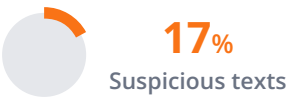




Andini Widia Ningsih_228820300016_Final
ID : c83315fcbc985a49f014dd2c5b08e44b5dfa2bba



File name : Andini Widia Ningsih_228820300016_Final.txt	Submitter : UMSIDA Perpustakaan
Original file size : 2.44 MB	Submission date : July 13, 2026
Number of words : 6,983	Upload type : interface
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Summary (section 1/3)

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No.		Description	Similarities	Locations
1		Intro and Method not Template (rev) #a49d08 Comes from my group	5%	
2		archive.umsida.ac.id archive.umsida.ac.id/index.php/archive/preprint/download/9688/7151...	4%	
3		Ristha's Little Bus Word : Ristha's Little Bus Word archive.umsida.ac.id/index.php/archive/preprint/download/8167/58625	3%	
4		Enhancing EFL Listening Comprehension through a Customized... doi.org/10.23960/jpp.v16i1.pp01-16	<1%	
5		THE EFFECT OF INQUIRY-BASED LEARNING ON STUDENT... #3c894b Comes from my group	<1%	

Source with incidental similarities

No.		Description	Similarities	Locations
6		archive.umsida.ac.id archive.umsida.ac.id/index.php/archive/preprint/download/8863/63672...	<1%	
7		The Impact of Virtual Reality Assisted Listening Instruction on... dx.doi.org/10.46328/ijte.741	<1%	
8		Vocational Students' Perspectives on Using Spotify for English... dx.doi.org/10.21070/ijemd.v19i3.844	<1%	
9		The International Collaboration on ADHD and Substance Abuse... www.karger.com/Article/Pdf/508870	<1%	
10		jele.or.id jele.or.id/index.php/jele/article/download/1915/1047	<1%	
11		Document from another user #d0676b Comes from another group	<1%	
12		Students' Perceptions in Learning English Online for Developing... acopen.umsida.ac.id/index.php/acopen/article/view/2864	<1%	

No.		Description	Similarities	Locations
13		DOAJ Logotype doaj.org/article/dad7f9e2158a4ed88c111ebb94d54854 ↗	<1%	
14		The Past, Present, and Future of the Cognitive Theory of... link.springer.com/content/pdf/10.1007/s10648-023-09842-1.pdf ↗	<1%	
15		Biological Augmented Reality Media for Improving Deaf Students... edunesia.org/edu/article/download/1471/670 ↗	<1%	

Referenced source (without similarities detected)

No.		Description
1		http://www.sdkrashen.com/content/books/principles_and_practice.pdf
2		https://books.google.co.id/books?id=ksclAQAAIAAJ

The Effect of Video-Based Learning Media on High School Students' English Listening Skills

[Pengaruh Media Pembelajaran Berbasis Video terhadap Kemampuan Mendengarkan Bahasa Inggris Siswa Sekolah Menengah Atas]

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Abstract. The aim of this study was to identify the effect of British Council LearnEnglish videos on students' listening skills. This study employed a pre-experimental one-group pre-test and post-test design involving 36 eleventh-grade students at a public senior high school in Sidoarjo, Indonesia, during the 2025/2026 academic year. Data were collected through an 18-item listening comprehension test using British Council LearnEnglish videos at the CEFR A2 level and analyzed using descriptive statistics, Shapiro-Wilk normality test, and Wilcoxon Signed-Rank Test. The results showed a significant improvement in students' listening scores after the treatment, as indicated by the Wilcoxon Signed-Rank Test ($p < .05$). It can be concluded that British Council LearnEnglish videos significantly improved students' listening skills. Therefore, these videos can be used as an effective instructional medium to improve students' listening comprehension and support English language teaching in EFL classroom.

Keywords - British Council LearnEnglish; Video-based learning; Listening comprehension; EFL learners; Pre-experimental study.

Abstrak. Tujuan dari penelitian ini adalah untuk mengidentifikasi efek video British Council LearnEnglish terhadap

keterampilan mendengarkan siswa. Penelitian ini menggunakan desain pre-test dan post-test satu kelompok pra-eksperimental yang melibatkan 36 siswa kelas 11 di sekolah menengah atas negeri di Sidoarjo, Indonesia, selama tahun akademik 2025/2026. Data dikumpulkan melalui tes pemahaman mendengarkan 18 item menggunakan video British Council LearnEnglish di tingkat CEFR A2 dan dianalisis menggunakan statistik deskriptif, tes normalitas Shapiro-Wilk, dan Wilcoxon Signed-Rank Test. Hasilnya menunjukkan peningkatan yang signifikan dalam skor mendengarkan siswa setelah perawatan, seperti yang ditunjukkan oleh Wilcoxon Signed-Rank Test ($p < 0,05$). Dapat disimpulkan bahwa video British Council LearnEnglish secara signifikan meningkatkan keterampilan mendengarkan siswa. Oleh karena itu, video ini dapat digunakan sebagai media instruksional yang efektif untuk meningkatkan pemahaman mendengarkan siswa dan mendukung pengajaran bahasa Inggris di kelas EFL.

Kata kunci - British Council LearnEnglish; Pembelajaran berbasis video; Pemahaman mendengarkan; Pelajar EFL; Studi pra-eksperimental

INTRODUCTION

Listening comprehension is often considered a basic skill in the learning of English because students need it before they can respond or speak properly. Students who lack good listening skills will have difficulty understanding meaning, responding appropriately to spoken input, and developing their speaking ability. But in the Indonesian education context, listening is still one of the most difficult skills to master. The problem is that the exposure to authentic English materials is limited, and the learning media used in the classroom are narrow [1], [2]. Many students still experience difficulties in understanding spoken English, recognizing different accents, and keeping up with natural speech rates. These challenges often make students anxious and less likely to want to actively participate in listening activities [3].

The Independent Curriculum stresses learning that is based on communication, context, and skills. It encourages teachers to make learning activities that are fun and interactive and meet the needs of all students. One way to teach that fits with these ideas is to use video-based learning tools. Videos combine visual and auditory elements that help students make sense of both spoken language and non-verbal cues like facial expressions, gestures, and tone of voice [4], [5].

Students have a hard time understanding what they hear because they have to think about sounds, meaning, and context all at once. This issue is even more obvious when students use descriptive listening materials, like texts that describe places or things. These materials require them to find specific words, understand a lot of information, and give spatial descriptions in a short amount of time.

Based on classroom observations and students' performance on listening activities during preliminary teaching, the average listening scores did not always meet the expected competency standard. This was especially true when materials were presented at a natural speech rate with little visual support. As a result, students often missed important information and had trouble making sense of the auditory material in their heads [6]. As a result, students still have difficulty understanding what they hear, especially when listening to descriptions.

A preliminary observation conducted at a public senior high school in Sidoarjo, Indonesia, during the 2025/2026 academic year found that many students still had difficulty understanding spoken English, particularly when it was spoken naturally with an authentic accent. In listening sessions, students often quoted written transcripts of translations instead of working it out in context. Teachers also indicated that students were not very attentive and excited. The listening test in the last semester showed that the students' listening skills were not high enough. Previous studies have suggested that students tend to have better listening comprehension when the learning materials are more authentic and engaging, especially in the case of audiovisual media that combines sound and visual [7], [8].

Previous research has shown that video-based learning can help students improve their listening comprehension. Ahmed found that the use of educational videos from online platforms such as YouTube significantly improved EFL students' listening skills [9]. Similarly, Maharani et al reported that video-based instruction increased students' interest and supported their listening development [10]. Marleni et al also found that students' post-test scores improved after participating in video-based listening activities using general instructional videos [11]. However, most previous studies relied on general or non-institutional video materials, whereas the present study employs authentic listening videos produced by the British Council LearnEnglish videos, a recognized educational institution, to support students' listening comprehension. In addition, many of these studies focused on junior high school or

university students rather than senior high school students, particularly Grade XI learners [10]. Some studies emphasized students' perceptions and motivation instead of measurable quantitative outcomes Qomariyah, Permana, & Hidayatullah, while others compared video-based and audio-only media to highlight the benefits of visual support [12], [13].

These gaps show that high school students need to work on their listening skills by doing activities that use real-life materials and videos. In this study, real-world problems, factual information, and spoken English that flows naturally in meaningful situations are all examples of authentic materials that are used as audiovisual learning tools. British Council LearnEnglish videos that were picked are real because they weren't just made up for the classroom. They don't do that, instead they show how people really use language. These videos teach students how to listen by showing them real-life spoken English that is based on real-life knowledge, educational content, and situations that matter.

This study used video-based learning media, which is supported by the Cognitive Theory of Multimedia Learning by Mayer [14]. Learners process information through two channels, the visual and auditory channels, according to Mayer. If both channels are activated at the same time, learning is more effective, as learners are able to process and integrate information from multiple sources. Moreover, the capacity of each channel is limited. Therefore, the combination of spoken language and relevant visual support can help in understanding and information retention. This idea conforms to Rahimi & Aghabarari, who mention that multimodal input could decrease cognitive load by spreading mental processing in different channels, which makes listening tasks easier to follow [15].

The principles were implemented in the present study by using British Council LearnEnglish videos that combined spoken English with visual elements such as images, situations, facial expressions, and context information. During the learning process, students listened to the audio and at the same time, saw the visual cues in the videos. The combination of auditory and visual input was thought to facilitate students' listening comprehension and improve their understanding of spoken English. Thus, Mayer's theory becomes the basis for the use of video learning media to improve students' listening skills.

According to Krashen's Input Hypothesis, language acquisition happens when learners are exposed to comprehensible input just beyond their current level of competence, or $i + 1$ [16]. Here, "i" is the learner's current level of language ability, and "+1" is language input that is a little more advanced, but still understandable with the support of context. Authentic video materials such as British Council LearnEnglish videos provide meaningful real-life contexts which help learners infer the meaning of unfamiliar vocabulary and expressions. Thus, the videos selected in this study were aimed at improving students' listening comprehension via comprehensible input offered in the form of authentic spoken English and contextual visual information.

British Council is a reputed organization from United Kingdom providing high quality, research based English language learning resources. This was one of the reasons to select British Council LearnEnglish videos as a learning medium in this study. The videos used in this study were obtained from LearnEnglish and LearnEnglish Teens platforms and rated at CEFR A2 level. As described in a Common European Framework of Reference for Languages (CEFR), A2 learners should be able to understand basic expressions, identify specific information in familiar topics and understand simple spoken texts at a relatively slow pace. The selected videos were considered appropriate for eleventh-grade students (Phase F) because they offer authentic spoken English with relevant visual cues and meaningful contexts.

It should be noted that the CEFR A2 level was used as a reference only for selecting the listening materials and the difficulty level of the videos. CEFR proficiency scoring was not utilized to assess students' listening performance. The school scoring system was used to measure students' achievement, where the number of correct answers was converted into scores ranging from 0 to 100. Therefore, the CEFR framework was used as a guideline for the selection of materials, while students' listening achievement was assessed based on the school's assessment standard.

Based on this background, the research question of this study is:

1) *Is there a significant effect of British Council videos on high school students' English listening skills?*

Therefore, the purpose of this study is to find out the effect of British Council videos toward the listening skills of the eleventh-grade students. The findings are expected to contribute to English language teaching practices with insights on how to effectively use authentic audiovisual media in supporting students' listening comprehension.

METHODS

Research Design

This study utilised a single-group pretest–posttest quantitative design, a type of pre-experimental research design, to investigate the effect of video-based learning media on the English listening skills of high school students. The researcher chose this design because it allows for the evaluation of students'

listening proficiency both before and after the treatment within the same group, thus obviating the need for a control group.

A pre-experimental design was chosen for this classroom-based research due to practical constraints such as time limitations and school regulations that hindered random assignment of students or the establishment of a control group. Even with these problems, this design is often used in educational research to see how well different ways of teaching work in real classrooms [17].

The independent variable in this study was the British Council videos, and the dependent variable was how well the students could understand what they heard.

Table 1. Research Design (Single-Group Pre test–Post test)

Group	Pre-test	Treatment	Post-test	
Experimental Group	O ₁	X	O ₂	

Description: O₁ = Pre-test (listening comprehension test) X = Treatment using video-based learning media (British Council LearnEnglish videos) O₂ = Post-test (listening comprehension test)

Population and Sample

The population of this research consisted of all eleventh-grade students at a public senior high school in Sidoarjo, Indonesia, during the 2025/2026 academic year. One full class of 36 (thirty-six) students was chosen by purposive sampling with three criteria:

- 1) Students had been taught basic listening comprehension skills in the curriculum.
- 2) They regularly attended English class. and,
- 3) They agreed to take part in the two test sessions.

Purposive sampling was used as the sampling technique which ensured that the selected respondents were as per the true characteristics of the high school students who needed structured listening assistance with multimedia learning.

Instruments

The data were obtained through a listening comprehension test consisting of 18 questions based on British Council LearnEnglish video materials at the CEFR A2 level. The test was designed to assess students' comprehension of auditory information. For example, it looked at how well they could find the main ideas, specific details, vocabulary in context, and the order of information in spoken texts.

To reduce guessing strategies and encourage active listening, the test employed various non-multiple-choice task

types, which included:

1. Matching (Vocabulary in Context or vocabulary warm-up tasks),
2. Fill-in-the-blank listening tasks,
3. Matching information tasks, and
4. Sentence ordering tasks.

The British Council LearnEnglish website gave us the real videos for this study. These videos are good for high school students who are learning English as a second language, and they fit with the CEFR listening descriptors and the national English curriculum. We used "London's secret garden" for both the pre-test and the post-test. This video shows a real place and setting, which helps students learn how to use descriptive language to talk about culture, space, and places. The material is good for seniors in high school because it helps them understand what they hear better, which is often linked to descriptive texts. The students' listening skills were tested in the same way before and after the treatment. They watched the same video for both tests.

” The first video is called “The International Day of Forests”. It talks about problems with the environment and how to get people around the world to care about them. It talks about things that kids learn in school, like how to be kind to the environment, how to protect it, and how to live in a way that is good for it. When students see pictures and hear explanations, they learn more from descriptive and explanatory texts.

” The second treatment video, “Fire ants build a living raft”, is about a real scientific event that has to do with animals and nature. Students learn how to use facts, descriptive language, and cause-and-effect relationships that are common in informational texts in this video. These things help students become better listeners, especially when it comes to figuring out how things fit together and make sense in spoken texts. The use of varied listening task formats is recommended to assess learners' listening comprehension through multiple listening processes and to increase student engagement [18].

The listening comprehension test was designed based on some aspects of listening comprehension adapted from the frameworks suggested by Harmer, Nunan, and Field [19], [20], [21]. These aspects were considered in the development of the test items to assess different dimensions of listening comprehension.

Table 2. Assessment Aspects of Listening Comprehension Adapted from Harmer, Nunan, and Field.

Listening Aspect	Task Type	Part of Test
Vocabulary Mastery	Matching Vocabulary in Context	Part A (4 items)
Comprehension of Main Ideas and Specific Information	Fill in the Blanks	Part B (6 items)
Information Recognition	Matching Information	Part C (4 items)
Text Structure Awareness and Sequencing	Sentence Ordering	Part D (4 items)
Total		18 items

The listening comprehension aspects as shown in Table 2, were the basis for the development of the 18 listening comprehension test items used in the pre-test and post-test. The test contained four types of tasks: vocabulary matching in context (4 items), fill-in-the-blank tasks (6 items), matching information tasks (4 items), and sentence-ordering tasks (4 items). Each type of task was designed to examine a specific aspect of listening comprehension. Vocabulary-matching tasks were used to evaluate vocabulary mastery; fill-in-the-blank tasks were used to measure students' ability to identify main ideas and specific information; matching-information tasks were used to evaluate the information recognition; and sentence-ordering tasks were used to assess text structure awareness and sequencing. Thus, the 18 items were designed to cover a wide range of students' listening comprehension skills. Moreover, audiovisual input helps learners to comprehend spoken language by using contextual, visual, and linguistic cues that support listening comprehension and increase learners' engagement in listening tasks [22].

The listening comprehension test was scored objectively based on the number of correct answers. Each correct answer received one point, while incorrect answers received zero points. The total score was then converted into a

scale of 0-100 using the following formula:

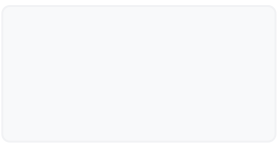


Table 3. Scoring Rubric of Listening Comprehension Test

Task Type	Criteria	Score	
Matching Task	Correct answer	1	
	Incorrect answer	0	
Fill-in-the-Blank	Correct word/information	1	
	Incorrect answer/no answer	0	
Matching Information	Correct match	1	
	Incorrect match	0	
Sentence Ordering	Correct sequence	1	
	Incorrect sequence	0	

Table 4. Score Classification

Range	Category	
86–100	Excellent	
75–85	Good	
60–74	Adequate	
50–59	Poor	
< 50	Very Poor	

The scoring rubric was created to provide a set of objective and consistent criteria to evaluate the students’ listening comprehension performance. Items were scored dichotomously with one point for a correct answer and zero for an incorrect answer. According to Brown (2004), objective scoring reduces subjectivity and increases reliability in language assessment because the students’ responses are assessed according to predetermined criteria [23]. What is more, Hughes states that objective task formats such as matching, completion, and sequencing activities can be used efficiently to test listening comprehension, as these tasks directly measure learners’ understanding of spoken information [24]. Therefore, the scoring rubric used in this study was developed to ensure consistency, fairness, and reliability in evaluating students’ listening performance.

Procedure

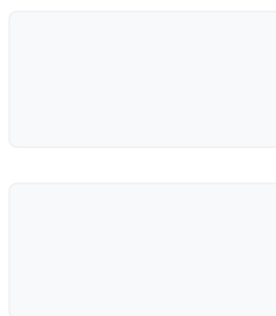
The research procedure consisted of three stages: Pre-Test, Treatment 1 and 2, and Post-test. The implementation of the research activities was conducted according to the schedule presented in Table 5.

1) Pre-test stage

Before receiving the treatment, students were administered an 18-item listening comprehension pre-test based on a British Council LearnEnglish video entitled "London's Secret Garden" (CEFR A2 level). The video and transcript are available at the British Council LearnEnglish website (London's secret garden). The purpose of the test was to measure the students' initial listening comprehension ability, such as understanding main ideas, identifying details, recognizing vocabulary in context, and sequencing information.

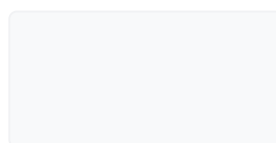
Students took the test individually under the supervision of the teacher. Google Forms was used to conduct the pre-test and post-test to ease the data collection and to automatically score the tests. This supports accurate quantitative analysis using SPSS. The video was played twice, and students answered the worksheet-based listening tasks provided. No vocabulary support or prior explanation was given before the test.

Figure D.1. Documentation of Pre-Test Activities



The photographs document the implementation of the pre-test conducted before the treatment sessions. Students completed the listening comprehension test individually under the teacher's supervision to assess their initial listening comprehension ability. The results of the pre-test served as the baseline data for measuring students' listening achievement before the implementation of British Council LearnEnglish videos.

Sample Questions:



2) Treatment Stage

The treatment took place over two lessons, and the students used British Council LearnEnglish video-based materials and structured paper-based worksheets to help them with their listening tasks. The students listened to different videos in each session, but they were all at the same CEFR level (A2).



The first meeting showed the video "International Day of Forests" to get people talking about the environment and to give them information that was both descriptive and explanatory. The video "Fire Ants Build a Living Raft" was used as a listening exercise in the second meeting. It helped students learn about science and how things work. They had to figure out what happened and when it happened.

Both videos were chosen because they fit with the senior high school curriculum and give students real audio-visual input that helps them improve their listening skills.

A. Meeting 1 (Guided Listening)

1) Getting ready for vocabulary (before you listen)

The teacher talked about forests and how to protect the environment to get the students' minds working. Students filled out a vocabulary warm-up sheet with key words and phrases from the video. The point of this activity was to help students remember important words before they listened so they could understand what they heard better.

2) Watching and Listening for General Understanding.

99

Students watched the video "The International Day of Forests" for the first time to get a general idea of what it was about. Pictures, scenes, and subtitles helped students understand what they were saying.

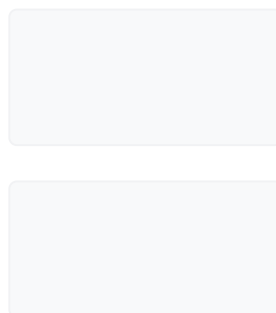
3) Focused Listening Practice (while listening)

They played the video again. The students did fill-in-the-blank and matching activities based on the worksheet. These tasks helped students remember what they heard by making them pay attention to certain facts, key words, and details from the video.

4) Confirmation of Understanding and Reflection (After Listening)

The teacher went over the answers with the students after they finished the tasks to make sure they understood the video and clear up any confusion.

Figure D.2. Documentation of Treatment 1



The photographs document the first treatment session in which British Council LearnEnglish videos were used as the instructional media for teaching listening comprehension. During this session, the teacher introduced the learning objectives, played the selected video, and guided students through listening activities to help them identify key information and understand the spoken text.

B. Meeting 2 (Independent Listening Practice)

1) Reviewing What You Already Know (Before Listening)

The teacher quickly went over the last lesson by asking the students to remember the main points and important words from Meeting 1. There was no new vocabulary. This step got the students ready to listen to a new video by using what they already knew.

2) Watching the Video for General Understanding

99

To get the general idea, students watched the video "Fire ants build a living raft" for the first time. There was less teacher guidance than in the last meeting, so students were encouraged to focus more on the content on their own, using visual clues and context.

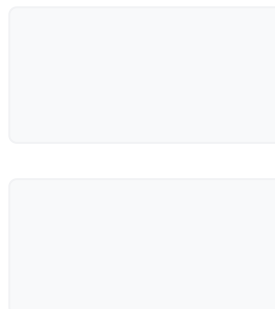
3) Listening with Less Guidance (While Listening)

They played the video again. Students concentrated on determining the order of events in the video. After listening, students did a sequencing activity instead of filling out detailed worksheets. This activity taught them how to organize ideas in a spoken text with less help from the teacher.

4) Checking Comprehension and Reflection (After Listening)

The teacher went over the right order of the events and made sure the students understood. The teacher stressed that visuals, context, and logical order help students understand spoken English and urged them to become more independent listeners.

Figure D.3. Documentation of Treatment 2



The photographs document the second treatment session using British Council LearnEnglish videos as the instructional media. In this session, students practiced listening more independently by watching the video, identifying the sequence of events, and completing listening comprehension activities with less teacher guidance. The teacher concluded the lesson by reviewing the answer and providing feedback to reinforce students' understanding of the spoken text.

C. Theoretical Basis of the Treatment

Underwood and Field came up with the pre-listening, while-listening, and post-listening stages on which the treatment was based [25], [26]. These steps help students remember what they already know, pay attention to important information while they listen, and think about what they learned after listening to activities.

During the first meeting, the teacher helped the students with vocabulary, stopped the movie, and gave them a lot of worksheet work to do. This method shows how to use scaffolding in listening instruction. The teacher's help was slowly taken away at the second meeting so that the students would have to pay attention on their own. Vygotsky's scaffolding theory says that this slow transfer of responsibility is in line with it [27].

Mayer's Dual-Channel Theory says that students learn more effectively when they process information through both visual and auditory channels, and the use of video as audio-visual input supports this theory [14]. The treatment activities were designed based on multimedia learning principles, emphasizing the integration of visual cues, spoken language, and contextual information to support students' listening comprehension.

3) Post-test Stage

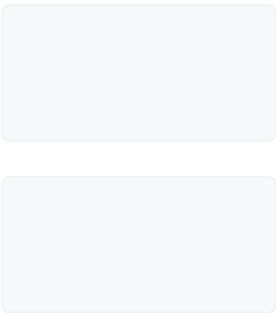
After the treatment sessions, students completed an 18-item listening comprehension post-test based on another British Council LearnEnglish video entitled "London's Secret Garden" (CEFR A2 level). The video and transcript are available at the British Council LearnEnglish website (London's secret garden). The post-test was designed in the same format, structure, task types and difficulty level to be comparable with the pre-test. The post-test included 18 listening comprehension items: Matching (Vocabulary in Context or vocabulary warm-up tasks), Fill-in-the-blank listening tasks, Matching information tasks, and Sentence ordering tasks.

After the treatment sessions were over, the students took the post-test individually in the presence of the teacher. The test was conducted through Google Form to make the data collection uniform and scored automatically for the quantitative analysis using SPSS. As in the pre-test procedure, the video was played twice and the students did the listening tasks individually.

During the test, no extra vocabulary guidance or help was offered to make sure that the results represented the real progress in the students' listening skills. No vocabulary was pre-taught or scaffolded during the test to ensure that the measurement was valid and reliable. The post-test was administered under similar conditions as the pre-test

and the results were used to determine the effect of the video-based learning intervention on students’ listening comprehension.

Figure D.4. Documentation of Post-test Activities



The photographs document the implementation of the post-test conducted after the completion of the treatment sessions. Students completed the listening comprehension test individually under the teacher’s supervision to evaluate their listening achievement after learning through British Council LearnEnglish videos. The post-test results were used to measure the effectiveness of the treatment in improving students’ listening comprehension.

Sample Questions:

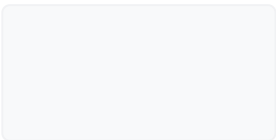


Table 5. The Schedule of the Research Activities

No	Research Activity	Day/Date	Description
1	Submission of Observation Permission Letter	Thursday, February 5, 2026	Submitting the observation permission letter to the school before conducting the research.
2	Preliminary Observation	Monday, February 9, 2026	Conducting classroom observation to identify students’ listening difficulties and classroom conditions.
3	Pre-Test Administration	Thursday, April 9, 2026	Administering the pre-test to measure students’ initial listening comprehension skills before the treatment.
4	<u>Treatment 1 (Guided Listening)</u>	<u>Thursday, April 16, 2026</u>	Conducting the first treatment using British Council LearnEnglish videos through guided listening activities.
5	<u>Treatment 2 (Independent Listening Practice)</u>	<u>Thursday, April 23, 2026</u>	Conducting the second treatment using British Council LearnEnglish videos through more independent listening activities.
6	Post-test Administration	Thursday, April 30, 2026	Administering the post-test to measure students’ listening comprehension skills after the treatment.

Data Analysis

The obtained data were examined utilizing descriptive and inferential statistics. Descriptive statistics, including average scores, lowest and highest values, and standard deviations, were utilized to summarize the pretest and posttest results of the students. Before conducting hypothesis tests, the Shapiro-Wilk test was employed to evaluate the data's normality. A paired-samples t-test was employed to analyze the differences between pretest and posttest results, under the assumption of normal data distribution. When the normality assumption was violated, the Wilcoxon Signed Rank test was used as a nonparametric alternative.

In addition to significance testing, effect size was used to determine the magnitude of the treatment effect. Cohen's d was used when parametric conditions were met, and r was used for nonparametric evaluations. These effect-size measures were used to evaluate whether the differences in students' listening comprehension were small, medium, or large. All statistical analyses were done at a significance level of $p < 0.05$.

RESULTS AND DISCUSSIONS

1. RESULTS

The pre-test and post-test data were analysed using descriptive statistics, normality tests, and hypothesis tests, and the results were presented. The purpose of showing these results was to answer the research question:

1) *Is there a significant effect of British Council videos on high school students' English listening skills?*

Descriptive statistics were employed to describe the students' listening skills before and after the treatment. The analysis revealed that the students' average score before the post-test was 64.50. The students' average post-test score went up sharply to 91.28. Also the minimum score has increased from 17 in the pre-test to 67 in the post-test and the maximum score was 100.

The descriptive statistics indicate an improvement in students' listening skills after treatment. Descriptive statistical data are presented in Table 6.

Table 6. Descriptive Statistics

Test	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Test	36	64.50	19.685	17	100
Post-test	36	91.28	8.834	67	100

According to Table 6, the average score and minimum student score went up. This shows that students with low ability and students with high ability both improved after using the British Council LearnEnglish videos.

Moreover, Shapiro-Wilk test was used for data distribution. The analysis showed that the pre-test significance value was 0.572 (> 0.05), which indicated that the data were normally distributed. However, the post-test significance value was 0.000 (< 0.05), indicating that the data were not normally distributed. The normality test results were summarised in Table 7.

Table 7. Normality Test (Shapiro-Wilk)

Variable	Statistic	df	Sig.	Interpretation
Pre-Test	0.975	36	0.572	Normal

Post-test	0.866	36	0.000	Not Normal
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As indicated by Table 7, the data were not normally distributed, so the hypothesis testing was performed using the nonparametric tests. The hypothesis test used was Wilcoxon Signed-Rank Test to find out whether there was a significant difference between the students' pre-test scores and post-test scores. The analysis showed that the Asymp. Sig. (2-tailed) was 0.000 (< 0.05), indicating a significant difference. Results of the hypothesis test are shown in Table 8.

Table 8. Wilcoxon Signed-Rank Test

Test	Z	Asymp. Sig. (2-tailed)	Interpretation
Post-test – Pre-Test	-5.016	0.000	Significant Difference

The null hypothesis (H_0) was rejected based on Table 8, and the alternative hypothesis (H_a) was accepted. This indicated that British Council LearnEnglish videos made a significant difference to students' listening skills.

Moreover, a rank analysis was conducted to determine the direction of change in students' grades after treatment. The analysis showed the majority of students received higher grades." The results of the rank analysis are shown in Table 9.

Table 9. Ranks Analysis

Category	N	Mean Rank	Sum of Ranks
Negative Ranks	0	0.00	0.00
Positive Ranks	33	17.00	561.00
Ties	3	–	–

Table 9 shows that 33 students improved their grades, 0 decreased their grades, and 3 maintained their grades. This indicated that most students had improved abilities after treatment. Negative ranks indicate students whose post-test scores were lower than pre-test scores, while positive ranks indicate students whose post-test scores were higher.

DISCUSSIONS

The result of this study showed that the use of British Council LearnEnglish videos gave significant effect on students' listening skills. The increase in the mean scores from pre-test to post-test further buttressed this conclusion. The hypothesis testing results indicated that the significance value was less than 0.05. Hence, the findings empirically support the use of video-based learning media to improve students' listening comprehension and answer the research question of this study.

These results can also be explained by Mayer's Cognitive Theory of Multimedia Learning. Mayer says that learners receive information via two channels, the auditory channel and the visual channel [14]. The videos used in this study were British Council LearnEnglish videos that showed spoken language with visual information relevant to the language. Students receive information from two channels, the auditory channel and the visual channel at once. The use of verbal and visual information may have helped students to understand spoken English and can explain the increase in post-test scores. This finding supports Mayer's proposition that learning is more efficient when learners process information via auditory and visual channels rather than one source of input [14].

Moreover, the enhancement of students' listening skills might be due to the multimodal features of video-based learning. During the listening activities, students were exposed not only to spoken input but also to visual support such as facial expressions, situations, and contextual cues. These visuals might have helped learners to infer

meaning, to identify key information and to follow the overall message more effectively. Therefore, the students were able to understand the listening materials better and got higher scores in the post-test. In a similar vein, Anggraeni et al. found that video-based activities greatly enhanced students' listening comprehension with the help of meaningful audio-visual support [28]. Similarly, Manurung et al. claimed that the use of the video subtitles enhanced the EFL students' listening comprehension by helping the learners to link the spoken language to the visual information [29]. These findings are consistent with the results of this study, which demonstrated that British Council LearnEnglish videos helped students improve their listening comprehension after the treatment.

The results can also be interpreted in terms of Krashen's Input Hypothesis. As Krashen describes, language acquisition occurs when students are exposed to comprehensible input that is just slightly above their current level of language proficiency, a phenomenon sometimes called $i + 1$ [16]. In this concept, 'i' is the language competence of the learner, and '+1' is the new language elements that are still understandable with the help of context and previous knowledge. The British Council LearnEnglish videos provided the students with the exposure to real spoken English with meaningful visual support. Learners were exposed to language that was slightly above their current level of proficiency. Students might not have understood every word they heard, but the visual context, situational clues, and additional information helped them to figure out the meaning and follow the overall message. The results of this study, therefore, confirm Krashen's claim that language acquisition is more successful when learners are supplied with comprehensible input that is difficult but can be understood with the aid of context [16].

The research findings indicate that video can be utilized as an effective medium for listening instruction. The British Council LearnEnglish videos provided students with auditory and visual information that helped students to understand spoken language in meaningful contexts. This contextual support could have helped students to more effectively identify important information and follow the overall message. Similar results were reported by Trung, who found that digital learning environments can improve EFL learners' listening performance due to increased exposure to spoken language [30]. While the instructional approach may be different, both studies show that digital learning resources can be of benefit to listening development.

Additionally, the rank analysis revealed that 33 of the 36 students scored better after the intervention, suggesting that the beneficial impact of video-based instruction was not only statistically significant, but also uniform among the vast majority of the participants. The absence of negative ranks also indicated positive effects of the use of British Council LearnEnglish videos on students' listening performance. The findings suggest that students with different achievement levels experienced the effectiveness of video-based learning and it may be a useful instructional medium in listening activities in English language classrooms.

CONCLUSION

The result of this study showed that the use of British Council LearnEnglish videos had a positive and significant effect on the listening skills of eleventh-grade students. The findings indicate that authentic video materials can effectively supported students' listening comprehension by providing meaningful learning experiences through authentic audio-visuals materials. Therefore, British Council LearnEnglish videos can be considered an effective learning medium for teaching listening in senior high school EFL classroom.

The findings also have several implications for English language teaching. For students, the use of British Council LearnEnglish videos provides greater exposure to authentic spoken English and supports the development of listening skills through meaningful learning experiences. For teachers, British Council LearnEnglish videos can be used as an alternative instructional medium to create more engaging, contextualized, and students centered listening activities. Integrating authentic video materials into classroom instruction may also help teachers provide a more interactive learning environment and encourage students to participate actively during listening lessons.

Based on the findings of this study, future researchers are encouraged to conduct similar studies using more rigorous research designs, such as quasi-experimental or true experimental designs involving control groups, larger and more diverse samples, and longer treatment periods. Future studies may also examine the effectiveness of British Council LearnEnglish videos in different educational settings or explore their use in developing other English language skills, such as speaking, reading, or writing.

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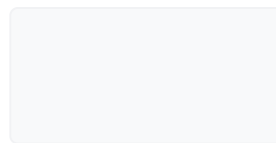
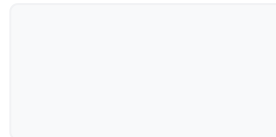
Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that

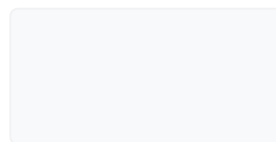
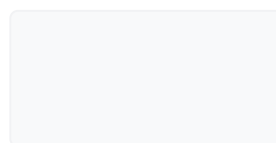
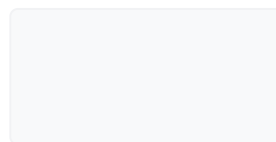
could be construed as a potential conflict of interest.

APPENDICES

1. Appendix A. Students' Pre-test and Post-test Scores



Appendix B. Instrument Validation Sheet



Appendix C. Google Form Interface

