. Using authentic video clips, the researchers found that students became more engaged in listening activities and demonstrated better comprehension of spoken English. The study emphasized that the visual context provided by YouTube videos helped learners interpret meaning more effectively, supporting the integration of audiovisual media in listening instruction.

Kaboocha (2016) conducted a quantitative study on Saudi EFL students to examine the effectiveness of YouTube in improving listening comprehension. The findings revealed a significant improvement in students' listening scores after being taught using YouTube videos. Kaboocha argued that YouTube offers exposure to natural speech and diverse accents, which helps learners adapt to real spoken English. This study supports the use of YouTube as an effective instructional tool for listening development.

Similarly, Alwehaibi (2015) investigated the effect of YouTube on English listening comprehension among EFL students. The study employed a pre-test–post-test design and found that students who learned through YouTube videos outperformed those who used traditional listening materials. The researcher

concluded that YouTube enhances listening comprehension by combining authentic input with visual support and learner-centered learning.

In another related study, Rahmatian and Khatib (2019) examined the role of online videos in improving EFL learners' listening skills. Their findings indicated that learners who were exposed to authentic audiovisual materials showed better listening performance and higher motivation. The researchers emphasized that repeated exposure to authentic spoken language through videos helps learners develop effective listening strategies.

Another recent study was conducted by Rahman et al. (2021), which examined the use of YouTube videos in enhancing EFL students' listening comprehension. The study employed a quasi-experimental design involving pre-test and post-test assessments. The findings showed that students who were exposed to YouTube-based instruction demonstrated significant improvement in their listening skills compared to those who used conventional methods. The researchers concluded that YouTube facilitates better comprehension by providing authentic audiovisual input and repeated exposure to spoken language (Rahman, 2021).

Furthermore, a study by Putri and Sari (2022) investigated the effectiveness of YouTube as a digital learning medium in improving students' listening ability. Using a mixed-method approach, the study revealed that students not only improved their listening performance but also showed higher motivation and engagement during the learning process. The integration of YouTube videos allowed learners to access contextualized language input, which helped them understand meaning more effectively. The study emphasized that digital video platforms play a crucial role in modern language learning environments (Putri & Sari, 2022).

In summary, previous studies consistently demonstrate that YouTube is an effective medium for improving listening comprehension in EFL settings. These studies highlight several benefits of YouTube, including authentic language exposure, visual support, increased motivation, and improved listening performance. However, many previous studies focused on general YouTube content, while fewer studies specifically examined structured educational channels

such as Learn English with TV Series. Therefore, the present study seeks to fill this gap by investigating the effectiveness of the Learn English with TV Series YouTube channel in improving students' listening comprehension through a pre-test–post-test pre-experimental design.

