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Implementing an English Fairy Tale YouTube Channel to Enhance 9th Graders' Reading Comprehension

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Abstract

The phenomenon of conventional reading learning is often less interesting for students and results in low engagement in learning activities. This study aims to examine the effectiveness of audio-visual media from the English Fairy Tales YouTube channel in improving students' reading comprehension skills. This study used quantitative method with pre-experimental research design, namely one-group pre-test and post-test. The sample of this study was a group of students selected using simple random sampling technique. Data were collected through reading comprehension tests given before and after treatment with audio-visual media. The test consisted of 30 multiple choice questions which were previously tested for validity and reliability. Data were analyzed using SPSS 25 for Windows, with descriptive and inferential statistical analysis. Descriptive analysis was conducted to determine students' basic reading skills, while inferential analysis used T-test to compare data before and after treatment. The results showed that the use of audio-visual media from the English Fairy Tales YouTube channel significantly improved students' reading comprehension skills. The conclusion of this study is that audio-visual media can be an effective alternative to conventional learning methods in increasing students' interest and engagement in reading activities.

Keywords: English Fairy Tale; Reading Comprehension; Narrative Text.

INTRODUCTION

Reading, as a fundamental language skill, plays a crucial role in both academic and social contexts (Özdemir & Akyol, 2019). Its significance in education cannot be overstated; proficient reading abilities are vital for students' academic success, facilitating the enhancement of their language and communication skills (Amini et al., 2020). This skill forms the foundation for comprehending school subject matter and is essential for the acquisition and development of further knowledge and competencies. Ganie, Deliana, and Rangkuti (2019) highlight that proficient reading skills can unlock new realms of knowledge and opportunities, particularly through the ability to understand texts in foreign languages. Achieving reading proficiency involves the gradual mastery and integration of fundamental skills, enabling individuals to read independently with full comprehension. This progressive learning process underscores the importance of developing robust reading abilities, as they are indispensable for academic achievement and personal growth. Hence, fostering reading skills is imperative for educational

institutions aiming to cultivate well-rounded, knowledgeable individuals who can thrive in various aspects of life.

The term "reading comprehension" refers to the ability to understand the meaning of a text and the ideas that an author wants to convey, either explicitly or implicitly (Yurko and Protsenko, 2022). Stahl et al. (2020), state that comprehension can be called the "bottom line" of reading. Measuring reading comprehension shows how well all the components of reading work together. However, there are still many students who experience difficulties in the English learning process, especially reading comprehension. Ganie, Deliana, and Rangkuti (2019) identified three main factors that affect students' difficulties in the learning process, such as: (1) lack of vocabulary, ignorance of the meaning of words, and lack of motivation to learn, (2) unsuitability of teaching methods used by teachers, and (3) teaching materials that do not support students' conditions in the classroom, as well as the lack of additional teaching tools and media. In line with this opinion, the results of the researcher's observation at SMP Negeri 4 Negara, showed that the learning methods used by teachers were ineffective and uninteresting to students.

Reading instruction in the classroom frequently employs the reading aloud method, which is widely regarded as suboptimal due to its potential to impede the comprehension process. Gibson (2008) characterizes the reading aloud technique as a coercive method often linked with antiquated and unengaging reading activities. Furthermore, Hazzard (2016) argues that the reading aloud technique may not be universally effective, as it can present significant challenges for some students in developing independent reading skills. These challenges can substantially obstruct the overall learning process within the classroom setting. Consequently, it is imperative to explore and implement alternative methods or media that can more effectively captivate students' interest and enhance their engagement in classroom learning. By adopting innovative approaches, educators can create a more stimulating and supportive learning environment that addresses the diverse needs of students, fostering better comprehension and a more profound appreciation for reading. This paradigm shift in reading instruction is essential for promoting a more dynamic and effective educational experience that aligns with contemporary pedagogical standards and the evolving needs of students.

Numerous methods and media can be utilized to enhance students' reading comprehension skills, among which audio-visual media stands out. Audio-visual media, comprising both visual and auditory elements in the form of videos, serves as a potent tool for engaging learners. YouTube, in particular, emerges as a highly accessible platform for acquiring such media. Neumann and Herodotou (2020) underscore the ease of access and user-friendly interface design of YouTube, making it an ideal resource for educational purposes. Additionally, YouTube's closed caption (cc)/subtitle feature enables students to concurrently watch videos and read the accompanying text, thereby augmenting their comprehension. Teng (2019) elaborates on this by stating that "captions turn videos into storybooks with a stream of written language presented synchronously with video and audio reinforcement." This integration of visual and textual elements fosters a deeper understanding of the material, as students can simultaneously process auditory and written information. Utilizing audio-visual media from platforms like YouTube can thus significantly enhance the reading comprehension skills of students, providing a dynamic and multifaceted learning experience.

Numerous studies have substantiated the efficacy of audio-visual media in enhancing students' reading skills. For instance, research conducted by Asrul, Khoirot Daulay, and Suci Amaniarsih (2020) revealed that the use of audio-visual media significantly improves students' reading comprehension skills. This enhancement is attributed to the fact that audio-visual media fosters a more creative and relaxed learning environment. Audio-visual-based learning offers substantial benefits for students. According to Davies and Pierse (2008), as cited by Sa’adah (2022), video is an effective educational medium that facilitates easy knowledge

acquisition for students. The integration of audio-visual elements in the learning process not only makes the content more engaging but also aids in better retention and understanding of the material. These studies underscore the importance of incorporating audio-visual media in educational practices to foster an enriching and effective learning experience for students.

In this study, the researcher selected the "English Fairy Tales YouTube Channel" as a pedagogical medium to enhance students' reading comprehension skills. Watkins and Wilkins (2011) posited that video can serve as an effective medium in reading activities, particularly as it introduces students to diverse English dialects. The English Fairy Tales YouTube Channel was chosen for its high-quality content, featuring engaging audio-visual presentations complemented by clear subtitles, which render the stories easily comprehensible for the audience. The researcher contends that utilizing such media can effectively address the challenges faced by students at SMP Negeri 4 Negara in mastering reading comprehension. The integration of these videos is anticipated to create a more stimulating and accessible learning environment, fostering improved engagement and comprehension among students. This approach aligns with the broader educational objective of leveraging technology to enhance learning outcomes, offering a practical solution to the difficulties encountered in traditional reading instruction.

METHOD

Pre-experimental research design along with quantitative approaches are used in this study. Scientific research concerns can be addressed through the collection and analysis of numerical data using quantitative methodologies. According to Rana, Gutierrez, and Oldroyd (2021) this approach is employed for summarizing, calculating averages, identifying trends, formulating forecasts, examining causal links, and extrapolating findings to a broader population. A single group is used for both the pre- and post-tests in this study. Ary et al. (2018) state that the one-group pre-test and post-test strategy consists of three steps: (1) administering a pre-test measuring the dependent variable; (2) putting the subject through an experimental treatment (X); and (3) administering a post-test measuring the dependent variable. Pre- and post-tests were administered to a group of students in this study to see if the intervention might considerably.

The research employed audio-visual media from the English Fairy Tales YouTube channel as the treatment. This choice stemmed from the necessity to enhance student engagement and interest in reading, which conventional teaching methods often fail to achieve. Traditional reading instruction typically involves reading aloud, a method Gibson (2008) describes as outdated and unappealing to students. Such methods frequently fall short in maintaining students' attention, leading to boredom and suboptimal delivery of material by teachers. For this study, the instrument utilized was a reading comprehension test administered during both pre-test and post-test phases. Initially, the researchers developed 40 multiple-choice questions, which were then validated and tested for reliability in equivalent classes. From these, 30 questions were selected and used for the pre-test and post-test assessments to measure the impact of the audio-visual media on students' reading comprehension.

The collected data was analyzed using SPSS 25 for Windows. Data analysis was carried out through Descriptive Statistics and Inferential Statistics. Descriptive Statistics begins with administering a pre-test to determine students' basic reading comprehension skills. After that, the researchers applied the English Fairy Tales YouTube channel as a treatment in this research, followed by giving a post-test to students to assess the effect of using this media. For further analysis, Inferential Statistics is used to answer hypotheses and research problems that refer to populations based on sample data. Inferential Statistics is also used to determine the influence of independent variables on dependent variables. In this research, the T test (T-test) was used

to compare data before and after treatment in one sample group. Before applying the T Test, the Shapiro-Wilk and Levene-Statistic tests were carried out to ensure normality and homogeneity of the data. With this comprehensive approach, the research is expected to provide a clear picture of the effectiveness of using the English Fairy Tales YouTube channel as a medium in improving students' reading comprehension.

RESULT AND DISCUSSION

Result

In this study, descriptive statistics were conducted by analyzing data from the research sample. This analysis process included calculating various statistical parameters, including the mean, standard deviation, variance, range, and maximum and minimum scores. The purpose of this analysis was to provide a comprehensive overview of the distribution and characteristics of the data obtained. The results of this descriptive statistical analysis are presented in Table 1, which provides a comprehensive overview of the performance of the research sample in the context of this study.

Tabel 1. Hasil Penelitian

Aspect	Pre-test	Post-test
Mean	64.97	95.50
Median	60.00	97.00
Mode	60	97
Std. Deviation	19.795	5.140
Variance	391.832	26.424
Range	64	20
Minimum	33	80
Maximum	97	100
Sum	2014	2973

Table 1 presents the comparative results between the pre-test and post-test scores of the students in class 9D of SMP Negeri 4 Negara. The average pre-test score was 64.67, which increased significantly to 95.90 in the post-test. The mean score difference further highlighted this improvement, with the pre-test mean at 60.00 and the post-test mean at 97.00. This substantial increase in mean scores after the intervention indicates a positive impact. The mode shifted from 60 in the pre-test to 97 in the post-test, reflecting a notable change in score distribution. The standard deviation also decreased significantly from 19.795 in the pre-test to 5.140 in the post-test, suggesting a more concentrated score distribution around the mean after the intervention, indicating that students' reading comprehension skills became more homogeneous. Furthermore, the minimum and maximum scores showed a marked improvement. The minimum pre-test score was 33, and the maximum was 97, whereas the post-test scores ranged from 80 to 100. The cumulative score increased dramatically from 2014 to 2973, reinforcing the significant enhancement in reading comprehension skills.

Furthermore, statistical tests were carried out to test the research hypothesis. Before hypothesis testing, the data must be qualified by first conducting normality and homogeneity tests. The normality test is conducted to ensure that the data is normally distributed, while the homogeneity test is conducted to ensure that the data variance between groups is uniform. These two tests are important for the validity of the research results, because hypothesis testing requires data that meets these assumptions. After the data meets the requirements of normality

and homogeneity, then statistical tests can be carried out to evaluate the research hypothesis more accurately and convincingly.

Table 2. Normality and Homogenity Test

	Normality Test			Homogenity Test	
	Statistic	df	Sig.	Levene-Statistic	Sig.
Pre-test	0,912	31	0,014	31,167	0,000
Post-test	0,717	31	0,000		

Table 2 presents the results of the normality and homogeneity tests for the pre-test and post-test data. The pre-test data yielded a significance value of .014, while the post-test data exhibited a significance value of .000. Since both significance values are less than 0.05, it can be concluded that the data from both the pre-test and post-test do not follow a normal distribution. Moreover, the homogeneity test results indicate that the significance value (Sig.) for the item based on the mean was 0.000, which is also less than 0.05. This implies that the pre-test and post-test data do not exhibit homogeneity of variance, indicating that they do not originate from the same variance. Consequently, these findings suggest that the assumptions of normality and homogeneity are not met for the pre-test and post-test data.

Since the data met the prerequisite tests for normality and homogeneity, we could proceed with hypothesis testing using the t-test. This statistical test is essential for determining whether there is a significant difference between the means of the pre-test and post-test scores, thus evaluating the effectiveness of the intervention. By confirming that the data conforms to the assumptions required for the t-test, we ensure the validity and reliability of the hypothesis testing results.

Table 3. Hypothesis Testing

Statistics Test	
	Score
Mann-Whitney U	89.000
Wilcoxon W	585.000
Z	-5.609
Asymp. Sig. (2-tailed)	0.000

In Table 3 above, the Mann-Whitney U value is 89,000 while the Wilcoxon W value was 585,000. The Z value obtained was -5.609. The asymptotic significance (2-tailed) of 0.000 indicates that this difference was highly statistically significant. Therefore, it could be concluded that there was a significant difference between the students' pre-test and post-test scores. This showed that the use of audio-visual media in learning had a better impact than the use of conventional reading aloud techniques.

Discussions

This section elucidates the findings of the conducted research, which aimed to juxtapose the conventional reading aloud method frequently employed by teachers with the innovative use of audio-visual media from the English Fairy Tales YouTube channel for teaching reading comprehension. The study was situated at SMP Negeri 4 Negara, focusing on 9th-grade students, with the 9D grade class serving as the research sample. Employing a pre-experimental design with a one-group pre-test and post-test approach, this research meticulously evaluated the shifts in students' reading comprehension skills before and after the intervention. This methodological choice allowed for a thorough examination of the impact of audio-visual media on enhancing reading comprehension, contrasting it with the traditional reading aloud

technique. Through this approach, the researcher aimed to quantify the extent to which audio-visual media could foster improved comprehension skills, offering a nuanced and comprehensive understanding of its effectiveness in a contemporary educational setting. The ultimate goal of the study was to provide valuable insights into the potential benefits of integrating audio-visual media into reading instruction, thereby contributing to the ongoing discourse on innovative educational practices.

The data collection process in this study was conducted through five sessions with the research subjects. The sessions included a pre-test, three treatment sessions, and a post-test. The first step in this process was the administration of the pre-test to the students, which was designed to determine their basic reading comprehension skills prior to treatment. This pre-test served not only as an initial measurement tool but also as an indicator to evaluate how significant the effect of the conventional reading aloud method was on the students' reading comprehension skills. The pre-test scores were then used as a basis for comparison with the scores obtained after the students had received a series of treatments. By using the pre-test, researchers could determine the baseline level of students' reading comprehension skills, which would later be compared with the post-test results after students were treated with audio-visual media. This step was important to measure the effectiveness of the learning method used and to ensure that any changes in post-test scores were truly caused by the treatment given during the study.

After administering the pre-test and collecting all students' scores, the instructional phase commenced using the audio-visual media from the English Fairy Tales YouTube channel. This phase was conducted over three distinct sessions. To facilitate an interactive and personalized learning experience, students were encouraged to bring their own mobile devices to watch the videos provided by the researcher. The integration of mobile devices was intended to enhance the interactivity and personalization of the learning process, aligning with Kearney et al. (2012), who posited that mobile devices enable students to engage interactively and personally when watching educational YouTube videos in English classes. At the conclusion of the instructional sessions, a post-test was administered to evaluate the impact of the audio-visual media on students' reading comprehension skills. The results of this post-test were then compared to the pre-test scores collected before the intervention. Should the post-test results fail to show a significant improvement, it would suggest that the use of audio-visual media did not influence students' reading comprehension skills (H0). Conversely, if there was a marked increase in post-test scores, it would indicate that the use of audio-visual media had a substantial positive effect on enhancing students' reading comprehension skills (Ha). This comparative analysis aimed to provide a clear assessment of the effectiveness of audio-visual media in improving reading comprehension, thereby contributing valuable insights to contemporary educational practices.

In this research, the mean score of students on the post-test was an impressive 97.00, a notable improvement from the pre-test average of just 60.00. This substantial enhancement signifies a marked advancement in students' reading comprehension abilities, attributed to the instruction utilizing audio-visual media from the YouTube channel "English Fairy Tales." Consequently, this result led to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). In essence, the incorporation of audio-visual resources from the "English Fairy Tales" channel proved to be considerably more effective in elevating students' reading comprehension skills compared to the conventional method of reading aloud. This conclusion aligns with findings from several prior studies. For instance, Siti Munawaroh's 2019 research, "Teaching Narrative Text Using Animated Video: Improving Students' Skills in Reading Comprehension," demonstrated that animated video media not only enhanced students' reading comprehension but also bolstered their motivation to engage with narrative texts. Similarly, Nurmahyuni Asrul's 2020 study, "The Effect of Audio-Visual Media on

Student Reading Comprehension," revealed that students exposed to audio-visual media experienced a significant boost in their reading comprehension skills. Furthermore, the study by Nakamura and Spring (2020), titled "How Watching YouTube Videos with Subtitles Can Affect EFL Listening and Reading Skills," supports the notion that students' reading proficiency and speed improve when they engage with subtitled videos. Additionally, Fiolina Hana Puspitasari's 2021 research, "Improving Reading and Counting Skills Through Audiovisual Media for Slow Learner Indonesian Elementary Students," highlights that the use of audiovisual media enhances learning for children with difficulties by stimulating enthusiasm for reading and counting, thereby augmenting their overall learning effectiveness.

Theoretically, the use of audio-visual media in learning certainly has a better impact than conventional media. According to Smith (2010), reading aloud tends to cause students to focus on the pronunciation of words rather than understanding the content. This can result in students memorizing words without really understanding the context or meaning of the text they are reading. Research by Davis and Williams (2015) also shows that using the read-aloud method results in students having lower text comprehension skills. Meanwhile, students gain better comprehension when taught using audio-visual media, as cited by Sa'adah (2022) According to Davied & Pierse (2008), video is an effective learning medium so that students can acquire knowledge more easily. Watkins and Wilkins (2011) also say that video can be an effective medium in students' reading activities because it is an ideal tool to introduce students to different English dialects.

The use of the read-aloud method can also cause excessive anxiety for some students who lack confidence in their reading ability (Brown, 2012). This could have a negative impact on students' motivation and interest in learning. Therefore, the use of audio-visual media could be used as an alternative to help students feel more comfortable in learning. This was supported by Stempleski's (1987) opinion that video can increase student engagement and enthusiasm when used as a teaching tool. And Berk (2014) also added that the use of video in learning can increase student engagement, improve understanding, and motivate students to learn. These things certainly make the learning process better and teachers could easily transfer knowledge to their students.

CONCLUSION

The findings of this study indicated that the use of audio-visual media from the “English Fairytale YouTube channel" significantly enhanced students' reading comprehension abilities. The students' pre-test mean score increased from 64.67 to 95.90 following the intervention, demonstrating a notable improvement. The increase in the median score from 60.00 to 97.00 and the change in the mode from 60 to 97 further substantiated the efficacy of this intervention. The higher standard deviation in the pre-test (19.795) compared to the post-test (5.140) indicated that before the intervention, students' reading comprehension ability exhibited greater variability, while after the intervention, the ability became more homogeneous. The narrower range of scores after the intervention also indicated an increased consistency in students' performance. The results of this study indicated that the use of audio-visual media could enhance students' average reading comprehension scores and reduce the variability in their reading abilities. Overall, the findings demonstrate the efficacy of audio-visual media in improving students' reading comprehension abilities.

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