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THE INFLUENCE OF WHITE EAGLE YOUTUBE VIDEOS ON STUDENTS' LISTENING COMPREHENSION AT A PUBLIC SENIOR HIGH SCHOOL IN SERANG CITY

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Abstract

This study aimed to examine the influence of White Eagle YouTube videos on students' listening comprehension at a public senior high school in Serang City, Banten Province. The research utilized a quantitative quasi-experimental design that included both an experimental group and a control group. The participants consisted of eighty tenth-grade students divided equally into the two groups. Listening comprehension tests were administered before and after the treatment to measure students' achievement. The data were analyzed using descriptive and inferential statistics. The findings showed that the experimental group demonstrated greater improvement than the control group. The score of the experimental group increased from 55.25 to 76.75, whereas the score of the control group increased from 52.37 to 68.13. In addition, the Independent Samples t-test revealed a significance value of 0.002, indicating a statistically significant difference between the two groups. These findings suggest that White Eagle YouTube videos positively influenced students' listening comprehension.

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INTRODUCTION

Listening comprehension is a crucial component of English language learning, interpret meaning, and respond appropriately in communication. This skill involves the ability to combine language knowledge, contextual interpretation, and cognitive abilities in order to understand spoken communication effectively. Previous studies conducted by Chen et al. (2023), Chiu and Lin (2024), Gilakjani and Sabouri (2021), Kusin and Salleh (2025), and Lin and Chen (2025) indicate that YouTube-based instructional videos can support students' listening comprehension by providing audiovisual input, authentic pronunciation, and contextualised language exposure. In addition, audiovisual materials may increase students' motivation and engagement during listening activities.

Preliminary observations and interviews with English teachers at the school. These difficulties included limited vocabulary mastery, unfamiliarity with different English accents, rapid speech delivery, and insufficient exposure to authentic listening materials. Similar findings were reported by Li and Renandya (2022), Maulida and Sakkir (2025), and Syahabuddin et al. (2025), who found that students with limited exposure to authentic English input often struggle to process spoken language effectively. Furthermore,

conventional listening activities that mainly rely on textbook audio recordings tend to reduce students' motivation and participation during classroom learning.

The use of mobile learning applications has become increasingly important in learning. Miranty and Widiati (2021) found that mobile learning applications positively support Indonesian students' listening development. One educational channel that potentially supports listening instruction is the White Eagle YouTube channel. The channel provides curriculum-related English learning videos featuring clear pronunciation, contextual vocabulary, and structured explanations. These characteristics make the channel potentially beneficial for improving students' listening comprehension, particularly for learners with limited exposure to authentic English communication.

Although numerous studies highlight the influence of YouTube in language learning, empirical investigations focusing specifically on curriculum-oriented YouTube channels remain underexplored. Most previous studies primarily examined YouTube as a general learning platform rather than investigating the pedagogical effectiveness of structured instructional channels integrated into formal classroom instruction. Yuliani and Fitri (2024) argue that not all YouTube content is pedagogically appropriate for classroom learning.

In addition, previous studies have generally emphasized students' motivation or general language learning outcomes rather than specifically examining listening comprehension through classroom-based experimental research Suryani and Abdullah (2023). This methodological limitation indicates the need for further investigation regarding the implementation of structured YouTube-based instruction in listening comprehension learning.

Based on these issues and research gaps, this study investigated whether the using of White Eagle YouTube videos significantly influenced students' listening comprehension compared with conventional teaching methods. The study formulated the following hypotheses: H_0 : There is no significant influence of using White Eagle youtube channel videos on students' listening comprehension at the school. H_1 : There is a significant influence of using White Eagle youtube channel videos on students' listening comprehension at the school.

RESEARCH METHOD

The research was conducted at the school. The participants were 80 tenth-grade students, divided into two classes: Class x b served as the control, and Class x a as the experimenal, each with 40 students. Classes were selected using a purposive sampling technique because participants were not randomly assigned. The study was implemented in several steps. After that, the experimental group participated in learning activities using videos from the White Eagle YouTube channel, whereas the control group employed traditional teaching techniques. The instructional materials were designed in line with the curriculum and adjusted to meet students' learning needs. Data was conducted using descriptive statistical methods, homogeneity and normality tests, as well as Statistical analysis was performed using an Independent Samples t-test within the IBM SPSS Statistics (Version 26) environmentas. These analyses were conducted to determine whether using White Eagle YouTube channel videos produced a statistically significant impact on students' listening comprehension.

Research Design

This research utilized a quantitative quasi-experimental method with a nonequivalent control group design, which was considered appropriate because the researcher intended to examine the influence of White Eagle YouTube videos without randomly assigning participants into groups. According to Chali et al. (2022), a quasi-exp design is suitable for

educational research in natural classroom settings where random assignment is difficult to implement. The independent variable was the use of White Eagle YouTube videos, while the dependent variable was students' listening comprehension. Two groups participated in the study: an experimental group receiving instruction through White Eagle YouTube videos and a control group receiving instruction through conventional teaching methods.

Participants and Sampling Technique

The research was conducted at the school. The participants consisted of eighty tenth-grade students divided into two classes. (Class x-a experimental group), while (Class x-b control group), with 40 students in each class. The participants were selected through purposive sampling because the school had already organized the classes and could not be randomly assigned.

Instruments

The research utilized a listening comprehension test as the primary assessment instrument. The test contained multiple-choice listening questions developed in accordance with the English curriculum and the learning materials applied during the study. The instrument was intended to assess students' abilities to identify main ideas, specific information, vocabulary, and meaning from spoken English texts. The reliability of the instruments was analysed using Cronbach's Alpha, and a reliability of 0.756 was obtained, indicating that the instrument was sufficiently reliable for educational research.

Data Analysis

The data collected from the pre and post -test were analyzed use descriptive and inferential statistical procedures with IBM SPSS Statistics 26. Descriptive statistics were applied to identify the mean, min score, max score, and std deviation of students' achievement scores. The study utilized the Shapiro-Wilk and Levene's tests to validate normality and homogeneity of variance, respectively. Subsequently, an Independent Samples t-test assessed the differences between the experimental and control groups, applying a p-value cut off of 0.05 to determine statistical significance.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section presents the finding of the studies concerning the influence of White Eagle. As described in the Research Method section. The findings presented in this section cover descriptive statistical analysis, assumption testing, and hypothesis testing through an Independent Samples t test to examines whether the implementation of White Eagle YouTube videos significantly affected students' listening comprehension achievement

Table 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experimental	40	20	90	55.25	16.288
PostTest Experimental	40	50	95	76.75	11.009
PreTest Control	40	15	75	52.37	14.892

PostTest Control	40	45	90	68.13	12.541
Valid N (listwise)	40				

The result of the pretest indicated that two groups had relatively similar listening comprehension abilities before the treatments was administered. After the treatment period, the post-test scores showed improvement in both groups. This result suggests that students who learned through White Eagle YouTube videos demonstrated better listening comprehension performance compared with students who learned through conventional teaching method.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
PreTestExperimental	.119	40	.161	.972	40	.426
PostTestExperimental	.116	40	.189	.966	40	.259
PreTestControl	.104	40	.200*	.957	40	.129
PostTestControl	.134	40	.066	.956	40	.125
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normality analysis was performed employing the Shapiro-Wilk test to evaluate the normality of the data. The findings revealed that the significance values obtained from both groups exceeded 0.05

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	**Based on Mean**	1.234	1	78	.270
	Based on Median	.764	1	78	.385
	Based on Median and with adjusted df	.764	1	76.780	.385
	Based on trimmed mean	1.214	1	78	.274

The homogeneity of variance across both groups was confirmed, as Levene's Test resulted in a p-value higher than 0.05. This indicates that the spread of data between the control and experimental cohorts is statistically consistent

Table 4. Result of Independent Sample test

				t-test for Equality of Means						
				t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	1,234	0,270	3,269	78	0,002	8,62500	2,63870	3,37175	13,87825
	Equal variances not assumed			3,269	76,713	0,002	8,62500	2,63870	3,37036	13,87964

Based on the Independent Samples t-test, a statistically significant effect was observed between the two groups. These results led to the acceptance of the alternative hypothesis (H1) and the subsequent rejection of the null hypothesis H0).

Discussion

This study aimed to examine whether White Eagle videos significantly influenced students' listening comprehension. As described in the Research Method section, The study used a quasi experimental design that included both an experimental and a control to examine the research objectives. compare students' listening comprehension achievement after the treatment process. The findings demonstrated that students who received instruction through White Eagle YouTube videos achieved better listening comprehension performance than students who learned through conventional teaching methods. Therefore, The findings provide support for the alternative hypothesis. (H_1), which indicates that White Eagle YouTube videos have a significant influence.

The increase in students' listening scores suggests that audiovisual learning media may support students in understanding spoken English more effectively. The videos provided authentic language exposure, contextual vocabulary, and clearer pronunciation, which may have assisted students in processing spoken input during listening activities. In addition, the visual context presented in the videos helped students interpret the meaning more easily and maintain their attention during classroom learning.

The tables presented in the findings section illustrate the differences between between the groups prior to and following the treatment process. The visual data indicate that the experimental group demonstrated greater progress in listening comprehension achievement after receiving instruction through White Eagle YouTube videos. This result suggests that integrating audiovisual media into listening instruction may create a more engaging and interactive learning environment compared with conventional listening activities. Before conducting hypothesis testing, assumption testing was performed the data fulfilled the statistical requirements for parametric analysis. the data were considered appropriate for further analysis using an Independent Samples t-test. Consequently, (H_0) was rejected, and (H_1) was accepted.

Based learning positively contributes to students' listening comprehension and classroom engagement. Ly et al. (2024) explain that YouTube can improve students' motivation, vocabulary acquisition, pronunciation accuracy, and listening ability through authentic audiovisual materials. Similarly, Hasan (2025) states that YouTube supports language learning by providing contextualized listening input and encouraging independent learning activities. The present study strengthens these findings by specifically examining the implementation of a curriculum-oriented YouTube channel in a classroom-based experimental setting.

In addition, the findings extend previous research because the study focused specifically on the White Eagle YouTube channel as structured instructional media rather than examining YouTube as a general learning platform. Previous studies mainly discussed students' motivation or general language learning outcomes, whereas this study specifically investigated listening comprehension achievement through controlled classroom instruction.

Furthermore, the improvement in students' listening comprehension may have been influenced by several pedagogical factors. The White Eagle YouTube videos provided opportunities for students to listen to English pronunciation repeatedly and observe visual cues that supported comprehension. Students were also able to pause, replay, and focus on specific parts of the videos, which may have enhanced their understanding of spoken language. These learning conditions may have increased students' participation, confidence, and engagement during listening activities.

CONCLUSION

Based on the analysis conducted, it can be concluded that using White Eagle YouTube videos positively affected students' listening comprehension achievement. Students who received instruction through White Eagle YouTube videos demonstrated better listening comprehension performance than those who learned through conventional listening instruction. The improvements in students' listening comprehension may be associated with several characteristics of the White Eagle YouTube videos, including clear pronunciation, contextual vocabulary, and audiovisual explanations that support students in interpreting spoken English more effectively.

In addition, the audiovisual format enabled students to connect spoken language with visual context, which may have reduced listening difficulties related to unfamiliar accents and limited exposure to authentic English input. Furthermore, the findings suggest that curriculum-oriented YouTube channels can function as effective instructional media in English listening classrooms. Therefore, integrating YouTube-based instructional media into classroom learning may support the improvement of students' listening comprehension achievement more effectively than conventional teaching method

Funding

This study was carried out without external funding from public, commercial, or non-profit sources. The research was carried out independently by the researcher as part of the requirements for completing an undergraduate thesis at university.

Informed Consent Statement

The researcher permission from the school management and the English teacher. Moreover, willingly agreed to take part. All information collected was kept confidential and used solely for academic purposes, with participants' identities remaining anonymous in the presentation of results.

Data Availability Statement

The study utilized listening comprehension scores from tenth-grade students, gathered through pre- and post-assessments. Throughout the collection process, we prioritized ethical guidelines and ensured the complete confidentiality of all student information.

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