

The Impact of using English Speaking Course Youtube Channel on Students Listening Comprehension at 7 Grade Darul Jannah Al-Ma'wa Junior High School

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Article Info	Abstract
Keywords: Keyword 1; English Speaking Course Keyword 2; Listening Comprehension Keyword 3; Darul Jannah Al-Ma'wa Article History: Received : 10/12/2025 Revised : 10/02/2026 Accepted : 10/05/2026 Available Online: 31/07/2026	<i>This study aims to determine the impact of using the YouTube English Speaking Course channel on the listening comprehension at 7th grade students at Darul Jannah Al-Ma'wa Bilingual Junior High School based on Rost's cognitive theory of listening comprehension, which emphasizes the active mental processes used by the listeners to construct the meaning from an auditory input. This study explores whether digital media can improve students' ability to understand spoken English. The research addresses two problems: (1) How are students' listening comprehension before and after using the YouTube English Speaking Course? (2) Is there a significant effect of using the YouTube English Speaking Course channel on the listening comprehension skills of 7th grade students at Darul Jannah Al-Ma'wa Bilingual Junior High School? This study uses classroom action research (CAR) using quantitative descriptive methods. The study contributes to understand the role of digital tools in language learning and supports integrating cognitive-based multimedia approaches in teaching English listening.</i>

Introduction

The rapid technological developments have had a significant impact on the world of education, from methods and media to new learning resources that are very different from those used in the past. One platform that can be used as a learning medium today is YouTube. YouTube contains a wealth of videos that can be used as authentic learning resources (Refai, 2018). The impact of using English language learning YouTube channels on students' listening comprehension is a relevant topic because digital platforms are currently widely used among students (Qomariyah, Permana, & Hidayatullah, 2021). Listening skills are fundamental to learning English. According to Michael Rost, listening comprehension is a complex and interactive communication process in which listeners actively participate in constructing meaning. Rost emphasizes several key aspects of this process (Pemberton, 2004). The first is the active interpretive process in which listeners do

not just passively receive information but actively construct meaning based on expectations, prior knowledge, inferences, and selective processing of input.

The second is the interaction of understanding knowledge, which involves the interaction between linguistic knowledge (such as grammatical structure, stress, and intonation) and world knowledge (prior knowledge about the topic or context). The third is meaning negotiation, listening is the process of receiving what the speaker says, representing meaning, negotiating that meaning with the speaker, and providing an appropriate response. The last is total involvement, effective listening requires active involvement, effort, and practice, as well as understanding the speaker's thoughts, feelings, and intentions. For seventh graders, developing this listening comprehension can significantly improve their overall English skills. However, many students face challenges in this regard, such as difficulty understanding different accents or fast speech. (Soali & Hepriansyah, 2024)

English courses on YouTube offer a variety of content through videos that combine audio and visual elements. Type of learning medium has been shown to help learners better understand spoken English by providing contextual clues and engaging learning experiences (Juita, 2024). Students can learn to communicate in a foreign language by observing how native speakers communicate in the real world through YouTube videos, which have many useful features as teaching aids. This can save educational budgets because it is available as a free learning resource (Sholikhi, Primasari, & Primasari, 2024). Furthermore, YouTube will help students learn English both inside and outside the classroom. They can use various languages to explore the diverse cultures of England. In particular, learning through YouTube has been shown to increase student motivation and engagement. This increased motivation then contributes to improved listening skills (Ramadhani & Samsi, 2023)

Studies show that YouTube effectively helps improve students' listening scores significantly after using English learning videos. At Darul Jannah Al-Ma'wa Junior High School, seventh graders' listening comprehension skills can be optimized by utilizing the English course YouTube channel, as this resource provides additional learning tools that suit the preferences of students who are accustomed to digital technology. (Fauziyah & Sumarni, 2025)

Compared to conventional audio recordings, the use of YouTube videos improves students' listening comprehension. Students who learn using visual media show higher test scores and greater enthusiasm for learning English. The presence of visual cues along with audio helps students understand content more effectively. In addition, YouTube allows learners to access authentic content featuring native speakers, diverse accents, and cultural contexts that are often not found in textbook (Muhammad Rizki Firman Setiawan & Dian Fadhilawati, 2023). This kind of exposure is essential for learners to develop realistic listening skills. By interacting with these videos, students gain confidence in understanding spoken English in a variety of contexts. There may be challenges, such as the difficulty some students have with complex vocabulary and fast speech, but the benefits of YouTube as an educational tool outweigh these challenges. Teachers can supplement video content with targeted instructions to address specific listening difficulties. From a pedagogical perspective, integrating YouTube channels into the curriculum supports the theory of multimedia learning, which emphasizes the importance of combining auditory and visual information to enhance understanding. This is also in line with a student-centered approach to learning, which encourages active engagement and independent learning.(Chien, Huang, & Huang, 2020)

Challenges remain, including the difficulty some students face with complex vocabulary and fast-paced speech, but the benefits of YouTube as an educational tool outweigh these obstacles. Teachers can complement video content with targeted instruction to address specific listening difficulties. From a pedagogical standpoint, integrating YouTube channels into the curriculum supports multimedia learning theories which emphasize the importance of combining auditory and visual information to enhance comprehension.(Jackman, 2019) It also aligns with student-centered learning approaches, encouraging active engagement and self-paced study.

This is also in line with the student centered learning approach, which encourages active participation and independent learning. It is important for educators at Darul Jannah Al-Ma'wa Junior High School to integrate well-curated YouTube content into listening comprehension lessons. This approach will improve students' language skills and prepare them for future academic demands. The current education system requires schools to adapt to digital technology. The use of YouTube as a learning tool not only modernizes language teaching but also provides students with access to many resources that can be tailored to

their needs. This increases access and equality in learning opportunities. In conclusion, the integration of English course YouTube channels as a language learning medium has a positive impact on the listening comprehension skills of seventh-grade students at Darul Jannah Al-Ma'wa Junior High School. The combination of visual and audio elements, motivational benefits, and access to authentic language input supports a significant improvement in students' listening skills.

Method

This research is a Classroom Action Research (CAR) using a quantitative descriptive method. The purpose of this study is to analyze the improvement of students' listening comprehension after implementing YouTube videos from the English-Speaking Course channel. This research was conducted at Darul Jannah Al-Ma'wa Bilingual Junior High School, Paciran, specifically in class 7-A. Before implementing YouTube videos as a learning medium, the researcher first discussed with the English teacher of class 7-A to understand the characteristics of the students and the challenges they face in listening comprehension. This step allows the researcher to design activities that are appropriate to the students' abilities, interests, and needs. At the initial meeting, the researcher conducted direct observations of students' learning activities, especially listening activities in English lessons. This observation was carried out to obtain an initial picture of their listening comprehension and their level of participation in the learning process before the YouTube videos were implemented.

The research instruments used were a pre-test and a post-test. The pre-test was administered in the second meeting before the YouTube videos were implemented. In this pre-test, students were asked to watch YouTube videos depicting conversations and everyday activities. The assessment was based on several aspects of listening comprehension in English learning, including understanding key information, specific details, and inferences from videos such as dialogues, monologues, or lectures. The maximum score for each aspect was weighted accordingly. This pre-test was conducted to determine students' initial level of English listening comprehension before implementing YouTube videos from the English-Speaking Course channel as a learning medium. The post-test was conducted after the researcher implemented the English-Speaking Course videos from the English-Speaking Course channel. The purpose of this post-test was to determine the improvement in students' listening comprehension after participating in the learning process using

YouTube videos. Next, the researcher conducted further analysis based on the post-test results to assess whether there was a significant improvement in students' listening comprehension after participating in the learning process.

This research was conducted through two cycles, each consisting of planning, implementation, observation, and reflection. In the first cycle of CAR, planning included identifying students' listening comprehension problems through a pre-test on understanding main ideas, details, inferences, and vocabulary from short videos. Actions were implemented in the third meeting: the researcher introduced a 3–5-minute YouTube video, with the topic of daily activities followed by note-taking exercises and group discussions. Observations recorded the participation of students who had difficulty making inferences.

Based on the Cycle I reflections, a second cycle was planned with the addition of subtitles and vocabulary pre-teaching at the fifth meeting. The intervention involved replaying YouTube videos with multiple-choice and short-answer tasks for the inferencing aspect. Observations showed 85% student engagement, with the Cycle II post-test score increasing by 75% of the maximum. Reflections concluded that the combination of video replays and feedback effectively addressed initial difficulties, so CAR was discontinued after two cycles because the target of 70% improvement was achieved. The final test results showed an increase in students' listening comprehension, both in terms of text structure and vocabulary use. Therefore, it can be concluded that the use of YouTube videos from the English-Speaking Course channel as a learning medium was effective in improving listening comprehension among 7th-A grade students at Darul Jannah Al-Ma'wa Bilingual Juunior High School, Paciran.

Findings and Discussion

Before implementing YouTube videos as a learning medium, the researcher conducted observations during the first meeting to assess the initial class conditions, particularly regarding students' abilities and participation in listening comprehension activities. Then, in the second meeting, the researcher conducted a pre-test to measure listening comprehension skills. The results of the pre-test assessment are presented in a table and calculated as follows:

Table 1. Pre Test Score

No.	Name	Score
1	Aqila Maulidya Dwi Syahnala	62
2	Fahma Mahfudhotul	68
3	Fajriyah Dwi Rahayu	65
4	Fira Maulidatus S	70
5	Hani Nurvitasari	64
6	Hesti Nur Hidayah	67
7	Lohita Aura Syahbintang	69
8	Lyana Zahira	66
9	Maulidiyah Indra Susana	63
10	Nur Aini Salsabila	71
11	Oktaviana	60
12	Putri Zahira Salsabila	72
13	Raden Ajeng Velda B	68
14	Syafa'atun Izzatun Salwa	65
15	Syakila Elya Nur Kamila	70
16	Putri Raisya Fatiyaturohma	64
Average		67

Perhitungan:

$$\text{Daya Serap} = \frac{\text{jumlah siswa bernilai} > \text{KKM}}{\text{jumlah siswa}} \times 100 = \frac{8}{16} \times 100 = 50\%$$

Based on the calculations above, it can be concluded that the average score and students' comprehension before implementing the project-based learning method were still relatively low. The average score was 67, and the student comprehension level was 25%.

These results indicate that students' listening comprehension was still below the expected standard. Therefore, the researcher decided to implement YouTube videos as a learning medium to improve students' listening comprehension.

Cycle I was conducted in two meetings, encompassing planning, implementation, observation, and reflection. In this cycle, researchers implemented the use of YouTube as a listening comprehension learning tool by selecting English videos appropriate to the students' ability levels. Students were divided into small groups and asked to watch videos on specific topics, such as daily activities or hobbies. They then completed worksheets containing exercises for answering questions, completing dialogues, and matching information. Researchers provided explanations of key vocabulary and instructions for focused listening before the videos. At the end of the activity, students discussed their answers, and several groups presented their findings to the class.

The results of Cycle I showed an improvement in students' listening comprehension, particularly in understanding the main idea and grasping general information from the videos. However, some difficulties persisted in understanding detailed information, the rapid pronunciation of native speakers, and new vocabulary encountered in the videos. Based on these reflections, researchers made improvements in Cycle II by providing gradual listening practice, adding pre-listening activities such as vocabulary introduction and predicting video content, and providing opportunities for students to replay the videos and discuss any unclear aspects.

Table 2. Pos Test Score

No.	Name	Score
1	Aqila Maulidya Dwi Syahnala	85
2	Fahma Mahfudhotul	90
3	Fajriyah Dwi Rahayu	89
4	Fira Maulidatus S	80
5	Hani Nurvitasari	90
6	Hesti Nur Hidayah	87

7	Lohita Aura Syahbintang	0
8	Lyana Zahira	79
9	Maulidiyah Indra Susana	90
10	Nur Aini Salsabila	95
11	Oktaviana	88
12	Putri Zahira Salsabila	97
13	Raden Ajeng Velda B	97
14	Syafa'atun Izzatun Salwa	89
15	Syakila Elya Nur Kamila	95
16	Putri Raisya Fatiyatuohma	0
Average		80,6

Perhitungan :

$$\text{Daya Serap} = \frac{\text{jumlah siswa bernilai} > \text{KKM}}{\text{jumlah siswa}} \times 100 = \frac{14}{16} \times 100 = 87,5\%$$

The results of the score calculation above show that the average score of students was 80.6 with a writing achievement level of 87.5%. This indicates a significant improvement in students' writing skills. Based on the results of the study, it can be concluded that learning media using YouTube videos can effectively improve students' listening comprehension. This is evidenced by the data and calculations of the pre-test and post-test results of listening comprehension. In the pre-test, students' listening comprehension showed an achievement of 50%, while in the post-test it increased to 87.5%. These results prove that the application of YouTube learning media has a significant positive impact on improving students' listening comprehension.

Conclusions

This Classroom Action Research (CAR) successfully demonstrated that the use of YouTube videos from the English-Speaking Course channel effectively improved the listening comprehension skills of 7th-grade students at Darul Jannah Al-Ma'wa Paciran

Bilingual Middle School. The initial pre-test showed an average score of 67, with a 50% completion rate and 25% comprehension rate, indicating students struggled to grasp main ideas, specific details, inferences, and vocabulary from spoken texts. After two cycles of intervention, including watching 3–5-minute videos about daily activities, note-taking, group discussions, vocabulary pre-teaching, subtitles, and video replays, the second cycle post-test achieved an average score of 80.6 with a completion rate of 87.5%, exceeding the target of 70% improvement. Student participation increased to 85%, particularly in the previously weak inference aspect.

This success was supported by YouTube's multimodal elements, which combine audio, visuals, and authentic native speaker context, addressing the challenges of rapid accents, new vocabulary, and speaking speed. This approach aligns with Mayer's multimedia learning theory, which utilizes dual-channel processing (auditory-visual) to strengthen comprehension, as well as a student-centered approach that encourages active engagement and independent learning. Furthermore, YouTube, as a free medium, supports the budget efficiency of Islamic schools by providing access to learning both inside and outside the classroom, increasing motivation and exposure to English culture.

Pedagogically, the two-cycle CAR (planning-action-observation-reflection) has proven systematic in identifying listening problems, implementing step-by-step solutions, and achieving success criteria. Observations indicate that students are more enthusiastic, confident in understanding realistic spoken English, and able to negotiate meaning through post-video discussions.

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