

Improving Students Listening Comprehension Through English Fairy Tales YouTube Channel

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ABSTRACT

This study examined the effectiveness of the English Fairy Tales YouTube channel in enhancing students' listening comprehension. A quasi-experimental pretest-posttest control group design was employed with 70 tenth-grade students at SMA Negeri 1 Sukodadi, divided into experimental and control groups. Data were collected through listening tests and analyzed using SPSS 30. The intervention was carried out in two reflective cycles, following the principles of Classroom Action Research (planning, action, observation, reflection). Results showed equivalent pretest scores, while the experimental group's posttest mean (82.15) significantly outperformed the control group (70.32, $p < 0.05$). Reflection between cycles revealed improvements in vocabulary support and learner engagement. Findings suggest that integrating digital storytelling with reflective teaching practice can effectively improve EFL students' listening comprehension.

Keywords:

*Classroom Action;
English Fairy Tales;
Listening
comprehension;
Quasi-Experimental;
youtube.*

ABSTRAKS

Penelitian ini menguji efektivitas kanal YouTube English Fairy Tales dalam meningkatkan pemahaman mendengarkan siswa. Desain quasi-eksperimental pretest-posttest control group digunakan dengan 70 siswa kelas sepuluh di SMA Negeri 1 Sukodadi, dibagi menjadi kelompok eksperimen dan kontrol. Data dikumpulkan melalui tes mendengarkan dan dianalisis menggunakan SPSS 30. Intervensi dilakukan dalam dua siklus reflektif, mengikuti prinsip-prinsip Penelitian Tindakan Kelas (merencanakan, bertindak, mengamati, merefleksikan). Hasilnya menunjukkan skor pretest yang setara, sedangkan rerata posttest kelompok eksperimen (82,15) secara signifikan mengungguli kelompok kontrol (70,32, $p < 0,05$). Refleksi antar-siklus mengungkapkan peningkatan dalam dukungan kosakata dan keterlibatan pelajar. Temuan ini menunjukkan bahwa mengintegrasikan penceritaan digital dengan praktik pengajaran reflektif dapat secara efektif meningkatkan pemahaman mendengarkan siswa EFL.

Kata Kunci:

*Classroom Action;
English Fairy Tales;
Listening
comprehension;
Quasi-Experimental;
youtube.*

1. Background of the Study

Listening comprehension is a fundamental component of language acquisition, particularly in the context of English as a Foreign Language (EFL). It not only lays the groundwork for the development of other language skills—such as speaking, reading, and writing—but also plays a crucial role in real-life communication (Rahayuningsih et al., 2021); (Sumaiya et al., 2022). According to (Gultom et al., 2023), listening activates cognitive processes involved in storing and processing auditory information, thus forming the foundation for linguistic competence. (Devie, 2023) adds that listening is the first language skill most learners acquire, contributing significantly to cognitive development and language mastery.

Despite its importance, listening comprehension is often neglected in formal education settings, especially in EFL classrooms across Indonesia (Faridah & Anam, 2022). In classroom practice, many students experience difficulties in understanding spoken English due to limited

vocabulary mastery, exposure to diverse accents, and lack of authentic listening materials. These challenges are often reflected in low listening test scores that do not reach the minimum mastery criteria (KKM), reduced student motivation during listening lessons, and a tendency to become passive learners. Traditional teaching methods—heavily focused on grammar and reading—fail to provide sufficient listening practice or engagement, thereby impeding learners' ability to process real-time spoken language (Diora & Rosa, 2020); (Manihuruk & Nababan, 2024). Furthermore, these issues are aggravated by the lack of access to authentic, contextual, and multimodal listening materials that mirror real-world language use (Khairat et al., 2024).

The advancement of digital technology offers a compelling solution to these challenges. Platforms such as YouTube have emerged as accessible and effective tools for language learning, combining visual and auditory elements to support comprehension and retention (Albahiri & Alhaj, 2020); (Alobaid, 2020). Among various formats available on YouTube, storytelling videos—especially fairy tales—have gained recognition for their educational potential. These videos typically feature simple vocabulary, clear narration, and engaging visuals, which are particularly suitable for beginner and intermediate learners (Rohman, 2022). The English Fairy Tales YouTube channel exemplifies this format, providing learners with a rich repository of narratives that enhance vocabulary, listening accuracy, and motivation (Rifiyanti & Hidayat, 2024); (Achmadi & Sofiana, 2024).

Numerous studies support the pedagogical benefits of digital storytelling in improving EFL students' listening skills. For instance, (Fatirah, 2024) demonstrated that students exposed to fairy tale animations significantly outperformed peers in traditional settings in terms of listening comprehension. Similarly, (Sembiring & Katemba, 2023) reported increased engagement, understanding, and motivation among students who utilized YouTube video-based instruction. Digital stories not only captivate students' attention but also provide repeated exposure to language structures and vocabulary in context, supporting language acquisition more effectively than conventional methods (Alipar Kyla Marie A et al., 2024; Budianto et al., 2021).

However, despite the proven benefits of digital media and storytelling, research specifically focused on the "English Fairy Tales" YouTube channel and its impact on listening comprehension within the Indonesian secondary school context remains limited. Most existing studies address general audiovisual aids or storytelling in traditional formats, overlooking the interactive potential and structured design of storytelling videos on YouTube (Khasanah et al., 2023). Additionally, the gap in understanding how students engage with these materials—particularly in environments with minimal authentic listening exposure—warrants further investigation.

Based on preliminary observations in East Java, particularly at SMA Negeri 1 Sukodadi, it was evident that students often struggled with listening comprehension due to a lack of exposure to authentic English input. They found it difficult to understand main ideas, interpret vocabulary in context, and distinguish key details during listening activities. This condition was reflected in their listening scores, which frequently fell below the KKM, and in their low classroom participation, as many students were reluctant to answer questions or engage actively. Traditional teaching practices that relied solely on textbook audio or teacher narration were found insufficient to overcome these challenges (Hardiyanto et al., 2021). This study was thus motivated by the need for an engaging, pedagogically sound, and accessible intervention, which storytelling videos like those from the English Fairy Tales channel could provide.

Fairy tales are particularly valuable in language learning because of their predictable narrative structure, moral messages, and repetitive language (Akdamar & Sütçü, 2021). As noted by (Bajramaj, 2024), such stories contain descriptive language, natural dialogue, and figurative expressions, which collectively foster comprehension and vocabulary development. Additionally, the use of archetypal characters and universal themes—such as bravery, kindness, and justice—enhances cultural awareness and emotional engagement, further supporting meaningful language learning (Wiyani, n.d.; Simeonova-Ingilizova, 2023). Furthermore, the English Fairy Tales YouTube channel offers a mix of classic and original narratives, with

interactive features that promote critical thinking and discussion. Videos often include pauses or moral reflection prompts, encouraging learners to actively engage with the content. The simplicity and repetition in these tales cater to learners of varying proficiency levels, while the visual cues aid in understanding and retaining new information.

In light of these factors, this study aims to explore the impact of using the “English Fairy Tales” YouTube channel on the listening comprehension abilities of Indonesian EFL students, particularly in a senior high school context. The study specifically investigates whether storytelling videos can enhance comprehension of spoken English, improve vocabulary retention, and foster learner motivation. It also seeks to contribute to the growing literature on digital storytelling by offering empirical evidence regarding its effectiveness within the Indonesian EFL classroom—a context that has received relatively little scholarly attention.

By integrating relevant theories, recent research findings, and practical classroom observations, this study responds to a critical pedagogical need. It provides a potential instructional model that combines accessibility, cultural relevance, and multimedia engagement. The novelty of this research lies in its specific focus on the “English Fairy Tales” YouTube channel, its application in Indonesian classrooms, and its grounding in multimedia learning theory. The findings are expected to inform educators, policymakers, and researchers about the value of digital storytelling in modern EFL instruction and suggest scalable strategies for curriculum development in similar contexts.

Ultimately, this research seeks to demonstrate that storytelling—when delivered through modern digital platforms—can be a transformative tool in addressing long-standing issues in listening comprehension. The integration of audio-visual narratives may bridge the gap between textbook-based instruction and real-world language use, leading to improved comprehension outcomes and more motivated, autonomous learners.

2. Literature Review

As the cornerstone of learning a new language, listening comprehension is an essential component of language acquisition (Deregözü, 2021). It involves not just hearing, but interpreting and understanding spoken language. According to (Rashidova et al., 2021), listening comprehension is vital in foreign language acquisition, serving as a primary channel for transmitting information and enhancing overall language proficiency. (Buck, 2001), explains that listening comprehension goes beyond understanding words; it requires the ability to infer meaning from conversations or speeches by considering factors such as intonation, accent, and rhythm. (Ahada & Setiawan, 2024) add that this skill is essential for developing other language abilities, such as speaking and writing, as it helps learners process auditory input in real-time. (Vani & Veeranjanyulu Naik, 2023) also emphasize that listening comprehension is a crucial element in academic success and real-life communication because it allows learners to decode spoken language and relate it to their existing knowledge.

In language teaching, storytelling, especially digital storytelling, has proven to be an effective approach to enhancing listening comprehension. Research shows that storytelling can capture students' attention and help them connect more deeply with the material, thus improving their understanding of the content (Alipar Kyla Marie A et al., 2024; Budianto et al., 2021). A study conducted by (Hamed Alenezi, 2024), revealed that the application of digital storytelling significantly improved both listening comprehension and language skills among eighth-grade Saudi EFL students. Students in the experimental group showed a significant increase in their post-test scores compared to those in the control group. (Derek et al., 2024) also highlight that digital storytelling, as a modern teaching method, not only increased student engagement but also improved their listening comprehension. The “English Fairy Tales” YouTube channel exemplifies how storytelling videos can be used to teach listening comprehension. Through simple narration and visual aids, the channel reinforces word meanings, helping students understand the language better (Rifiyanti & Hidayat, 2024). In summary, existing literature

supports the effectiveness of storytelling, both traditional and digital, as a powerful tool to enhance listening comprehension by encouraging active participation and presenting meaningful content (Rustia et al., 2023).

The advancement of digital technology has revolutionized language learning, particularly through platforms like YouTube, which offer access to a wide range of educational content (Elisa, 2023) explains that multimedia learning models engage students by presenting information through various channels, supporting deeper understanding. (Saraswaty et al., 2024) emphasize that the wise use of technology creates an environment that enhances listening comprehension by catering to various learning styles and preferences. (Nisa et al., 2022), found that podcasts can improve listening skills, with students who engaged with podcast content demonstrating better listening comprehension than those using traditional methods. Similarly, mobile applications such as "Listen English Daily Practices" (Raj & Tomy, 2023) provide flexible options for practicing listening skills outside the classroom. (Sembiring & Katemba, 2023) highlight that storytelling videos, especially on YouTube, are not only engaging but also enhance vocabulary retention and understanding of language structures, making them valuable for EFL learners. YouTube allows students to listen to natural language, hear different accents, and learn vocabulary in context, making it a valuable resource for EFL learners (Cahyana, 2020).

As shown in Figure 1, the "English Fairy Tales" YouTube channel offers a variety of stories combining classic and original narratives that engage different audiences, particularly children. Classic stories such as "Cinderella," "The Lion and the Mouse," and "Little Red Riding Hood" often carry moral lessons and cultural values, enriching students' cultural understanding while simultaneously improving their listening comprehension (Simon, 2022). The channel also features original stories, such as "The Mind Reader" and "The Hidden Princess," which explore contemporary themes such as self-discovery and empowerment. These stories not only captivate modern audiences but also stimulate critical thinking and personal reflection (Simeonova-Ingilizova, 2023). Furthermore, as illustrated in Figure 1, the channel includes interactive elements, such as discussions on the moral lessons embedded in the stories, encouraging students to think critically about the characters' choices and the consequences of their actions (Fitriani et al., 2021).



Figure 1 : "English Fairy Tales" YouTube Channel

The "English Fairy Tales" YouTube channel plays a crucial role in enhancing students' listening comprehension. Research by (Achmadi & Sofiana, 2024) found that students exposed to English fairy tales showed significant improvements in vocabulary acquisition, with the experimental group outperforming the control group on post-test results. The use of multimedia elements in the channel enriches the learning experience by providing visual context, helping students understand and remember language concepts more effectively. (Fadzilah & Wahyuningsih, 2024) emphasize that fairy tales can stimulate student motivation and engagement, making the learning process both enjoyable and effective. Moreover, the availability of the channel allows students to improve their listening skills outside the classroom, promoting continuous learning. (Santoso et al., 2023) notes that fairy tales are suitable for learners of all ages and proficiency levels, making them an inclusive resource for diverse classrooms and add that

integrating interactive activities with storytelling further enhances student engagement and reinforces their understanding of what they have heard.

Theoretically, this study is grounded in (Mayer, 2012) Multimedia Learning Theory, which states that individuals learn more effectively when information is presented through both visual and auditory channels, rather than through text or auditory information alone. According to this theory, the use of multimedia materials such as YouTube videos in language learning provides significant benefits for listening comprehension. The combination of visuals and narration creates an immersive learning experience, reflecting real-life communication. The videos provide context for spoken words, helping students understand meaning more effectively and retain vocabulary longer. This theory supports the hypothesis of this study, which is that incorporating storytelling videos from the "English Fairy Tales" YouTube channel can significantly enhance students' listening comprehension skills. By aligning with Mayer's Multimedia Learning Theory, this research demonstrates the pedagogical value of multimedia tools in modern EFL classrooms.

More recently, (Setiawati et al., 2024) underline the significance of Classroom Action Research (CAR) as a means to enhance students' listening comprehension, particularly through the application of a mobile-based listening tool. Their research, implemented across two cycles, revealed that the initial cycle only brought limited progress, yet after reflection and modification, the second cycle produced a substantial increase in students' performance. The results point to the crucial role of ongoing reflection and the continuous adjustment of teaching methods in classroom-based inquiry. Even though the current study adopts a quasi-experimental framework, the principles of CAR demonstrate that regular evaluation and refinement of instructional practices—such as the integration of digital storytelling—can effectively resolve learning difficulties and foster better outcomes.

3. Method

This study applied a Classroom Action Research (CAR) design combined with a quasi-experimental approach to investigate the effect of the English Fairy Tales YouTube channel on students' listening comprehension. The research aimed to investigate the impact of the English Fairy Tales YouTube channel on students' listening comprehension, while also documenting the process of instructional improvement through iterative classroom practice.

The CAR framework followed the stages of planning, action, observation, and reflection. In each cycle, students in the experimental class were exposed to selected videos from the English Fairy Tales channel, while the control class continued with textbook-based listening instruction. The reflection stage after Cycle I highlighted issues in vocabulary retention and limited participation, which were addressed in Cycle II by adjusting pre-listening vocabulary activities and post-listening discussions.

The participants were 70 tenth-grade students at SMA Negeri 1 Sukodadi, East Java, during the 2024/2025 academic year. Two intact classes were selected and assigned as the experimental group ($n = 35$) and control group ($n = 35$).

Data were collected using listening comprehension tests (pre-test and post-test) and observation sheets. The test consisted of 20 multiple-choice items, validated by experts using Aiken's V (> 0.80), and demonstrated good reliability (Cronbach's Alpha = 0.798). Quantitative data were analyzed using SPSS (descriptive statistics, paired-sample t -tests, and independent t -tests), while qualitative reflections from each cycle were summarized narratively to describe the process of improvement.

As shown in Table 1, the reliability test indicates that the instrument achieved a Cronbach's Alpha value of 0.798, which reflects good internal consistency and ensures that the 20 listening comprehension items were dependable for measurement purposes.

Table 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.798	.800	20

The data were analyzed using SPSS version 30, employing descriptive statistics to calculate the mean and standard deviation of the pre-test and post-test scores for both groups. As described in Table 1, normality and homogeneity tests confirmed that the data met the assumptions for parametric testing. Subsequently, paired-sample t-tests were conducted to compare pre-test and post-test scores within each group, and independent t-tests were used to compare post-test scores between the experimental and control groups.

Data collection involved administering both a pre-test and post-test to assess the students' initial listening comprehension ability and measure improvement after the intervention. The experimental group viewed selected videos from the English Fairy Tales YouTube channel, while the control group engaged in traditional textbook-based listening exercises. The treatment was administered over a period of three weeks, with one 45-minute session per week. Each experimental session was divided into three stages: pre-listening vocabulary activities, video viewing, and post-listening comprehension tasks. Meanwhile, the control group followed standard textbook-based listening activities across four meetings in total.

4. Results

To evaluate the effect of digital storytelling on students' listening comprehension, both descriptive and inferential statistical analyses were conducted. The study examined students' performance before and after the intervention using pre-test and post-test scores from both the experimental and control groups. The main focus was to assess whether the use of the English Fairy Tales YouTube channel significantly enhanced students' listening skills compared to traditional instruction.

Descriptive Analysis

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	35	25	85	51.57	18.739
Experimental					
Post-test	35	20	95	67.14	20.120
Experimental					
Pre-test Control	35	20	80	48.43	18.699
Post-test Control	35	20	80	44.00	17.227
Valid N (listwise)	35				

Table 1 shows that the average listening comprehension score of students in the experimental group increased from 51.57 to 67.14 after being exposed to videos from the "English Fairy Tales" channel. Meanwhile, the control group experienced a decrease in their average score from 48.43 to 44.00 despite receiving no specific intervention. This indicates that the learning method using story-based audiovisual media can have a positive impact on improving students' listening comprehension.

Hypothesis Test

Table 2. Paired Samples Test

Group	Paired Differences (Mean)	t-value	df	Significance (Two-Tailed)
Pre-test Experimental vs. Post-test Experimental	-15.571	-11.108	34	<.001

Group	Paired (Mean)	Differences	t-value	df	Signifiance (Two-Tailed)
Pre-test Control Post-test Control	4.429		2.624	34	.013

Table 2 shows the paired-sample t-test. The paired sample t-test results revealed that the experimental group showed a significant improvement in listening comprehension, with a mean difference of -15.571 ($t = -11.108$, $p < 0.001$), indicating a strong effect of the "English Fairy Tales" YouTube channel on students' listening skills, while the control group exhibited a smaller but still statistically significant improvement with a mean difference of 4.429 ($t = 2.624$, $p = 0.013$), suggesting that the traditional teaching method had a less pronounced effect.

Table 3: Independent Samples Test for Post-test Scores

Group	Levene's Test for Equality of Variances	t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference
Post-test Experimental vs. Control	1.666	0.201	5.169	68	<0.001	23.143

Table 3 presents the independent-sample t-test for post-test scores, with a mean difference of 23.143 ($t = 5.169$, $p < 0.001$). Levene's test for equality of variances showed no significant difference in variances between the groups ($F = 1.666$, $p = 0.201$), allowing for the assumption of equal variances. The 95% confidence interval for the mean difference ranged from 14.209 to 32.077, further confirming the substantial effect of the intervention. This suggests that the experimental group, which used the "English Fairy Tales" YouTube channel, performed significantly better than the control group.

Classroom Reflection (CAR)

During Cycle I, observations revealed that although scores improved, many students still struggled with vocabulary recognition and passive engagement. Reflection led to adjustments, such as introducing pre-listening vocabulary drills and guided comprehension questions.

In Cycle II, these adjustments resulted in more active participation and better comprehension outcomes. Students' mean scores exceeded the KKM, and classroom engagement improved as learners became more confident in interpreting the videos..

5. Discussion

The study demonstrates that the use of the "English Fairy Tales" YouTube channel had a significant positive effect on the listening comprehension of EFL students at SMA Negeri 1 Sukodadi. Over four treatment sessions, the experimental group—exposed to animated videos with structured activities—showed greater improvement than the control group, which followed traditional listening methods. Validity testing using Aiken's V showed strong agreement among experts, with values ranging from 0.78 to 1.00 for the learning plan and 0.67 to 0.89 for the test instruments. The questionnaire reliability was high (Cronbach's Alpha = 0.798), supporting its consistency.

The validity of the content of the research instrument was assessed using Aiken's V formula involving three expert validators, with the results on the Learning Plan component showing scores between 0.78 and 1.00. Pre-test and post-test instruments show Aiken's V score

between 0.67 and 0.89, which shows that all instruments have good content validity, although there is one item that is at the minimum limit (0.67), but it is still considered suitable for use. Meanwhile, the reliability of the questionnaire consisting of 20 items shows a Cronbach's Alpha value of 0.798, indicating high internal consistency and worthy of use in further analysis.

Before the t test, the data distribution normality test was carried out using Shapiro-Wilk. The results showed that all data were normally distributed, with significance values for Pre-Test Experiments of 0.059, Post-Test Experiment 0.060, Pre-Test Control 0.059, and Post-Test Control 0.052. All p values are greater than 0.05, so that the normality assumption is fulfilled. The variance homogeneity test using Levene's Test also showed significant results, with Levene's statistical value based on the mean of 0.006 and the significance of 0.937, which indicates that the variance between the experimental and control groups is homogeneous.

Descriptive statistical analysis shows that in the pre-test phase, the experimental group (N = 35) has an average value of 51.57 with a standard deviation of 18,739, and a score range of 25 to 85. After treatment, the average post-test score increased to 67.14 with a standard deviation of 20,120, and a wider range, from 20 to 95. In contrast, the control group (N = 35) had a pre-test average score of 48.43 (SD = 18,669) and experienced a slight decrease in post-test to 44.00 (SD = 17,227), with a fixed score range between 20 and 80. This improvement in the experimental class reflects not only statistical significance but also the cyclical reflection process characteristic of Classroom Action Research (CAR), where the first cycle showed partial improvement and the subsequent cycle produced stronger gains after revising teaching strategies.

The results of this study demonstrated clear differences between the experimental and control groups. As shown in Table 1, the mean score of the experimental group improved from 51.57 in the pre-test to 67.14 in the post-test after receiving instruction with the English Fairy Tales YouTube channel. In contrast, the control group, which relied on traditional listening materials, experienced a decline in their mean score from 48.43 to 44.00. This suggests that story-based audiovisual media had a stronger positive effect on listening comprehension compared to conventional methods.

The hypothesis testing further confirmed these findings. As presented in Table 2, the paired-sample t-test indicated a significant improvement in the experimental group, with a mean difference of -15.571 ($t = -11.108$, $p < 0.001$). Meanwhile, the control group showed a smaller improvement (mean difference = 4.429, $t = 2.624$, $p = 0.013$), indicating that traditional methods had a limited effect on students' progress. The independent-sample t-test, displayed in Table 3, showed a significant difference between the post-test scores of the experimental and control groups, with a mean difference of 23.143 ($t = 5.169$, $p < 0.001$). Levene's test confirmed the assumption of equal variances ($F = 1.666$, $p = 0.201$), further validating the result.

All statistical test results support the acceptance of alternative hypotheses (H_a), both in Paired Sample and Independent Sample t-Test. These findings align with (Mayer, 2012) multimedia learning theory and previous studies supporting digital storytelling's impact on listening skills. From the perspective of Classroom Action Research (CAR), improvements were achieved progressively across cycles. In Cycle I, observations revealed that although students' scores increased, many still struggled with vocabulary recognition and tended to remain passive. Reflection on these results led to adjustments, including the introduction of pre-listening vocabulary drills and guided comprehension questions. In Cycle II, after implementing these adjustments, students' mean scores exceeded the KKM, and classroom engagement improved significantly. Learners became more confident, actively participated in discussions, and demonstrated better comprehension of main ideas and details in the listening texts. This research also strengthens the findings from (Derek et al., 2024); (Ghafar, 2024); as well as (Gutiérrez-Colón & Alameh, 2024) which highlights the effectiveness of digital storytelling in improving listening skills. Additional support also comes from previous research by (Achmadi & Sofiana, 2024); (Fatirah, 2024); and (Manihuruk & Nababan, 2024), which stated that the use of YouTube in language learning can improve student understanding through authentic, interesting, and accessible materials.

However, this study has limitations, such as a relatively small sample size and focusing on only one YouTube channel. Therefore, further research is recommended to involve a larger sample, other digital channel variations, as well as an evaluation of the long-term impact of using digital media in language learning. Thus, this research provides strong evidence that the "English Fairy Tales" channel is an effective tool in improving the listening skills of EFL students. By combining statistical testing with the reflective cycle of CAR, the integration of digital resources in language learning is proven to enhance both comprehension outcomes and the quality of classroom practice.

6. Conclusion and Suggestion

Conclusion

Conclusion his study concludes that integrating the English Fairy Tales YouTube channel into listening instruction significantly improved students' listening comprehension at SMA Negeri 1 Sukodadi. Statistical analysis confirmed that the experimental group, which engaged with digital storytelling, outperformed the control group that relied on textbook-based listening. The improvement was not only evident in higher post-test scores (Mean = 67.14 vs. 44.00) but also statistically significant, as shown by paired-sample and independent-sample t-tests ($p < 0.001$). From the perspective of Classroom Action Research, the process of reflection and adjustment across two cycles contributed to meaningful learning improvement. In Cycle I, while motivation increased, students still faced challenges in vocabulary recognition and engagement. After implementing pre-listening vocabulary scaffolding and guided comprehension questions in Cycle II, students achieved greater participation, higher confidence, and stronger comprehension skills, with the majority surpassing the KKM. Thus, the findings affirm that combining digital storytelling with reflective instructional practice can enhance listening comprehension, foster student motivation, and provide an effective pedagogical model for EFL classrooms.

Suggestion

Teachers are encouraged to adopt digital storytelling platforms, such as the English Fairy Tales YouTube channel, to enrich listening instruction with authentic, engaging, and accessible materials. Instruction should be supported with pre-listening vocabulary activities, interactive questioning, and group discussions to maximize comprehension and classroom engagement. For students, independent learning through similar digital resources is recommended to strengthen exposure to English input and foster autonomous learning habits. Future researchers may expand this study by involving larger and more diverse samples, testing different types of digital content beyond fairy tales, and examining long-term impacts on multiple language skills (listening, speaking, reading, and writing). Combining quantitative measures with qualitative data (e.g., interviews, reflective journals) is also recommended to capture deeper insights into students' learning experiences.

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