



INTEGRATING FABLE VIDEO VIA YOUTUBE TO ENHANCE EFL STUDENTS' LISTENING SKILL

by

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Abstract:

Listening is one of the important skills to master. Unfortunately, many EFL students lack this aspect. This study attempts to describe deeply the implementation of fable videos in the process of learning listening. It aims at assisting EFL students enhance listening skill by utilizing fable videos via YouTube. This research was designed in classroom action research with 31 participants of the tenth-grade students of SMAN Arjasa, Jember. The qualitative and quantitative data were collected in this study through observation checklist and listening test. The result of observation checklist was read intensively, while the data taken from the test were analyzed with percentage formula of average score and consulted to the criteria of success. The result of the study showed that the implementation of fable video combined with interactive learning strategies proved in improving students' engagement, so that it enhanced students' listening skill. Therefore, it implies students' better understanding on the text content.

Keywords: EFL students, fable video, listening skills

Abstrak:

Mendengarkan adalah salah satu keterampilan penting untuk dikuasai. Sayangnya, banyak mahasiswa EFL yang kurang dalam aspek ini. Penelitian ini mencoba untuk mendeskripsikan secara mendalam implementasi video dongeng dalam proses belajar mendengarkan. Ini bertujuan untuk membantu siswa EFL meningkatkan keterampilan mendengarkan dengan memanfaatkan video dongeng melalui YouTube. Penelitian ini dirancang dalam penelitian aksi kelas dengan 31 peserta siswa kelas sepuluh SMAN Arjasa, Jember. Data kualitatif dan kuantitatif dikumpulkan dalam penelitian ini melalui checklist observasi dan tes mendengarkan. Hasil checklist observasi dibaca secara intensif, sedangkan data yang diambil dari tes dianalisis dengan rumus persentase skor rata-rata dan dikonsultasikan dengan kriteria keberhasilan. Hasil penelitian menunjukkan bahwa penerapan video dongeng yang dikombinasikan dengan strategi pembelajaran interaktif terbukti meningkatkan keterlibatan siswa, sehingga meningkatkan kemampuan mendengarkan siswa. Oleh karena itu, ini menyiratkan pemahaman siswa yang lebih baik tentang isi teks.

Kata kunci: video dongeng, keterampilan mendengarkan, siswa EFL

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INTRODUCTION

A significant skill in English language learning is listening, yet many EFL students have weaknesses with listening, and often perceive it as a challenging skill. Although digital media is diverse and has great potential, students still find it problem in learning listening. In addition, Saputri et al. (2025) stated, even though listening comprehension is important and various media are available, EFL learners still struggle significantly in all stages of listening. Moreover, as emphasized by Suri et al. as cited in Gultom et al., (2023; Nengsih, (2023), the improvement of other language skills often depends heavily on effective listening ability. These findings indicate that listening mastery plays a vital role in strengthening comprehensive English proficiency; therefore, listening skills need to be given greater emphasis in language learning.

Consistent with these challenges, the preliminary study conducted in SMAN Arjasa Jember showed that only 6.45% of the students achieved the criteria of success, and 93.54% of students did not achieve the criteria of success. This result of study indicates that it requires more effective media to overcome listening challenges.

Although many studies have highlighted the benefits of using animated video or digital media, the use of fable videos accessed through YouTube to improve EFL students' listening skill has not been widely researched. Unfortunately, although animated videos and digital platforms are widely used for listening skills, the integration of fable videos via YouTube in learning listening has not received adequate academic attention. Therefore, this study investigates the integration of fable videos from YouTube as a targeted strategy to support the improvement of EFL students' listening skill to fill the gaps.

To overcome this problem, one of the potential media is fables. Fables are short narratives and interesting stories with animal characters, and they are suitable for many learning contexts because of their characteristics, such as teaching moral values and using simple structure and language (Abella et al., 2023). In the EFL context, fable stories are not only presented through written text but also audio-visual with animated video, which makes it an effective media for developing students' listening comprehension. (Annisya & Baadilla, 2022) found that the use of fable animation story can help students to understand about the

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characters and the moral values in the story more easily. In addition, compared to speech method, fable animation is more effective to increase students understanding and learning interest especially in listening and understanding the context also moral value of the story caused by the animated story that concrete and interesting (Puspasari, 2018). These findings can make EFL students more effective in listening because the animated story makes it easier to understand the content. And it shows that fables can become an interesting media that supports EFL students in improving their listening skills, which has great potential. It shows that fables have significant potential in enhancing EFL students' listening skills by integrating fables into listening activities.

A relevant and suitable media platform is needed for delivering the material or story. Also, to develop this skill, the teacher should ensure that the use of media is aligned with instructional objectives (Maulidya et al., 2021).

On the other hand, the use of relevant media does not only improve students' motivation but also provide meaningful and contextual language input. Thus, choosing an appropriate and interesting media is important to overcome the difficulty of listening skills faced by EFL students. An accessible and widely used platform is needed to maximize the potential of fables in listening instruction. A popular and effective extensive listening practice among EFL learners is watching authentic English videos, such as movies, soap opera, TV shows, and so forth on YouTube (Metruk, 2018). EFL students can watch the fables video by utilizing YouTube platform. For developing listening skills among EFL students, that widely used and perceived as highly beneficial is YouTube (Batubara et al., 2023).

In learning English, YouTube becomes an interactive and effective media to be used, especially for EFL learning students. It is caused by the variety of content that is tailored to students' level, easy to access, and interesting animated fables content. In addition, (Winiharti & Arsyad, 2022) highlighted that students' listening comprehension can improve, and it becomes easier for the students to understand the contextual meaning with the combination of audio-visual and YouTube videos that facilitates students in managing aural and visual information simultaneously, as in real-life situations. Besides, by the simultaneous visual and audio aids clarify and reinforce language comprehension becomes one of the ways to motivate the students to practice. Multimodal and authentic input, such as videos with captions, real-

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life accents, and visual support, can enhance EFL students' listening comprehension in recent empirical studies that confirm the effectiveness of YouTube (Boltiziar & Munkova, 2024; Yassin, 2024). Therefore, it can be argued that this approach is innovative and pedagogically relevant because it focuses on combining the moral simplicity and linguistic narrative of fables with accessibility via YouTube.

Based on the evidence on the use of Fable videos on the YouTube platform in EFL teaching and learning, this study aims to explore the potential possibilities of using fables as a media in developing EFL students' listening skills. This research focuses on the use of fables to improve students' listening comprehension. By this, this study is guided by the following questions:

1. How fable video via YouTube be used to enhance EFL students' listening comprehension skills?
2. What impact does the integration of fable videos via YouTube have on EFL students' engagement in listening activities?

METHOD

Design

This study employed a classroom action research (CAR) design to improve students' listening comprehension skills through Fable videos. The CAR design was chosen because it enables the author to identify the problem in the classroom, implement the solution, and evaluate the effectiveness of the solution in a systematic and reflective way Kemmis (1988). This study was carried out in two cycles. Each cycle was designed to identify and overcome the challenges encountered in the previous one, allowing for continuous improvement.

Participant

The participants were 31 students of a senior high school in Jember in grade X-3, consisting of 13 (male) and 18 (female). The selection of participants was based on the initial pre-test result from two classes, and the author chose one class that had the lowest score and revealed significant difficulties in listening comprehension among the students. The characteristics of the students showed that they can only understand familiar words, simple

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expressions, and basic sentences. It can be classified as students being at the A1-A2 level (beginner to basic) of the CEFR framework in accordance with their English abilities, especially in listening skills. This study was conducted at SMAN Arjasa, Jember.

Instrument

Two instruments were employed to collect the data; listening comprehension test and the observation checklist. The test was designed to measure students' achievement in listening comprehension and resulted scores. While an observation checklist was created to analyze students' progress throughout the cycles. Besides, recording students' engagement and participation during the teaching and learning process is by an observation. It provided checklist that produced qualitative data. The observation focused on four main components: (1) content knowledge, (2) organization, (3) presentation and (4) interaction. The parameters covered 1) Not observed, which means that the item was not seen during the observation. 2) Further work is required, which means that the items were observed but needed improvements, and 3) Goal achieved, which means that the item was successfully demonstrated.

Validity and reliability of the instrument

The listening comprehension test utilized in his study was created using the materials that had been taught and meet the English curriculum for senior high school students in 2024-2025. Content validity assesses a representative sample of behavioral and subject-matter content from the syllabus under evaluation. The test is pertinent to the skills being evaluated because every item was created to represent the learning objectives of narrative text and listening comprehension, ensuring that the evaluation accurately captured the intended knowledge and abilities that were taught.

The test was piloted to a group of students who shared traits with the research participants in order to determine dependability. The reliability coefficient was classified as high using the Pearson Product-Moment correlation technique. It showed that the test items were reliable and consistent in assessing students' listening comprehension. This outcome is consistent with empirical data from earlier research (Siregar, 2017), which demonstrated that

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stable measurement across administrations is indicated by a high Pearson correlation coefficient.

This study followed a two-cycle model in gathering the data. Each cycle consisted of 45-minute sessions (3 learning hours), totaling six sessions throughout the study. The authors implemented fable videos in the classroom to create a more engaging and contextual listening experience for students.

Data collecting technique

The data were collected through classroom observation and a listening comprehension test. During the implementation of the fable video session across two meetings, an observation was conducted. A listening comprehension test was administered at the end of each cycle to measure the improvement in students' listening comprehension. This data collection technique aimed to give evidence about students' engagement during the learning process, as well as the improvement of students' listening comprehension. The researcher spent 12 days to take the data in two cycles.

In this study, Kemmis (1988) proposed that the data collection involved four stages of action research, which consisted of planning, acting, observing, and reflecting. The scheme of the action can be seen in this figure:

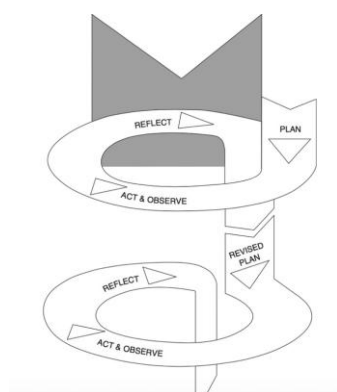


Figure 1. The action research spiral by Kemmis (1988)

Cycle 1

The first stage was planning. In this stage, the researcher has a detailed lesson plan to be implemented. Here, the researcher prepares a video for listening activities. She also

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prepares some worksheets and a set of questions based on the information in the prepared video.

The second stage was acting. In this stage, the researcher delivered and explained the narrative text material and introduced the video. Then, the researcher played the video twice and followed by comprehension questions based on the video. After that, the researcher grouped the students into 4 to 5. Each group was given the worksheet answer in groups. The task was to rearrange the jumbled sentences and organize the sentences based on the generic structure of the narrative text. In the end, they had to answer the set questions based on the information from the video.

The third stage was observing. During observation, the researcher recorded the student's attitude or contributions during the lesson, their attention to the instruction, group participation, and the result of the students' work on worksheets and a set of questions.

Finally, It was reflection. It showed that cycle 1 had not been effective. The gradual practice of analyzing a narrative text's structure had not been given causing most students remain confused. The students considered that essay questions were too difficult, because they demanded writing and analyzing skills simultaneously. That was why the researcher decided to continue to cycle 2.

Cycle 2

The first stage was planning. In this stage, the researcher made some revisions to the lesson plan based on the results of cycle 1. The revisions included providing additional practice of rearranging the jumbled sentences and organizing the structure of narrative text before preparing the worksheet. It was also a mini discussion about unfamiliar vocabulary. The researcher also changed the type of questions from providing short answers into multiple-choice choices questions based on the information from the given video.

The second stage was acting. Here, the researcher recalled the students' background knowledge of narrative text material and focused more on the generic structure of the text. Then, the researcher asked the students to practice by re-arranging jumbled sentences and organizing the structure of the narrative text together, as well as a mini discussion about unfamiliar vocabulary by using the think-pair-share strategy. Following that, the researcher played a video twice with the English subtitles shown and discussed the content of the video

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with the students. The researcher grouped the students into 5-6 groups, delivered the worksheet, and asked them to do it in groups. The task is to rearrange the jumbled sentences and organize them based on the generic structure of the narrative text. After that, they must answer a set of multiple-choice questions based on the information from the video.

The third stage was observing. During the observation, the researcher found that student understanding and engagement had increased significantly; 4 out of 6 groups could arrange the sentences and organize them based on the generic structure. While there were 2 groups that still had errors in arranging and organizing the sentences and structures of the narrative text.

The fourth stage was reflection. In cycle 2, it showed that the students could understand the narrative text's structure. It was because of the addition practice, mini discussion, and the evaluation contributed to the students' ability by learning narrative text using video as the media. The students' better understanding of the concept was due to additional practice and a mini discussion before practicing. In addition, the change in question types from short answers to multiple-choice questions helped them to answer the question easily. Overall, the effectiveness and completeness of the lesson, as well as the achievement of the learning objectives set, were assessed in Cycle 2.

The academic reasoning and the school's minimum passing grade (KKM) for English was 70. So, the students were projected to meet the success criteria. If at least 70% of students received a listening comprehension score of 70 or higher, the study was claimed to be successful. Most students would achieve the necessary competency level before moving on to the next level due to this benchmark. The parameter meets the national education standards that place an emphasis on mastery learning.

Data analysis technique

The data of this study were analyzed by classification and scoring the listening comprehension test results. Students' listening test scores are calculated by dividing the number of correct answers by number of questions and then multiplying by 100. Then, the scores are compared to the minimum passing grade of 70. The students' percentage who has passed or obtained a score above 70 is calculated at the end.

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The observation checklist was analyzed by a descriptive analysis technique by classifying the content knowledge, organization, presentation, and interaction. For the test, it uses a scoring technique that focuses on comparing the students' scores of percentages of completeness from cycle 1 and cycle 2. These data help the researchers to know how effective the use of fable video is as a media.

RESULT AND DISCUSSION

Result

This study aims to investigate whether the integration of fable video can enhance students' listening comprehension and the impact it has on EFL students' engagement in listening activities. Besides, this study shows several findings. Table 1 illustrates the result of the observation conducted to evaluate the teaching performance of the teacher.

Table 1. Illustrate the comparison of cycle 1 and cycle 2

Observation Description		
Observation Point	<i>The Result of Cycle 1</i>	<i>The Result of Cycle 2</i>
Content Knowledge	<i>The material was based on the course curriculum and delivered the information deeply. Additional practice, mini discussion, and the change of type of questions were suggested to enhance student understanding.</i>	<i>The teacher added practice activities, applying the think-pair-share strategy for vocabulary, and changing question types, which improved students' participation, comprehension, and collaboration.</i>
Organization	<i>The material was delivered in an organized way and achieved the goal. But the topic of the previous or future lesson still needs to relate to the material</i>	<i>The teacher related the topic to previous or future lessons aimed at improving retention and understanding.</i>
Presentation	<i>Visual aids and examples were clearly presented, but unfamiliar terms and more real-life examples were less</i>	<i>Unfamiliar terms and more real-life examples were successfully met through clearer explanations.</i>
Interaction	<i>Questioning and effective responses by the teachers successfully engaged the students.</i>	<i>Both the whole class and individual students are involved by the teacher to ensure their understanding and fully achieve the</i>

	<i>interaction goal.</i>
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From the observation result of Cycle 1, the findings reveal that the teacher selected the material based on the curriculum that aimed to ensure students' understanding of the information given. The lesson was organized with a clear overview, and the material was delivered at an appropriate speed. To engage students' interactions, the teacher asks some questions to the students, giving respond time to respond, and responds to students' answers effectively to create an effective and positive learning environment. The teacher also delivers the material clearly with the use of visual aids, gives examples, and clear instructions before doing the task. However, the teacher did not implement a deeper student engagement activity by a strategy such as additional practice and mini discussion to ensure what the students will do, feedback from other students, and more real-life examples related to the topic. In short, there were several points that have not been achieved to reach the desired goal. Therefore, in cycle 2, teachers implemented several learning activities as recommended in cycle 1.

From the observation results in cycle 2, the teacher implemented the recommendation from cycle 1 to increase students' contribution during learning. Thus, the implementation of the recommendations given in cycle 1 enables students to grasp the information better, which makes them understand it more thoroughly. Overall, the progression from Cycle 1 to Cycle 2 highlights a positive development in teaching practices, with more effective strategies implemented to support student understanding and engagement.

On the other hand, the author also took the data from the score test of listening comprehension. The result of the average of cycles 1 and 2 was increasing, from 58.81 in cycle 1 to 71.61 in cycle 2. It increased 12.8 points from cycle 1 to cycle 2. Here is the detailed score test result of cycle 1 and cycle 2:

Table 3. Summary of score and improvement per cycle

<i>Improvement Level</i>		
Cycle	Cycle 1	Cycle 2
Average	58.81	71.61
Completeness Percentage	22.58%	74%
Average Improvement	-	12.8

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In addition, the author also has a success criterion for the students. The success rate that the author wants to achieve is 70% of 31 students should achieve a score of 70 to 100. And the result shows that the completeness percentage has increased significantly from 22.58% to 74%. Which means, in cycle 1, there were only 7 students who completed the criteria of success, while in cycle 2, there were 23 students who completed the criteria of success.

In contrast, the uncompletedness percentage decreased from 77% in cycle 1 to 26 % in cycle 2. Which means, there were 24 students who had not completed cycle 1, and there were only 8 students who had not completed cycle 2. The following data table further supports these observations by illustrating the improvement in student outcomes between Cycle 1 and Cycle 2.

Table 4. The comparison result of cycle 1 and cycle 2

<i>Category</i>	<i>Completeness Percentage</i>	<i>N</i>
<i>Cycle 1</i>	<i>22.58%</i>	<i>7 out of 31</i>
<i>Cycle 2</i>	<i>74%</i>	<i>23 out of 31</i>

Overall, after there was a revision on the action stage, in which in cycle 1 the author did not do a mini discussion about re-arranging jumbled sentences and organizing the structure of the narrative text together, and a mini discussion about unfamiliar vocabulary with the think-pair-share strategy; in cycle 2, the author did this activity. The researcher also changed the type of questions from short-answer questions to multiple-choice questions. In Table 4 that the percentage of completeness has improved from 22.58 % to 74%. It shows that the integration of fable videos enhanced EFL students' listening comprehension skills and as reflected in the teacher performance improvement in interaction, presentation, and organization across two cycles had a significant positive impact on students' engagement and result.

Discussion

The findings of this study indicate that there was a significant improvement in students' listening comprehension skills. The average score in the preliminary study shows 27.58, 58.81 in cycle 1, and 71.61 in cycle 2. It shows that there was an improvement from

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the preliminary study, cycle 1, and cycle 2. The improvement of score from the preliminary study to cycle 1 was 31.23, from cycle 1 to cycle 2 was 12.81, and from the preliminary study to cycle 2 was 44.03. In addition, the students who reached a score above 70 also improved from 6.45% in the preliminary study, which means only 2 out of 3 students who completed the test. In cycle 1 was 22.58%, which means only 7 out of 31 students completed the score in cycle 1, to 74% in cycle 2, which means 23 out of 31 students have already completed the score. It clearly shows that the use of fable videos significantly enhances students' listening comprehension. Despite the availability of digital media, many EFL students still have difficulty with listening comprehension, as this data demonstrates (Gultom et al., 2023; Nengsih, 2023; Saputri et al., 2025).

This finding is in line with the study from Ximena and Liliana, (2018) who found that students' listening comprehension and vocabulary improved using fables as media that provide different material, such as slides, drawings, pictures, and booklets, when telling the story. Similarly, Astuti, (2019) also found in her study that the implementation of a fable video not only improves students' listening comprehension skills but also students' active participation. In agreement with this study, Saputri and Diana (2024) observed that the combination of moving images and sounds that match the characteristics of the animals and the moral messages contained in the story makes this animated fable video media attractive to students. This is also in line with research by Annisya and Baadilla (2022), who highlighted that animated stories, as opposed to traditional speech methods, might enhance motivation and comprehension.

These results are also consistent with Mayer (2002) multimedia learning theory from a theoretical perspective. The use of fable video makes the students easily understand the content of the story better, as Mayer (2002) argued that visual and auditory information, such as educational videos presented simultaneously, can make student learning more effective by reducing cognitive load and improving comprehension. It is in line with Mayer's dual channel and multimedia principles, which can build connections between verbal and visual representations and improve retention and comprehension for students.

However, the comprehension test in this study cannot be generalized to other texts, such as descriptive or expository listening material, these findings only focused on narrative

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text. This limitation aligns with Winiharti and Arsyad (2022) who underlined that the need for multiple listening strategies and media support for various text kinds. Despite this limitation, the use of fable videos significantly improved students' listening comprehension by integrating dual channels of audio and visual input, in line with both empirical studies and multimedia learning theory.

The use of fables as a media in improving students' listening skills and enhancing students' engagement is also suitable in an EFL learning context. Furthermore, through the interaction strategies applied during the learning process, an improvement was found in this study. The interaction between the teacher and students was more effective and understandable using mini discussions. By the addition of a mini discussion before doing a practice make students are more able to understand the topic or have a good comprehension of how to organize the practice or task provided by the teacher.

According to Murphy et al., (2016), by preparing students' understanding about the topic or text, a mini discussion is needed before giving a task or practice to improve their comprehension. To help students make meaningful connections with new information during discussion or the next task, a preparation process that involves students' prior knowledge is needed. In addition, Asaner et al., (2020) added that, in helping students to have efficient communication and understand before preparing their next task, it is needed primary discussion to get them more ready (a form of mini discussion).

On the other hand, the teacher also helps students to face the difficulty of unfamiliar words or vocabulary that they have never heard or never known by giving them know what the meaning of the word is also gives the students some examples related to the word they did not know through direct explanation. In addition, the teacher used the think-pair-share strategy where the students can discuss the meaning of the vocabulary with their peers. So, the students do not directly determine the meaning based on their own thoughts, but they can also discuss and exchange their opinions with their other friends to find out the true meaning by adjusting the context. By this strategy, it can encourage the students to understand and remember the vocabulary better (Meutia et al., 2023). Where it is becomes an important strategy to make the students understand the meaning. This finding is in line with Al-Sahi and Al-Mekhlafi (2025), who found in their study that this strategy shows a significant

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improvement in remembering new vocabulary compared with the use of a conventional strategy. It shows that the use of the think-pair-share strategy can improve students' understanding of unfamiliar vocabulary in the fable video.

The findings also show that the use of fables as a media in improving students' listening skills is also suitable in an EFL learning context. This finding is in line with the study from Ximena and Liliana (2018) who found that students' listening comprehension and vocabulary improved using fables as media that provide different material, such as slides, drawings, pictures, and booklets, when telling the story. Similarly, Astuti, (2019) also found in her study that the implementation of a fable video not only improves students' listening comprehension skills but also students' active participation. In agreement with this study, Saputri and Diana, (2024) observed that the combination of moving images and sounds that match the characteristics of the animals and the moral messages contained in the story make this animated fable video medium attractive to students. This media has the potential to improve two aspects of language, including receptive language such as vocabulary, sentence, and story comprehension, as well as expressive language, such as students' ability to express ideas and feelings verbally. Additionally, this media facilitates interactive, enjoyable learning that aligns with students' developmental characteristics, making it a suitable alternative to traditional storybooks that may lead to boredom among students. It aligns with Batubara et al., (2023); Winiharti and Arsyad, (2022), fable is especially suitable for EFL students, who frequently require both language input and character instruction, because of their moral and narrative components.

Furthermore, through the interaction strategies applied during the learning process, an improvement was found in this study. The interaction between the teacher and students was more effective and understandable using mini discussions. By the addition of a mini discussion before doing a practice make students are more able to understand the topic or have a good comprehension of how to organize the practice or task provided by the teacher. According to Murphy et al., (2016), by preparing students' understanding about the topic or text, a mini discussion is needed before giving a task or practice to improve their comprehension. To help students make meaningful connections with new information during discussion or the next task, a preparation process that involves students' prior knowledge is

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needed. In addition, Asaner et al., (2020) added that, in helping students to have efficient communication and understand before preparing their next task, a primary discussion is needed to get them more ready (a form of mini discussion). This research demonstrates how crucial scaffolding strategies are for sustaining students' interest in listening exercises.

Besides, the form of assessment also played an important role in the students' improvement. Despite this, the type of questions also affects students' ability to answer the questions given. Even though the explanation about the material was clear, many students found it difficult to answer the short-answer questions provided by the teacher. As we saw in cycle 1, many students were unsuccessful in obtaining a score above the minimum passing grade. In eliminating the possibility of errors in writing and providing more objective questions, students prefer multiple-choice questions to short-answer questions (Sari et al., 2024).

Another study from Dhok et al., (2023) stated that if multiple-choice questions make students easier to get a score above the minimum passing grade, then generally, students get higher scores in multiple-choice questions than short answer questions. Multiple-choice questions are suitable for a listening comprehension test because many students still have difficulty with spelling and writing in English. In addition, multiple-choice questions also make them easier to answer and less discriminatory. In addition, Medsen, (1983) urged the use of multiple-choice questions to be used to test students' listening comprehension, which aimed to find general information. Thus, the change in the type of questions becomes one of the reasons for students to improve their comprehension and scores.

Even while students' participation increased, not every student participated equally in class discussion, suggesting that further scaffolding techniques could be needed to engage passive learners. Although not all the students participated equally, the help of interactive techniques like think-pair-share and mini-discussion, along with suitable assessment formats, the integration of fable video effectively encouraged students' engagement and enhanced their educational experience.

CONCLUSION AND IMPLICATION

Conclusion

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Based on the result and discussion, it is concluded that the students' listening skill is enhanced by implementing fable video via YouTube in the process of learning listening. The combination of visual and audio aids made it easier for the students in understanding English vocabulary and the content of the story. This improvement is proven with the average students' listening score test that achieved the criteria for success (74%). It means that 23 out of 31 students were successful.

In addition, there was a positive impact on students' engagement during listening activities caused by the integration of a fable video. The interactive strategies, such as additional practice and mini discussion using the think-pair-share assisted students in catching information and retaining new vocabulary, enabling students to comprehend the context of the story. As a result, students' listening skill was improved through students' engagement in the process of learning.

Limitation

The limitation of this study is that the author collected data from students within a limited time frame, which was close to the students' exam period at school. This might make it difficult for students to focus during the learning activities. By conducting studies over a longer period and with a more flexible academic schedule, these limitations can be overcome, allowing for a more in-depth investigation of the long-term impact on other language skills, such as speaking or writing, with a more in-depth investigation of the impact of fable videos.

Implication

There are several implications for teachers, curriculum developers, and future researchers. For the teacher, the integration of fables via YouTube into students' listening lessons can be combined with these interactive strategies media, such as think-pair and share, and mini discussions, which can make the learning more engaging and accessible, also help students better understand the material, improve vocabulary retention, and stay motivated during listening activities. Academically, this method is in line with Mayer's multimedia learning theory, which shows the clear evidence of the effectiveness of fable video in facilitating listening comprehension in the field of English language learning. Pedagogically, to improve students' understanding and motivation in listening, teachers are encouraged to

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integrate authentic and engaging materials such as fable videos. For Curriculum Developer, it is suggested to be focused on how the media can be used in EFL or syllabus programs. For Future Researchers, the use of fable videos on various language skills beyond listening, such as speaking or writing, can have a long-term effect, so research should not be scheduled too close to the exam to make sure students stay focused and actively participate in the study.

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