Enhancing Student Listening Skills Through YouTube Kids

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Abstract

This study aims to investigate the effectiveness of YouTube Kids in improving students' listening skills at SDN 1 Purwokerto Wetan. This study was conducted due to students' low interest in learning English and their limited listening skills. Therefore, interesting and interactive learning media are needed to increase students' motivation and support their listening skills. This study used a quantitative approach with a quasi-experimental design. Participants consisted of two classes: an experimental class (Class 5A) and a control class (Class 5B). The experimental class was taught using YouTube Kids as a learning medium, while the control class received a conventional method. Data were collected through a pre-test and posttest to measure students' listening skills before and after the treatment. Data were analyzed using N-Gain to determine the level of improvement and the Mann–Whitney U test to check for significant differences between the two groups. The results showed that the average score of the experimental class increased from 35.50 in the pre-test to 85.50 in the post-test. Meanwhile, the control class experienced an increase from 30.00 to 64.00. The experimental class's N-Gain score was 0.75, categorized as great improvement, while the control class's score was 0.48, categorized as low improvement. Furthermore, the Mann– Whitney U test ($0.001 < 0.05$) showed a significant difference between the two classes. Based on these findings, it can be concluded that YouTube Kids is effective in improving students' listening skills.

Keywords: YouTube Kids; Listening Skills; Elementary Student

INTRODUCTION

A significant number of learners encounter challenges in mastering the English language, particularly in developing their listening proficiency. As one of the four core language skills, listening plays an important role in language acquisition and achieving comprehensive proficiency (Kandia, 2023). Listening skills are the primary foundation in language acquisition, as learners absorb language input, including sounds, rhythm, intonation, vocabulary, and grammatical structures, which then shape their speaking ability to be more natural and fluent (Rost, 2011). However, many learners face significant challenges in this skill, such as unfamiliar vocabulary, high speaking speeds, various accents, poor audio quality, and distractions in the listening environment (Hardiyanto et al., 2021). For young learners, listening is not just about understanding words, but also about recognizing the rhythms and patterns of language holistically through imitation, an approach that stimulates the natural development of their speaking skills (Grugeon et al., 2012).

In contemporary English Language Teaching (ELT), the incorporation of technology has become increasingly prevalent. Digital tools and resources such as language learning apps and online platforms enhance accessibility and learner engagement. Research shows that technology can improve language acquisition by providing interactive and immersive experiences (Asratie et

al., 2023). One thing that can be done is to use media with technology that can attract students' interest in learning English and improve their listening skills (Erdem, 2021). Within the realm of English language acquisition, instructional media play a crucial role in fostering listening and speaking abilities (Adebimpe, 2021). Such media serve to clarify concepts and information, thereby streamlining and improving learning processes and results (Damayanti & Ma'rufah, 2021). Consequently, well-designed media can captivate students, creating an enjoyable learning experience while effectively conveying learning objectives (Mayer, 2017). Therefore, this study investigates whether students require media that captures their attention and ensures their comfort during listening practice. For this purpose, YouTube Kids emerges as a promising tool for sparking student interest and improving listening skills, particularly among young learners. This is a video-based application made especially for Young learners. YouTube Kids is designed to give children a more controlled environment that is fun and makes it easier for them to Explore (Imaniah et al., 2020). There are many videos that can increase students' vocabulary knowledge and increase students' listening skills.

A preliminary study conducted at SDN 1 Purwokerto Wetan found that students tend to be passive when learning English. Most of them are not interested in English and have weak English skills. However, most young learners are very enthusiastic when the learning process takes place using effective methods, such as using media that can attract their attention and interest. Most students, especially young learners, like to watch videos and films that they usually watch on YouTube regular and have never used YouTube Kids in their learning. Therefore, researchers want to ensure that teaching media using YouTube Kids is an effective medium for their English learning and can improve students' listening skills. There are several previous studies used by researchers to compare with their thesis. Researchers have found several theses with similar topics.

Several previous studies have examined the use of YouTube as a medium in teaching listening skills. Aprilia (2025) and Mutmainna (2023) found that YouTube videos had a significant positive effect on students' listening ability, indicating that the platform can effectively support listening instruction. However, Andriani (2022) reported different findings, showing that the use of YouTube during the pandemic did not result in significant improvement. These mixed results suggest that while YouTube has strong potential as a learning medium, its effectiveness may depend on factors such as implementation, context, and student conditions. In addition to YouTube, other learning media have also been proven to enhance students' listening skills. Nurazizah (2025) found that English children's songs significantly improved listening comprehension among elementary students. Similarly, Yazidah (2023) demonstrated that audiovisual media contributed to better student performance in listening activities. These findings indicate that engaging and audio-visual-based media play an important role in facilitating students' understanding of spoken English, particularly for young learners.

From all the studies above, the media used were YouTube videos, English children's songs, and audio visuals, to improve students' listening skills. No researchers have studied YouTube Kids in English learning, especially listening skills at the elementary school level or Young learners. While in this study, researchers wanted to test media specifically designed for children in the form of videos that are effective in supporting listening skills, especially for young learners. Therefore,

researchers conducted a study entitled "The Effectiveness of YouTube Kids to student listening skills at fifth-grade students of SDN 1 Purwokerto Wetan", to complement previous studies. This study specifically aims to prove whether YouTube Kids can improve listening skills in young learners and makes SDN 1 Purwokerto Wetan as the object of research.

METHOD

This study employed a quantitative research approach using a quasi-experimental design to investigate the effectiveness of YouTube Kids on students' listening skills at SDN 1 Purwokerto Wetan. The study involved an experimental class and a control class to compare students' listening achievement before and after the treatment. The data were collected through listening tests and analyzed using statistical analysis through SPSS.

Research Design

This study used a quantitative research method with a quasi-experimental design. The research design was a pre-test and post-test involving an experimental class and a control class. The experimental class was taught using YouTube Kids as a learning medium, while the control class was taught using conventional learning media. Both classes were given a pre-test before the treatment and a post-test after the treatment to measure improvements in students' listening skills. The purpose of this design was to determine the effectiveness of YouTube Kids on students' listening skills. The study's design is diagrammed below:

Table 1: Research Design

Group	Pre-Test	Treatment	Postest
Experimental	O1	X	O2
Control	O3	-	O4

Where:
O1 = Pre-test of experimental class
O2 = Post-test of experimental class
O3 = Pre-test of control class
O4 = Post-test of control class
X = Treatment using YouTube Kids

Population and Sample

In this study, the population included all fifth-grade students at SDN 1 Purwokerto Wetan during the 2025/2026 academic year, totaling 43 students across two classes: 5A (21 students) and 5B (22 students). Population details for fifth-grade classes at SDN 1 Purwokerto Wetan are outlined below:

Table 2 Population of the research

No	Class	Male	Female	Total
1	5A	9	13	21
2	5B	11	11	22
Total of 5th grade student				43

In this research, This study used a cluster sampling technique, where entire classes were selected as sampling units, rather than individual students. Following cluster sampling for sample selection, classes were randomly assigned to experimental or control conditions via lottery to mitigate selection bias and afford equal chances for each class. Consequently, Class 5A became the experimental group, and Class 5B served as the control. The experimental group underwent treatment incorporating YouTube Kids in lessons, while the control group followed standard instruction devoid of YouTube Kids.

Research Instrument

The instrument used in this study was a listening test administered in the form of a pre-test and post-test to measure students' listening skills before and after the treatment. The test was designed based on the learning material and students' level of understanding. Before being used in the study, the instrument was tested for validity and reliability to ensure its suitability for data collection. The analysis results showed that the instrument was valid and reliable. The pre-test was administered before the implementation of YouTube Kids, while the post-test was administered after the treatment to determine improvements in students' listening skills. The pretest consisted of 10 questions: four multiple-choice, two true/false, and four fill-in-the-blank questions related to the topic “Parts of the Body.” The measurement scale used was the Guttman scale, where each correct answer receives a score of 1 and each incorrect answer a score of 0. The post-test also consisted of 10 questions: 4 multiple-choice, 2 true/false, and 4 fill-in-theblank, all related to the topic "Body Parts." The post-test questions had the same question types, indicators, and difficulty levels as the pre-test, but with different items. The goal was to ensure test equivalency while avoiding question duplication.

Data Collection Procedure

The data collection procedure in this study was conducted in several stages. First, the researcher administered a pre-test to both the experimental class and the control class to measure students' initial listening skills. After that, the treatment was conducted for several meetings. The experimental class was taught using YouTube Kids as the learning media, while the control class was taught using conventional learning media. During the treatment, students participate in listening activities based on the provided learning materials. After completing the treatment sessions, a post-test was administered to both classes to determine the improvement in students' listening skills after the implementation of the learning media.

Data Analysis

The data in this study were analyzed using IBM SPSS Statistics 27. The analysis began with a normality test to determine whether the data were normally distributed. After that, the N-Gain test was used to measure the improvement in students' listening skills before and after the treatment. Furthermore, the Mann-Whitney U test was conducted to determine whether there were significant differences between the experimental and control classes. The results of this analysis were used to identify the effectiveness of YouTube Kids on students' listening skills.

FINDINGS AND DISCUSSION Findings

This section presents the findings of a study on the effectiveness of YouTube Kids on students' listening skills at SDN 1 Purwokerto Wetan. These findings were obtained from pretest and post-test results, N-Gain analysis, normality test, and Mann-Whitney U test conducted using IBM SPSS Statistics 27.

1. Student Pre-Test and Pot-Test Result

The following table presents the students' pre-test and post-test mean scores in both the experimental class and the control class. The table shows the improvement in students' listening skills after the implementation of YouTube Kids as the learning media.

Table 3. Pretest result

No	Statistics	Pre-test	
		Experiment	Control
1	N	20	20
2	Mean	35,50	30,00
3	Minimum	10	10
4	Maximum	90	60
MEAN DIFFERENT: 5,5			

Pretest results revealed disparities between groups: the experimental class achieved a maximum score of 90, surpassing the control class's highest score of 60. However, both sample classes had identical minimum scores of 10 points. Mean scores showed minimal disparity between groups, with the experimental class outperforming the control by 5.5 points. Mann-Whitney U testing of pre-test data showed $0.911 > 0.05$, confirming no statistically significant differences between experimental and control groups. Therefore, it can be concluded that both groups had relatively similar initial abilities before the treatment was implemented, indicating that both groups were suitable for participation in this study.

Below presents a comparison of post-test scores between the experimental and control classes. This analysis aims to identify any differences in students' listening achievement after the experimental class received treatment using YouTube Kids.

Table 4: The result of post-test

No	Statistics	Post-test	
		Experiment	Control
1	N	20	20
2	Mean	85,50	64,00
3	Minimum	70	30
4	Maximum	100	100
MEAN DIFFERENT: 21,5			

Following the intervention, there were different results in the posttest scores of these two classes. The experimental class achieved a minimum score of 40 points higher than the control class. While these two classes had the same score at the maximum score of both, which was 100 points. Likewise with the average score, these two classes had different average scores where the difference reached 21.5 points greater in the experimental class than in the control class. These results demonstrate substantial differences in student achievement between experimental and control groups.

2. N-Gain

The N-Gain analysis was conducted to measure the improvement of students' listening skills after the treatment. The following table presents the N-Gain results of both the experimental class and the control class.

Table 5. N-Gain score

Class	**Mean of N-Gain Score**	**Category**
Experiment	0,75	High
Control	0,48	Medium

Based on the calculation results, the experimental class showed a significant improvement. After calculating the N-Gain score, the average N-Gain for the experimental class was 0.75, which falls into the high score improvement category. This indicates that the use of YouTube Kids is quite effective in improving students' listening skills in the experimental class.

Meanwhile, the average N-Gain score for the control class was 0.48. Based on the NGain criteria, this score is categorized as medium improvement. Interpreted, this means that

students in the control class experienced less effective improvement after receiving conventional instruction without YouTube Kids media.

3. Normality Test

Normality testing determines whether data conform to a normal distribution, guiding the selection between parametric and non-parametric statistical procedures. A normality test was conducted on the N-Gain scores to examine the distribution of student improvement data.

Table 6. The result of Normality test of N-gain

Tests of Normali							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
N_gain	1_Experiment	,191	20	,053	,792	20	,001
	2_Control	,129	20	,200*	,957	20	,486

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results showed that the N-Gain significance value in the experimental class was 0.001 and in the control class it was 0.486. One of the significance values was less than 0.05, indicating that the N-Gain data was not normally distributed.

4. Maan-Withney U-Test

Given non-normal data distributions, the Mann-Whitney U test applied as a nonparametric alternative to the independent samples t-test was employed to compare independent groups. This analysis examined significant differences in listening skill improvement (via N-Gain scores) between experimental and control classes.

Table 7. The result of Mann-Withney U test

Test Statistics[a]	
	Ngain
Mann-Whitney U	85,000
Wilcoxon W	295,000
Z	-3,119

Asymp. Sig. (2-tailed)	,002
Exact Sig. [2*(1-tailed Sig.)]	,001[b]

a. Grouping Variable: Gro ıp

b. Not corrected for ties.

Based on the Mann–Whitney U test results obtained from SPSS output, the significance value (Asymp. Sig. 2-tailed) was 0.002. Since the significance value is less than 0.05, it can be concluded that H_0 is rejected. This means there is a significant difference between the experimental and control classes. Therefore, it can be concluded that the use of YouTube Kids as a learning medium is effective in improving the listening skills of fifth-grade students at SDN 1 Purwokerto Wetan.

Discussion

This study evaluated the effectiveness of YouTube Kids in improving listening skills among fifth-grade students at SDN 1 Purwokerto Wetan. Previous findings revealed superior improvement in the experimental class compared to the control group. This difference also indicates that students taught using conventional methods did not achieve the same level of improvement as those exposed to YouTube Kids. Therefore, the higher level of progress observed in the experimental class emphasizes the effectiveness of YouTube Kids as an audiovisual learning medium in improving students' listening skills. These findings support the idea that engaging and contextual audio-visual materials help students better understand spoken language, retain information, and respond accurately to listening tasks (Abduh & Rosmaladewi, 2018).

Importantly, the N-Gain results emphasize learning progress rather than simply differences in final scores. The 75% improvement in the experimental class reflects significant learning development over the treatment period, indicating that the use of audio-visual media, such as the YouTube Kids platform, creates a more engaging and supportive learning environment. Conversely, the lower percentage of improvement in the control class suggests that conventional teaching methods are less effective in driving substantial improvements in listening skills. This indicates that YouTube Kids significantly contributes to the development of students' listening skills.

The effectiveness of YouTube Kids in improving students' listening skills can be explained by several pedagogical reasons. According to Mayer, audio-visual media can improve student comprehension because learners process information through both visual and auditory channels, which improves comprehension and retention (Mayer, 2017). First, the use of audiovisual media provides both audio and visual information simultaneously, which helps students understand spoken language more easily. In listening lessons, students often struggle when relying solely on audio input because they cannot visualize the context of the conversation. By using audio-visual media, students can observe gestures, facial expressions, and situational context that support their understanding of spoken messages.

Further, YouTube Kids offers several advantages that make it suitable as a learning medium for young learners. The platform contains a variety of educational videos designed specifically for children, which are engaging, interactive, and easy to understand (Mark & Wilson, 2015). Smaldino, Lowther, and Russell, assert that strategic media integration boosts student motivation and engagement, yielding improved learning outcomes (Heinich, 2017). Accordingly, experimental class listening gains reflect YouTube Kids' effective audiovisual implementation. The combination of sound, images, and contextual information allows students to understand spoken language more easily and makes listening activities more interesting and meaningful.

The findings of this study are consistent with several previous studies that have investigated the use of audio-visual media, particularly YouTube, in improving students' listening skills. Previous research has shown that integrating video-based media into language learning can significantly improve student comprehension because learners receive both auditory and visual input simultaneously. For example, a study conducted by Aprilia (2025), entitled "The Effect of Using YouTube Videos on Students' Listening Skills at SMK Abdurrab Pekanbaru," found that using YouTube videos in listening lessons significantly improved students' listening comprehension (Aprilia, 2025). The study revealed that students were more engaged during the learning process and were able to understand the listening material more easily because of the visual context provided in the videos. Similarly, a study conducted by Yazidah (2023), entitled "The Effect of Using Audio-Visual Media on Students' Listening Skills in English Lessons at SMP Negeri 1 Sungai Batang Benteng," also reported that audio-visual media helped students better interpret spoken messages because visual cues such as gestures, facial expressions, and situational context supported their comprehension (Yazidah, 2023).

Current findings align with prior research: YouTube Kids implementation yielded superior listening gains versus conventional methods. Video-based instruction appears to foster more meaningful auditory learning experiences. Notably, YouTube Kids' child-appropriate content particularly suits elementary school students. Therefore, the results of this study provide additional evidence that digital platforms designed for children can be effectively integrated into English listening instruction.

CONCLUSION

This research evaluated YouTube Kids' efficacy in improving listening skill through a quasi-experimental design at SDN 1 Purwokerto Wetan. Key variables comprised YouTube Kids (independent) and students' listening skills (dependent). Experimental and control groups participated, the former engaged YouTube Kids instruction, while the latter followed conventional methods.

The findings of the study demonstrated an improvement in students’ listening skills following the implementation of the treatment. Based on the comparison between pre-test and post-test results,

both groups showed progress. In the control group, the mean score increased from 30.00 in the pre-test to 64.00 in the post-test, indicating a gain of 34 points. In contrast, the experimental group achieved a more substantial improvement, with the mean score rising from 35.50 in the pre-test to 85.50 in the post-test, reflecting a gain of 50 points. Moreover, the NGain analysis revealed that the experimental group obtained a higher level of improvement compared to the control group, with an N-Gain score of 75%, while the control group reached 48%. In addition, the result of the Mann–Whitney U test indicated a significance value of 0.002, which is lower than 0.05. This result confirms that there is a statistically significant difference between the two groups, suggesting that the use of YouTube Kids has a positive effect on enhancing students' listening skills.

Based on the findings of this study, it can be concluded that YouTube Kids is effective in improving students' listening skills at SDN 1 Purwokerto Wetan. Using YouTube Kids as an audio-visual learning medium helps students understand spoken English more easily and increases their engagement in the learning process. Therefore, YouTube Kids can be considered an effective alternative medium for teaching listening skills in elementary schools.

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