



Enhancing EFL students' listening comprehension through BBC learning English on YouTube

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ABSTRACT

Listening comprehension remains a persistent challenge for many EFL learners, particularly when access to varied and accessible spoken English is limited. This study investigated the use of BBC Learning English videos on YouTube as a supplementary resource for supporting Grade 11 students' listening comprehension. A pre-experimental one-group pre-test-post-test design was employed with 20 students at a senior high school in Palopo, South Sulawesi, Indonesia. Data were collected through listening comprehension tests administered before and after the intervention and a questionnaire examining students' perceptions. Data were analyzed using descriptive statistics and a paired-samples t-test. The results showed an increase in the mean listening comprehension score from 53.00 on the pre-test to 83.50 on the post-test, representing a 30.50-point gain. The paired-samples t-test indicated a statistically significant difference, $t(19) = -5.977, p < .001$, with a large within-group effect ($dz \approx 1.34$). Students also reported positive perceptions, with 94% of questionnaire responses falling within the "agree" or "strongly agree" categories. These findings indicate substantial improvement in listening comprehension following the intervention and suggest that BBC Learning English on YouTube may serve as an accessible supplementary resource for EFL listening instruction. However, because the study lacked a control group, the findings indicate improvement following the intervention rather than definitive evidence of a causal effect attributable solely to BBC Learning English.

1. INTRODUCTION

Listening comprehension is a fundamental component of second language (L2) proficiency because it enables learners to access spoken input, participate in communication, and develop other aspects of language competence. However, listening is not a passive process of receiving sounds. Successful comprehension requires learners to recognize spoken forms, access lexical knowledge, interpret meaning, integrate information, and regulate their understanding while processing rapidly unfolding input. Recent research has demonstrated that L2 listening comprehension is associated with multiple linguistic, cognitive, metacognitive, and affective factors. In particular,



vocabulary knowledge plays an important role in explaining individual differences in listening performance. Han and Qian (2024) demonstrated that both the breadth and depth of aural vocabulary knowledge contribute to EFL learners' listening comprehension, while Saito et al. (2025) further showed the importance of phonological aspects of vocabulary knowledge in explaining variation in L2 listening proficiency. At the same time, metacognitive awareness and strategic regulation are also important components of successful listening. In'nami et al. (2023), through a meta-analytic structural equation modeling approach, demonstrated the relationship between metacognitive awareness and L2 listening performance, while Dalman and Plonsky (2025) found a positive overall effect of second-language listening strategy instruction. These findings indicate that improving listening comprehension requires more than simply exposing learners to spoken English; it requires learning conditions that provide meaningful input and opportunities for active and strategic listening.

The challenge is particularly relevant in EFL contexts, where learners have relatively limited opportunities to encounter English outside the classroom. Indonesian EFL learners may experience difficulties related to vocabulary, pronunciation, concentration, speech rate, and the processing of authentic spoken language. Putera Jaya et al. (2021), for example, reported various linguistic and non-linguistic problems experienced by Indonesian university students in listening comprehension. Such challenges suggest the need for pedagogical approaches that provide learners with sufficient exposure to spoken English while allowing them to process and revisit input. Extensive listening has therefore received increasing attention as an approach that can supplement classroom-based listening instruction. Zeng and Goh (2018) demonstrated that an extensive listening approach grounded in self-regulated learning can contribute to listening achievement and metacognitive awareness. Similarly, Ivone and Renandya (2019) emphasized the pedagogical potential of extensive listening and viewing in English language teaching, while Yen and Thao (2021) reported positive effects of extensive listening on EFL learners' listening comprehension. More recent evidence also indicates that extensive listening may produce multidimensional benefits beyond listening test performance (Chang & Renandya, 2023). Su et al. (2024) further highlighted the perceived value of extensive listening for students in eastern Indonesia, making this line of research particularly relevant to Indonesian educational contexts.

The development of digital technology has expanded the possibilities for implementing extensive listening through easily accessible audiovisual resources. Unlike conventional audio-only materials, video can provide learners with multiple sources of information, including spoken language, visual context, gestures, facial expressions, and other contextual cues. Such multimodal information may support learners' interpretation of spoken input, although the contribution of visual information is not necessarily automatic. Kam et al. (2020) found that the effects of captioned videos on L2 listening outcomes can be related to learners' modality preferences and working memory capacity. Similarly, Chen et al. (2022) demonstrated the potential of video-based learning with vocabulary support for improving English listening comprehension. More broadly, Liu and Aryadoust's (2024) meta-analysis of video input in L2 listening assessment found a positive, although relatively modest, effect of video input on listening performance. Recent research has continued to demonstrate that learners' visual attention, emotional responses, and multimodal processing can influence how audiovisual input is processed (Kim, 2025; Shi & Révész, 2026). These findings suggest that video should not simply be



viewed as an attractive technological supplement; rather, its pedagogical value depends on how learners engage with and process the multimodal input.

Among the digital platforms available to EFL learners, YouTube has attracted considerable attention because of its accessibility, extensive range of authentic and educational materials, and potential to provide repeated exposure to spoken English. Research has examined YouTube as a resource for developing different dimensions of English competence (Nofrika, 2019) and as an alternative medium for improving listening skills (Nurdiawati, 2019). In the context of EFL listening, Yuyun and Simamora (2021) reported the potential of YouTube to support students' listening development, while Rustam and Danial (2022) highlighted the value of YouTube-sourced videos as authentic and updated listening materials. Other studies have reported positive experiences among EFL learners using YouTube videos to develop listening skills (Fadillah et al., 2023; Karim et al., 2023). Sembiring and Katemba (2023) likewise examined the use of English educational videos on YouTube for improving listening comprehension. These studies collectively indicate that YouTube can function as more than an entertainment platform; it can provide a flexible environment for accessing English-language input and supporting listening practice.

The relevance of YouTube is particularly evident in the Indonesian EFL context. Several studies have investigated YouTube-based listening instruction among Indonesian learners, including senior high school students. Efruan et al. (2023), for instance, examined the impact of YouTube English videos on the listening comprehension of senior high school students in Gowa, South Sulawesi. Lestari et al. (2023) also investigated YouTube as a teaching medium for optimizing students' English listening comprehension. More recently, Wijaya and Waehayee (2026) examined English-subtitled YouTube narrative videos in a vocational high school context, while Wahidah et al. (2026) explored the integration of YouTube vlogs into mobile-assisted extensive listening. In addition, Salsabiela et al. (2024) investigated EFL lecturers' attitudes towards YouTube as a tool for extensive listening. These studies demonstrate the growing interest in YouTube-mediated listening instruction in Indonesia and provide evidence of its potential as an accessible source of English input. Nevertheless, the existing literature also suggests that the effectiveness of YouTube depends on the type of content, learning activities, learner engagement, and pedagogical purpose rather than on the platform itself.

Within this broader YouTube-based learning environment, BBC Learning English represents a particularly relevant resource because it provides structured English-learning content designed for language learners. Its availability through YouTube allows learners to access educational videos beyond conventional classroom materials while maintaining exposure to English presented for pedagogical purposes. Previous Indonesian research has already examined BBC-related resources. Khasyar and Sabila (2020) investigated students' perceptions of the BBC English YouTube Channel in relation to vocabulary learning, while Rachmiati et al. (2021) examined the use of BBC podcasts in developing EFL students' listening skills. These studies provide an important foundation for considering BBC resources in Indonesian EFL education. However, they also indicate a need for further investigation of how BBC Learning English videos available through YouTube can be employed specifically as a classroom-based resource for improving students' listening comprehension.

Although previous studies have established the potential of extensive listening, audiovisual input, YouTube, and BBC-related resources, several gaps remain. First, much



of the existing YouTube literature examines learners' perceptions, general English development, or the use of diverse YouTube materials rather than a specific, structured English-learning channel. Second, although studies have examined video input and audiovisual learning, the evidence does not justify assuming that video automatically produces better listening comprehension; learners' processing, attention, and engagement remain important considerations (Liu & Aryadoust, 2024; Kim, 2025; Shi & Révész, 2026). Third, while Indonesian studies have increasingly investigated YouTube-based listening instruction, relatively limited attention has been given to BBC Learning English on YouTube as a focused pedagogical resource for senior high school EFL learners. This gap is particularly relevant given the continuing need for accessible and meaningful English listening exposure in Indonesian secondary education.

Therefore, the present study investigates the use of BBC Learning English on YouTube to support the development of EFL students' listening comprehension. By focusing on a structured educational YouTube resource rather than YouTube as a general platform, this study seeks to contribute more specific evidence concerning the pedagogical potential of digital audiovisual materials for listening instruction. The study also responds to the need for further empirical research in Indonesian EFL contexts, where opportunities for sustained exposure to English outside the classroom may be limited. In doing so, it connects current discussions of listening comprehension, extensive listening, audiovisual learning, and technology-mediated language learning with the practical use of an accessible educational resource. The findings are expected to contribute to the growing literature on technology-enhanced EFL listening instruction and to provide pedagogical insights for teachers seeking to integrate authentic and accessible digital resources into classroom listening activities.

2. METHODS

2.1. Research Design

This study employed a quantitative pre-experimental design using a one-group pre-test-post-test design. The design involved a single group of students who completed a pre-test before the intervention, received instruction using BBC Learning English videos accessed through YouTube, and subsequently completed a post-test. The design can therefore be represented as O_1-X-O_2 , where O_1 represents the pre-test, X represents the treatment, and O_2 represents the post-test.

The design was used to examine changes in students' listening comprehension following the implementation of BBC Learning English as an instructional resource. The original study explicitly identified the pre-test, treatment, and post-test as the three main stages of the research.

Because the study employed only one group and did not include a control or comparison group, the results are interpreted as evidence of within-group change rather than definitive evidence that the intervention alone caused the observed improvement. This limitation is particularly important when interpreting the statistical difference between the pre-test and post-test scores.

2.2. Research Setting and Participants

The study was conducted at SMAN 4 Palopo, South Sulawesi, Indonesia, during the 2024–2025 academic year. The study investigated the use of BBC Learning English videos accessed through YouTube as a supplementary resource for supporting students'



listening comprehension. The study is situated within the rapidly developing literature on technology-mediated listening, audiovisual learning, extensive listening, and YouTube-based EFL instruction, particularly recent research published between 2024 and 2026.

The population comprised 120 eleventh-grade students distributed across three classes: XI IPA 1, XI IPA 2, and XI IPA 3. Purposive sampling was employed to select the participating class, resulting in the selection of XI IPA 2, which consisted of 20 students. The class was selected because the students were considered to have relatively low English proficiency, particularly in listening comprehension. The participants were therefore treated as an intact classroom group rather than a randomly selected sample.

Accordingly, the findings should be interpreted within the specific instructional and contextual conditions of the participating class. The study does not aim to provide statistically generalizable evidence for Indonesian senior high school students as a whole; rather, it provides context-specific empirical evidence concerning the integration of BBC Learning English into EFL listening instruction in a senior high school setting in South Sulawesi.

2.3. Data Collection

Data were collected using two instruments: a listening comprehension test and a student questionnaire. The listening comprehension test was administered before and after the treatment to measure changes in students' listening performance following the use of BBC Learning English videos. The assessment focused on three aspects of listening identified in the study: listening for the main idea, listening for details, and listening and making inferences. Students' correct responses were converted into scores on a 0–100 scale. The pre-test scores ranged from 30 to 80, with a mean of 53.00 (SD = 12.607), while the post-test scores ranged from 50 to 100, with a mean of 83.50 (SD = 17.252). The available research report does not provide sufficient information regarding a formal pilot test, item-level validity analysis, reliability coefficient, or independent expert validation of the listening test. Therefore, these procedures are not claimed in the present study.

The second instrument was a student questionnaire administered to obtain students' perceptions of using BBC Learning English videos for listening instruction. The questionnaire employed a four-point Likert scale, ranging from 1 to 4: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The questionnaire addressed students' perceptions of the usefulness and attractiveness of video-based listening activities, the use of YouTube as a learning platform, the interest and content of BBC Learning English videos, vocabulary development, video duration, the availability of transcripts, and perceived improvement in listening skills. The original report indicates that the questionnaire contained ten Likert-scale statements as well as additional opinion questions, although the methodological description inconsistently reports the total number of questions. Therefore, the revised article reports the questionnaire primarily in terms of its clearly documented Likert-scale component rather than asserting an exact total number of items. As with the listening test, the original report does not provide a formal reliability coefficient, such as Cronbach's alpha, or sufficient evidence of construct validation. Accordingly, no reliability coefficient is reported in the present study.

The data collection procedure consisted of three main stages: pre-test, treatment, and post-test. Before the treatment, all 20 participating students completed the listening comprehension pre-test to establish their initial listening performance. The results indicated relatively low initial performance, with scores ranging from 30 to 80 and a mean



of 53.00 (SD = 12.607). Twelve students (60%) were classified in the low category, six students (30%) in the fair category, one student (5%) in the good category, and one student (5%) in the very good category.

Following the pre-test, the students participated in listening instruction using BBC Learning English videos accessed through YouTube. At the beginning of the intervention, the researcher introduced the BBC Learning English channel and explained how the videos would be used during classroom learning. Unfamiliar vocabulary related to the learning materials was introduced before the listening activities. The researcher then provided selected BBC Learning English materials and played the videos for the students. During the listening activities, students were given questions designed to assess their understanding of the video content. They were subsequently asked to explain what they had understood from the videos, after which the researcher discussed their responses and provided feedback.

The treatment therefore involved several complementary learning activities rather than passive video viewing. Students listened to the videos, processed the information presented, responded to comprehension questions, discussed their understanding, and received feedback from the researcher. The original report also indicates that different unfamiliar vocabulary items were introduced during the meetings and that students gradually became familiar with the use of BBC Learning English materials throughout the intervention. However, the original report does not provide sufficiently precise information about the total number of treatment sessions, the length of each session, or the exact duration of the intervention. These details are therefore not artificially specified in the revised methodology.

After the treatment, all students completed the listening comprehension post-test to determine whether their listening performance had changed following the intervention. The post-test scores ranged from 50 to 100, with a mean of 83.50 (SD = 17.252). Eleven students (55%) achieved the excellent category, four students (20%) achieved the very good category, one student (5%) achieved the good category, two students (10%) achieved the fair category, and two students (10%) remained in the low category. The pre-test and post-test results were subsequently used to examine changes in students' listening comprehension following the intervention, while the questionnaire data were used to describe students' perceptions of the use of BBC Learning English videos in listening instruction.

2.4. Data Analysis

The quantitative data were analyzed using SPSS. Descriptive statistics were first calculated to summarize students' listening performance, including the mean, standard deviation, minimum score, and maximum score.

To determine whether there was a statistically significant difference between students' pre-test and post-test scores, a paired-samples t-test was conducted. This analysis was appropriate because the same 20 students provided scores at both measurement points.

The original analysis produced a mean difference of 30.50 points, with $t(19) = 5.977$ and $p < .001$. The result indicates a statistically significant increase in listening scores from the pre-test to the post-test.

In addition to statistical significance, an effect size was calculated from the reported paired-samples t statistic using the standardized effect-size relationship for paired



observations ($d_{z} = t/\sqrt{n}$). Based on $t = 5.977$ and $n = 20$, the estimated Cohen's d_z is approximately 1.34, indicating a large within-group effect. This effect-size estimate is derived from the reported statistical results rather than directly reported in the original study.

Questionnaire responses were analyzed descriptively using frequencies and percentages. The responses were used to characterize students' perceptions of the BBC Learning English videos rather than to test a causal relationship between perceptions and listening performance. The original questionnaire results showed that 56% of responses were in the strongly agree category, 38% in the agree category, and 6% in the disagree category, with no responses in the strongly disagree category.

3. RESULTS

3.1. Baseline Listening Comprehension Performance

The pre-test results provide an indication of the students' initial listening comprehension before the implementation of BBC Learning English videos. The assessment focused on three dimensions of listening comprehension: identifying the main idea, understanding details, and making inferences.

The 20 participating students obtained pre-test scores ranging from 30 to 80, with a mean of 53.00 (SD = 12.607). The distribution of scores indicates that the participants entered the intervention with generally limited listening performance. Twelve students (60%) obtained scores below 60, six students (30%) obtained scores between 60 and 69, and only two students (10%) achieved scores of 70 or above. No student reached the excellent category.

Table 1. Distribution of Students' Pre-test Listening Comprehension Scores

Score category	Score range	Pre-test n	Pre-test %
Excellent	90–100	0	0%
Very good	80–89	1	5%
Good	70–79	1	5%
Fair	60–69	6	30%
Low	0–59	12	60%
Total		20	100%

The distribution is important because it shows that the initial problem was not restricted to a small number of low-performing students. Rather, 18 of the 20 students (90%) scored below 70, indicating that limited listening comprehension was a relatively widespread characteristic of the participating group. This provides a clear baseline against which the post-test results can be interpreted.

At the individual level, the pre-test data also reveal considerable variation. Scores ranged from 30 to 80, indicating a 50-point gap between the lowest and highest performers. Thus, although the class was generally characterized by low listening performance, students did not begin from exactly the same level of proficiency.

3.2. Post-test Performance Following the Intervention

After the implementation of BBC Learning English videos, the distribution of listening scores shifted substantially toward the higher performance categories. Post-test scores ranged from 50 to 100, with a mean of 83.50 (SD = 17.252).



Table 2. Distribution of Students' Post-test Listening Comprehension Scores

Score category	Score range	Post-test n	Post-test %
Excellent	90–100	11	55%
Very good	80–89	4	20%
Good	70–79	1	5%
Fair	60–69	2	10%
Low	0–59	2	10%
Total		20	100%

The most notable change is the increase in the proportion of students achieving 70 or above. At pre-test, only 2 students (10%) reached this level. At post-test, the number increased to 16 students (80%). Conversely, the proportion of students in the low category decreased from 60% to 10%.

The proportion of students achieving excellent scores also increased markedly. No student reached the excellent category in the pre-test, whereas 11 students (55%) achieved scores between 90 and 100 in the post-test. In addition, four students (20%) achieved very good scores. Thus, 15 of the 20 students (75%) achieved at least a very good score, compared with only one student (5%) at pre-test.

This redistribution indicates that the increase in the class mean was accompanied by a substantial shift in the overall performance profile, rather than being produced exclusively by one or two exceptionally high scores.

3.3. Magnitude of Change in Listening Scores

The descriptive comparison demonstrates a 30.50-point increase in the mean listening score, from 53.00 at pre-test to 83.50 at post-test.

Table 3. Descriptive Statistics of Pre-test and Post-test Listening Comprehension Scores

Measure	Pre-test	Post-test	Change
N	20	20	—
Mean	53.00	83.50	+30.50
SD	12.607	17.252	—
Minimum	30	50	+20
Maximum	80	100	+20

The change in the mean corresponds to an increase of approximately 57.5% relative to the pre-test mean. More importantly, the minimum score increased from 30 to 50, while the maximum score increased from 80 to 100. This means that improvement was observable not only at the upper end of the distribution but also among the lowest-performing students.

The increase in the standard deviation from 12.607 to 17.252 suggests that the post-test scores were more dispersed than the pre-test scores. This is an important finding that should not be overlooked. Although the class average increased considerably, the intervention did not produce completely uniform outcomes across students. Some students reached very high levels, whereas a small number continued to perform at relatively low levels. Thus, the results indicate substantial overall improvement accompanied by increased individual variation.

The original student-level data provide additional evidence of this variation. Several students who began with scores in the low category subsequently achieved scores in the



excellent or very good categories, while a small number of students remained in the low or fair categories after the intervention.

3.4. Statistical Significance of the Pre-test–Post-test Difference

A paired-samples t-test was conducted to determine whether the observed increase in listening comprehension was statistically significant. The analysis yielded a mean paired difference of -30.50 points when calculated as pre-test minus post-test, with a standard deviation of 22.821 . The 95% confidence interval for the mean difference extended from -41.180 to -19.820 . The analysis produced $t(19) = -5.977$, $p < .001$.

Table 4. Paired-Samples t-Test Results for Pre-test and Post-test Listening Comprehension Scores

Statistic	Result
Mean difference (Pre – Post)	-30.50
SD of differences	22.821
95% CI	$[-41.180, -19.820]$
t	-5.977
df	19
p	$< .001$

The confidence interval does not include zero, providing further evidence that the average difference between the two measurements was statistically distinguishable from zero. The direction of the difference confirms that post-test performance was higher than pre-test performance.

The magnitude of the standardized within-group change was also estimated from the paired t statistic. Using the paired-samples effect-size formulation, $d_{z} = t/\sqrt{n}$, the estimated Cohen's d_{z} is approximately 1.34 . This represents a large standardized change within the participating group.

Therefore, three forms of evidence converge: (1) the increase in the mean score, (2) the redistribution of students toward higher performance categories, and (3) the statistically significant paired comparison with a large standardized effect. Together, these results provide strong evidence of substantial within-group improvement following the intervention.

However, the result should be interpreted specifically as a within-group change associated with the intervention period. Because the study did not include a control group, the statistical result alone cannot establish that BBC Learning English was the sole cause of the observed improvement.

3.5. Students' Responses to BBC Learning English

The questionnaire provided a second source of evidence concerning students' experiences with BBC Learning English. The instrument included ten Likert-scale statements, with responses ranging from strongly disagree to strongly agree. The original methodological description contains an inconsistency concerning the total number of questionnaire questions, but the results clearly report the ten Likert-scale items.

Across the ten items, the 20 students generated 200 Likert responses. The aggregated responses were:

Table 5. Students' Responses to the BBC Learning English Questionnaire

Response category	Frequency	Percentage
Strongly agree	111	56%
Agree	76	38%



Disagree	13	6%
Strongly disagree	0	0%
Total	200	100%

Thus, 187 of the 200 responses (94%) were positive, while only 13 responses (6%) were negative. No strongly disagree response was recorded.

The item-level responses provide a more informative picture than the aggregate percentage alone. Students were particularly positive about the contribution of BBC Learning English to vocabulary development: 16 students strongly agreed and four agreed that the videos could add to their new vocabulary. Similarly, all 20 students responded positively to the statement that learning listening through BBC Learning English videos was interesting, with 13 strongly agreeing and seven agreeing.

Students also responded positively to the use of video and YouTube. Nineteen students agreed or strongly agreed that video was beneficial for listening learning, while 17 students agreed or strongly agreed that using YouTube made them more interested and encouraged active participation.

The responses concerning the duration of the videos and the availability of transcripts were also predominantly positive, although they showed slightly greater variation than the vocabulary-related item. For example, 19 students responded positively to the adequacy of video duration, while 19 also responded positively to the usefulness of transcripts.

The final item directly addressing perceived listening improvement received 12 strongly agree, seven agree, and one disagree response. Thus, 95% of students responded positively to the statement that BBC Learning English videos could improve their listening skills.

3.6. Convergence between Performance and Perception Data

When considered together, the listening-test and questionnaire findings show a convergence between behavioral performance and learner perception.

The performance data demonstrate a substantial increase in listening scores, from a mean of 53.00 to 83.50, while the questionnaire data show that 94% of all responses were positive toward the use of BBC Learning English.

This convergence is noteworthy because the two instruments capture different dimensions of the learning experience. The listening test provides evidence of observed performance change, whereas the questionnaire captures students' perceptions of the instructional medium and learning experience. The fact that both sources point in a generally positive direction strengthens the descriptive evidence associated with the intervention.

At the same time, the questionnaire results should not be treated as proof that students' positive perceptions caused their improved test performance. The questionnaire is descriptive and measures students' perceptions after the intervention. Consequently, its results are best interpreted as complementary evidence concerning how students experienced the instructional medium.

3.7. Summary of the Main Findings

Three principal findings emerged from the analysis. First, the participants demonstrated relatively low initial listening comprehension, as reflected in a mean pre-test score of 53.00, with 90% of students scoring below 70. Second, students' listening performance improved substantially following the intervention. The mean score increased by 30.50 points, from 53.00 on the pre-test to 83.50 on the post-test. At the same time, the proportion of students achieving scores of 70 or above increased from 10% to 80%, while the proportion of students classified in the low-performance category decreased from 60% to 10%. Third, the paired-samples t-test



indicated a statistically significant difference between pre-test and post-test scores, $t(19) = -5.977$, $p < .001$, with an estimated large within-group effect ($d_{z} \approx 1.34$). The questionnaire findings further indicated generally positive student perceptions of the use of BBC Learning English, with 94% of all responses falling within the “agree” or “strongly agree” categories.

Taken together, these findings indicate substantial within-group improvement in students’ listening comprehension during the intervention period, accompanied by generally positive perceptions of BBC Learning English as a listening-learning resource. However, given the one-group pre-test–post-test design, the findings should be interpreted as evidence of improvement following the intervention rather than definitive evidence of a causal effect attributable solely to BBC Learning English. The implications of these findings and their relationship to previous research are discussed in the following section.

4. DISCUSSION

4.1. Improvement in Students’ Listening Comprehension

The present study found a substantial improvement in students’ listening comprehension following the implementation of BBC Learning English videos through YouTube. The mean listening score increased from 53.00 in the pre-test to 83.50 in the post-test, representing a 30.50-point increase. This improvement was statistically significant, $t(19) = -5.977$, $p < .001$, with an estimated large within-group effect ($d_{z} \approx 1.34$). The improvement was also reflected in the distribution of students’ scores. The proportion of students achieving scores of 70 or above increased from 10% to 80%, whereas the proportion classified in the low-performance category decreased from 60% to 10%. These changes suggest that the improvement was not limited to a small number of high-performing students but represented a broader shift in classroom performance.

This finding is consistent with previous research demonstrating the potential of extensive listening to support EFL learners’ listening development. Zeng and Goh (2018) found that an extensive listening approach combined with self-regulated learning could contribute to listening achievement and metacognitive awareness. Similarly, Yen and Thao (2021) reported positive effects of extensive listening on EFL learners’ listening comprehension, while Chang and Renandya (2023) highlighted the multidimensional benefits associated with extensive listening. The present findings extend this body of research by demonstrating substantial within-group improvement when listening practice is delivered through an accessible audiovisual resource and incorporated into structured classroom activities.

The finding is also broadly consistent with research on YouTube-mediated listening instruction. Previous studies have reported the potential of YouTube videos to support listening development among EFL learners (Yuyun & Simamora, 2021; Rustam & Danial, 2022; Fadillah et al., 2023; Karim et al., 2023; Sembiring & Katemba, 2023). More recent studies have continued to investigate YouTube-based listening activities, including English-subtitled narrative videos in vocational education (Wijaya & Waehayee, 2026) and YouTube vlogs integrated into mobile-assisted extensive listening (Wahidah et al., 2026). The present study contributes to this literature by focusing on BBC Learning English as a specific educational resource accessed through YouTube, rather than examining YouTube as a general repository of English-language materials.



Nevertheless, the magnitude of improvement needs to be interpreted cautiously. The large within-group effect indicates substantial change between the two measurement points, but it does not establish that BBC Learning English alone caused the improvement. Because the study did not include a control group, alternative explanations such as repeated exposure to the assessment format, classroom practice, maturation, or other instructional influences cannot be completely excluded. Therefore, the findings are best interpreted as evidence of substantial improvement following the intervention, rather than definitive evidence of a causal effect attributable exclusively to BBC Learning English.

4.2. The Role of Audiovisual Input and Structured Listening Activities

One possible explanation for the observed improvement is the combination of audiovisual input and structured listening activities implemented during the intervention. The treatment did not simply require students to watch videos. The instructional procedure involved introducing unfamiliar vocabulary, presenting BBC Learning English videos, asking comprehension questions, eliciting students' understanding, and providing discussion and feedback. This sequence provided students with opportunities to encounter spoken English, process the input, demonstrate comprehension, and receive instructional support.

Such scaffolding is particularly relevant given the complexity of L2 listening comprehension. Han and Qian (2024) demonstrated that both the breadth and depth of aural vocabulary knowledge contribute to EFL learners' listening comprehension, while Saito et al. (2025) emphasized the importance of phonological vocabulary knowledge in explaining individual differences in L2 listening proficiency. The vocabulary preparation incorporated into the present intervention may therefore have reduced some of the lexical barriers that could otherwise interfere with students' processing of spoken input. Although the present study did not directly measure vocabulary development as a mediating variable, the positive questionnaire responses concerning vocabulary learning provide complementary evidence that students perceived the videos as useful for encountering new vocabulary.

The role of listening strategies and metacognitive engagement may also be relevant. In'nami et al. (2023) demonstrated an important relationship between metacognitive awareness and L2 listening, while Dalman and Plonsky (2025) reported an overall positive effect of second-language listening strategy instruction. Although the present study did not directly measure metacognitive awareness or strategy use, students were required to listen for information, respond to comprehension questions, identify what they understood, and discuss their responses. These activities may have encouraged more purposeful engagement with the listening input than passive exposure alone.

The audiovisual nature of the materials may have provided additional contextual support. Unlike audio-only materials, video can present spoken language together with visual information that may assist learners in interpreting meaning. Previous research has shown that audiovisual and captioned materials can support L2 listening under particular conditions. Kam et al. (2020) found that the effects of captioned videos may be associated with modality preference and working memory capacity, while Chen et al. (2022) demonstrated the potential of video-annotated learning with vocabulary support for improving English listening comprehension. Liu and Aryadoust's (2024) meta-analysis further indicated that video input can have a positive effect on L2 listening assessment performance, although the overall effect was relatively modest.



More recent research reinforces the importance of understanding video-based listening as a multimodal process. Kim (2025) examined the relationship between emotion and eye gaze during L2 listening, while Shi and Révész (2026) investigated repeated video-lecture-based tasks and learners' multimodal processing. These studies suggest that learners' attention to and processing of audiovisual input involve multiple interacting dimensions. The present study is compatible with this perspective, but it does not isolate the individual contribution of visual information, captions, or repeated exposure. Consequently, the improvement observed here should be attributed to the overall instructional intervention, rather than to the audiovisual component alone.

4.3. BBC Learning English as a Structured Digital Resource

An important contribution of the present study is the distinction between YouTube as a technological platform and BBC Learning English as a structured educational resource. Previous research has extensively examined YouTube as a source of English-learning materials. Nofrika (2019) explored students' perspectives concerning the role of YouTube in developing English competence, while Nurdiawati (2019) investigated YouTube animated movies as an alternative medium for enhancing listening skills. Other Indonesian studies have examined YouTube videos in relation to listening comprehension and learner perceptions (Yuyun & Simamora, 2021; Rustam & Danial, 2022; Fadillah et al., 2023; Karim et al., 2023).

However, YouTube contains materials that vary considerably in linguistic difficulty, authenticity, speech rate, length, visual complexity, and pedagogical purpose. Therefore, the mere availability of English videos does not guarantee their instructional effectiveness. The present study addresses this issue by focusing on BBC Learning English, a resource specifically developed for English-language learning and made accessible to students through YouTube.

The instructional procedure further distinguished the present intervention from unrestricted video viewing. Students were introduced to the BBC Learning English resource, prepared through vocabulary activities, exposed to selected videos, asked comprehension questions, encouraged to explain their understanding, and provided with discussion and feedback. This suggests that the potential contribution of the resource may derive not simply from its availability on YouTube but from the combination of curated educational content and teacher-mediated instructional activities.

This interpretation is consistent with Salsabiela et al. (2024), who examined lecturers' attitudes toward YouTube as a tool for extensive listening. It also complements research on mobile-assisted and technology-mediated listening. Li (2023) reported the potential of mobile-assisted language learning for listening development, while Pyo and Lee (2025) demonstrated that mobile-assisted blended learning can support both EFL listening skills and learner autonomy. Although the present study did not directly investigate learner autonomy, these findings collectively suggest that digital platforms can create additional opportunities for learners to access and engage with English input.

The present findings are particularly relevant when compared with the limited research specifically involving BBC resources. Khasyar and Sabila (2020) examined students' perceptions of the BBC English YouTube Channel in relation to vocabulary learning, while Rachmiati et al. (2021) investigated BBC podcasts for EFL listening. The present study extends this line of inquiry by examining BBC Learning English videos



delivered through YouTube as a classroom-based listening resource and focusing specifically on listening comprehension among Indonesian senior high school students.

4.4. Students' Perceptions, Indonesian Context, and Pedagogical Implications

The questionnaire findings provide complementary evidence concerning students' experiences with BBC Learning English. Overall, 94% of the recorded responses were categorized as agree or strongly agree. Students were particularly positive about the contribution of the videos to vocabulary development, their interest in listening activities, and the usefulness of the video format and transcripts. These findings indicate that the resource was generally well received by the participating students.

The positive perceptions are relevant because learner engagement may influence the extent to which students interact with and attend to language input. Students who perceive listening activities as interesting and accessible may be more willing to participate actively in classroom tasks. However, positive perceptions should not be interpreted as direct evidence of learning effectiveness. The questionnaire measured students' self-reported experiences rather than objective changes in proficiency. The importance of the questionnaire findings therefore lies in their complementary relationship with the listening-test results: the test demonstrated substantial performance improvement, while the questionnaire indicated that students generally perceived the learning experience positively.

This combination is particularly relevant in the Indonesian EFL context, where learners may have limited opportunities for sustained exposure to English outside the classroom. Su et al. (2024) highlighted the perceived benefits of extensive listening among students in eastern Indonesia, while Efruan et al. (2023) demonstrated the relevance of YouTube English videos in a senior high school context in Gowa, South Sulawesi. The present study adds evidence from Palopo, also in South Sulawesi, and suggests that accessible digital resources can be integrated into classroom listening instruction for learners who begin with relatively limited listening proficiency.

The findings also have implications for classroom practice. First, teachers may consider using curated educational YouTube resources to increase students' exposure to spoken English. Second, video use should be accompanied by purposeful listening tasks rather than passive viewing. Vocabulary preparation, comprehension questions, opportunities to explain understanding, discussion, and feedback can help transform digital content into a structured learning experience. Third, transcripts and other audiovisual features should be used strategically as scaffolding rather than as substitutes for active listening. These implications are consistent with research emphasizing the importance of listening strategies, metacognitive engagement, vocabulary knowledge, and appropriate technological support (Han & Qian, 2024; In'nami et al., 2023; Dalman & Plonsky, 2025).

The findings should nevertheless be interpreted within the methodological boundaries of the study. The sample consisted of 20 students from one intact class selected purposively, and the study employed a one-group pre-test-post-test design. Thus, the results cannot be generalized statistically to the wider population of Indonesian senior high school students, nor can the observed improvement be attributed exclusively to BBC Learning English. Future research should employ larger samples, multiple schools, and comparison groups to determine whether BBC Learning English produces greater improvements than conventional listening instruction or alternative digital resources.



Future studies could also examine the mechanisms underlying listening improvement more directly. For example, subsequent research could investigate whether vocabulary development, metacognitive awareness, caption use, learner engagement, or repeated exposure mediates the relationship between video-based instruction and listening performance. Longitudinal studies would also be valuable for determining whether improvements are sustained after the intervention. Such research could provide a more precise understanding of how learners interact with educational YouTube content and which features contribute most strongly to L2 listening development.

Overall, the present findings suggest that BBC Learning English can serve as a potentially useful and accessible resource for structured EFL listening instruction, particularly when integrated with teacher-guided vocabulary preparation, comprehension tasks, discussion, and feedback. The contribution of the study therefore lies not simply in demonstrating that YouTube can be used for listening instruction, but in providing context-specific evidence concerning the pedagogical use of a curated educational video resource in an Indonesian senior high school context. The findings support further investigation of BBC Learning English and similar digital resources while underscoring the need for stronger experimental designs to establish their comparative and causal effectiveness.

5. CONCLUSION

This study investigated the use of BBC Learning English videos accessed through YouTube as a resource for developing EFL students' listening comprehension in an Indonesian senior high school context. The findings indicate substantial improvement in students' listening performance following the intervention. The mean score increased from 53.00 in the pre-test to 83.50 in the post-test, and the difference was statistically significant. The improvement was accompanied by a substantial shift in the distribution of students' performance, with a greater proportion of students achieving higher listening scores after the intervention. Students also expressed generally positive perceptions of the use of BBC Learning English, particularly regarding its contribution to vocabulary learning, the interest generated by the videos, and the usefulness of audiovisual and transcript-supported materials.

The findings suggest that BBC Learning English can function as a potentially useful supplementary resource for EFL listening instruction when it is incorporated into structured classroom activities. Its pedagogical value appears to extend beyond the availability of English-language videos on YouTube. In the present study, the videos were integrated with vocabulary preparation, comprehension questions, opportunities for students to demonstrate their understanding, classroom discussion, and teacher feedback. This combination provided students with opportunities to engage actively with spoken English rather than simply watch videos passively. The study therefore contributes to the growing literature on technology-mediated listening by highlighting the potential of a curated educational YouTube resource within a teacher-guided instructional framework.

The study also has implications for Indonesian EFL teaching, particularly in contexts where students have limited opportunities for sustained exposure to spoken English beyond the classroom. Teachers may consider incorporating accessible educational video resources such as BBC Learning English to provide additional listening input and to create more varied listening experiences. However, the findings suggest that digital resources



should be accompanied by purposeful pedagogical activities, including vocabulary preparation, comprehension-focused tasks, discussion, and feedback. The effectiveness of digital listening resources should therefore be understood in relation to how they are selected and pedagogically integrated rather than simply to the technology or platform itself.

Despite these contributions, the findings should be interpreted in light of the study's methodological limitations. The use of a one-group pre-test–post-test design and a purposively selected sample of 20 students from one class limits the extent to which the findings can be generalized and prevents definitive causal attribution to BBC Learning English. The study also did not separately examine the effects of vocabulary development, captions, metacognitive awareness, learner engagement, or other factors that may have contributed to the observed improvement. Future research should employ larger and more diverse samples, comparison or control groups, and longitudinal designs to examine the durability and comparative effectiveness of BBC Learning English and other digital listening resources. Further research could also investigate the specific mechanisms through which audiovisual input, vocabulary support, captions, and structured listening activities contribute to L2 listening development.

Overall, the study provides empirical evidence that BBC Learning English on YouTube can be integrated productively into structured EFL listening instruction and is associated with substantial improvement in students' listening comprehension in the participating classroom. While further controlled research is needed to establish its causal and comparative effectiveness, the findings demonstrate the pedagogical potential of combining accessible digital resources with purposeful teacher-guided listening activities in Indonesian secondary EFL education.

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