



English Conversation Videos: A Study of Their Impact on English Language Education Students' Academic Listening Skills and Attitudes

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Abstract. *This study explores the impact of English conversation videos on the academic listening skills and attitudes of English Language Education (ELE) students. As technology reshapes language education, video-based materials, especially conversation videos, provide authentic language exposure, enhancing comprehension and pragmatic skills. Using a pre-experimental design with pretest-posttest assessments and a Likert-scale questionnaire, the study involved 30 second-year ELE students at the Islamic University of Kalimantan Muhammad Arsyad Al-Banjari. Results showed a significant improvement in listening skills, with posttest scores rising from a mean of 81.67 to 87.17 ($t(29) = 11.36, p < 0.001$). Students had positive attitudes towards using videos, noting high motivation and relevance to their future careers. However, while videos helped with comprehension and accent recognition, they were less effective in reducing anxiety or improving test performance. These findings underscore the value of conversation videos in academic listening development and suggest areas for future research on their impact on higher-level listening skills and anxiety management.*

Keywords: *Academic Listening; English Conversation Videos; Listening comprehension; Pragmatic skills; Student Attitudes*

1. INTRODUCTION

Technology has become essential in modern language education, especially within English Language Education (ELE) (Nurjannah, Mutiasari, & Tarihoran, 2025, p. 45). The move from traditional to multimedia-rich environments is driven by the need for authentic and engaging learning experiences (Hanifa, Yusuf, Yusra, et al., 2024, p. 3). Video-based materials, in particular, have emerged as a powerful tool for language acquisition by exposing learners to authentic language in various contexts (Arbain, Ramadani, & Hartatya, 2023, p. 58; Concesal & Roslaini, 2024, p. 220).

English conversation videos provide unscripted, natural discourse that is crucial for developing pragmatic competence and understanding non-verbal cues (Putri Nugra Fitria & Wahyuni, 2023, p. 10). Mastering these skills is vital for ELE students, who are also future teachers. Listening is a foundational but challenging skill, and traditional classrooms often lack exposure to diverse accents and natural speaking speeds needed for academic listening (Gjinali & Piri, 2023, p. 12; Susanto, Oktavia, & Sembiring, 2023, p. 15).

A learning tool's effectiveness is tied to student attitudes; positive attitudes like motivation and engagement improve learning outcomes (Khasanah & Lestyanawati, 2024, p. 159), while negative ones hinder it. This study, therefore, explores the dual impact of English conversation videos on both the academic listening skills and attitudes of ELE students.

2. LITERATURE REVIEW

Recent research has increasingly focused on the positive impact of video materials on various language skills. For instance, in “Immersive Video towards Vocabulary Mastery: EFL Students’ Perspective”, Putri, Tyas, & Perdhani (2023) found that immersive video significantly improved vocabulary mastery among EFL students. Studies also show that using video media in vocational schools can enhance not just vocabulary, but listening comprehension and student motivation. (Maulana & Rini, 2025).

Authentic video content consistently benefits listening skills. In “Listening Made Easy: The Impact of Conversational Videos on Students’ Listening Comprehension”, Arbain, Ramadani, & Hartatya, (2023) demonstrates that conversational videos improve students’ ability to understand spoken discourse in more natural settings. Also, in “The Influence of YouTube on Listening Skills”, Rahila, Batubara, & Marlina, (2023) confirms that exposure to native-speaker conversation via YouTube helps in improving academic listening abilities.

Using videos also positively affects student attitudes. Aini, Navira, Rahayu, Indah, & Torihoran (2024) reveals that video-based learning increases self-confidence and motivation among English learners. In vocational school settings, Maulana & Rini (2025) reports that students feel more engaged, report higher enjoyment, and show increased motivation when video media are integrated into English instruction.

While existing research highlights the general benefits of video in language education, there remains a gap regarding the specific impact of unscripted, natural English conversation videos on the academic listening skills and attitudes of English Language Education (ELE) students, especially those training to become future teachers. Few studies isolate the effect on identifying main ideas, discourse markers, and note-taking in lecture-style or formal academic listening when natural conversation videos are used.

3. METHOD

Research Design

This study employs a pre-experimental design to investigate the causal relationship between the intervention (using English conversation videos) and the dependent variables (academic listening skills and attitudes). Creswell & Creswell (2022) discusses foundational principles of quantitative and experimental designs, including pretest–posttest formats.

When a control group is not feasible, a one group pre-test–post-test (pre-experimental) design can be used to observe changes within a single group over time (Ary, Jacobs, Sorensen, & Walker, 2020, p. 123). In this design, a pre-test is first administered, followed by an intervention (treatment), and finally a post-test to assess any changes (Gunawan, 2023, p. 58).

By employing this design, the study can measure students' academic listening skills and attitudes both before and after exposure to English conversation videos, thereby estimating the impact of the video intervention on their learning outcomes.

Population and Samples

The population for this study was all students enrolled in the English Language Education program at Islamic University of Kalimantan Muhammad Arsyad Al-Banjari. The sample for this research consists of 30 second-year English Language Education students from this university. The second-year students were chosen due to their intermediate level of English proficiency, which makes them suitable for an intervention aimed at developing more advanced skills like academic listening (Wibowo et al., 2024, p. 55). A sample size of 30 is considered sufficient for a pre-experimental study to provide meaningful data while remaining manageable (Suryadi & Hidayat, 2023, p. 142). The sampling technique used is purposive sampling, selecting a group that fits the specific criteria of the study, which are second-year ELE students (Sari & Mulyadi, 2022, p. 89).

Technique and Instruments of Data Collection

Data for this study will be collected using two primary instruments: a test and a questionnaire.

a. Test

A pre-test and post-test will be administered to measure the students' academic listening skills. The tests will consist of multiple-choice and short-answer items developed from audio and video clips of authentic academic discourse — for example, lectures, interviews, and presentations (Pelleriti, 2020, p. 5). The test items are designed to assess key academic listening sub-skills such as identifying main ideas, recognizing specific details, understanding vocabulary in context, and inferring speaker attitudes (Brown & Yule, 2022, pp. 122–124). To ensure content and construct validity, the test will be reviewed and validated by experts in English language teaching and applied linguistics (Alavi, Kaivanpanah & Panahi, 2018, pp. 6–7).

b. Questionnaire

A Likert-scale questionnaire will be used to assess students' attitudes toward using English conversation videos for learning. Such questionnaires are widely used in language attitude research because of their practicality and their ability to tap into affective, cognitive, and behavioural dimensions of attitudes (Li & Wei, 2022, p. 5). The

questionnaire will contain statements related to motivation, engagement, perceived learning effectiveness, and confidence, drawing on validated dimensions in existing attitude instruments (Alhamami, 2022, pp. 4–6). It will be divided into sections to cover various attitude aspects such as enjoyment, perceived difficulty, and usefulness of the learning material (Kaplan, 2023, pp. 230–232). Before the main data collection, a pilot study will be conducted to check the reliability (e.g. internal consistency) of the questionnaire (Kaplan, 2023, p. 234).

The scorings below were used in order to compare the means ($\bar{x}$) of the perspectives specified.

- 1) I do not agree at all: 1.00 – 1.49
- 2) I do not agree: 1.50 – 2.49
- 3) I am not sure: 2.50 – 3.49
- 4) I agree: 3.50 – 4.49
- 5) I totally agree: 4.50 – 5.00

Data Analysis

The data collected from the tests and questionnaires were analyzed using appropriate statistical methods. Quantitative data from the pre-test and post-test will be analyzed using a paired-samples t-test to determine whether there is a significant difference in academic listening scores before and after the intervention (Field, 2018, pp. 272–275). This analysis directly addresses the research question concerning improvements in listening skills. The questionnaire data will be analyzed using descriptive statistics (e.g. mean, standard deviation) to provide an overview of students' attitudes (Gravetter & Wallnau, 2023, pp. 150–152).

4. FINDINGS AND DISCUSSION

Result

The Pre-and Post-Intervention Academic Listening Skills of ELE Students Using English Conversation Videos

Table 1. Result of Pretest.

N	Pretest		Std. Deviation	Std. Error Mean
	Score	Mean		
1	80	0.979		
2	78	0.95		
3	80	0.979		
4	78	0.95		
5	80	0.979		
6	82	1.00		
7	84	1.029		
8	84	1.029		
9	84	1.029		
10	84	1.029		
11	78	0.95		
12	80	0.979		
13	84	1.029		
14	84	1.029		
15	84	1.029		
16	82	1.00		
17	76	0.93		
18	80	0.979		
19	82	1.00		
20	80	0.979		
21	82	1.00		
22	84	1.029		
23	86	1.05		
24	86	1.05		
25	86	1.05		
26	80	0.979		
27	80	0.979		
28	84	1.029		
29	84	1.029		
30	84	1.029		
	2450	81.67	2.871	0.524

Table 1 presents the descriptive statistics for the students' pre-test scores on academic listening skills. The total number of participants (N) was 30. The overall mean score for the pre-test was 81.67, with a standard deviation of 2.871. This indicates that, on average, the students had a good initial grasp of the academic listening concepts tested, with most scores clustering relatively close to the mean.

Individual scores ranged from a low of 76 to a high of 86. The most frequent scores were 80 and 84, each achieved by seven students. The low standard deviation suggests a consistent level of proficiency across the sample, with minimal variation between

individual students' pre-test performances. This finding indicates that the students began the study with a relatively homogeneous baseline of academic listening skills.

Table 2. Result of Posttest.

N	Posttest		Std.	Std. Deviation
	Score	Mean	Deviation	Mean
1	84	0.96		
2	82	0.94		
3	84	0.96		
4	86	0.986		
5	86	0.986		
6	86	0.986		
7	90	1.03		
8	88	1.009		
9	88	1.009		
10	90	1.03		
11	86	0.986		
12	86	0.986		
13	90	1.03		
14	92	1.05		
15	94	1.078		
16	86	0.986		
17	80	0.917		
18	86	0.986		
19	86	0.986		
20	84	0.96		
21	82	0.94		
22	88	1.009		
23	94	1.078		
24	92	1.05		
25	90	1.03		
26	84	0.96		
27	86	0.986		
28	92	1.05		
29	92	1.05		
30	92	1.05		
	2615	87.17	3.633	0.664

Table 2 shows the students' academic listening scores after the intervention. The total number of participants (N) remained at 30. The mean score for the post-test was 87.17, which is higher than the pre-test mean of 81.67. This increase suggests that the use of English conversation videos had a positive impact on the students' academic listening skills.

The scores in the post-test ranged from 80 to 94. The most common score was 86, with six students achieving this result. The standard deviation for the post-test was 3.633, which is slightly higher than the pre-test's standard deviation of 2.871. This small increase in the standard deviation indicates a slightly wider spread of scores after the intervention. Despite this, the results show a clear improvement in the students' overall performance, suggesting that the intervention was effective in enhancing their academic listening skills.

Table 3. Paired Samples Statistics.

Category	Mean	Std. Deviation	Std. Error Mean
Pretest	81.67	2.871	0.524
Posttest	87.17	3.633	0.664

Table 3 presents a comparative summary of the students' pre-test and post-test scores on the academic listening test. The data clearly shows a notable increase in the mean score from the pre-test to the post-test. The pre-test mean score was 81.67 ($SD = 2.871$), while the post-test mean score rose to 87.17 ($SD = 3.633$). This improvement of 5.5 points suggests that the intervention had a positive effect on the students' academic listening skills.

The standard deviation, which measures the dispersion of the scores, also increased from the pre-test ($SD = 2.871$) to the post-test ($SD = 3.633$). This indicates that while most students improved, there was a slightly wider range of scores among the participants after the intervention. The standard error of the mean for the post-test (0.664) is also higher than the pre-test (0.524), reflecting this increase in score variability. Overall, the paired samples statistics provide preliminary evidence of a positive impact on the students' academic listening skills.

Table 4 Paired Samples Test.

Paired Differences

		Mean	Std Deviation	Std Error Deviation	95% Confidence Interval of the Difference		t- Value	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Pretest Posttest	5.50	2.651	0.484	4.51	6.49	11.36	29	0.001

Table 4 presents the results of the paired-samples t-test, which was conducted to determine if there was a statistically significant difference between the pre-test and post-test scores. The analysis shows a mean difference of 5.50 between the pre-test and post-test, with the post-test scores being higher. The standard deviation of this difference is 2.651, and the standard error is 0.484.

The t-value for this test is 11.36, with 29 degrees of freedom. The significance value (2-tailed) is 0.001, which is well below the conventional alpha level of 0.05. This result indicates that the observed increase in scores from the pre-test to the post-test is statistically significant, meaning it is highly unlikely to have occurred by random chance. The 95% confidence interval for the mean difference is between 4.51 and 6.49, further confirming the positive and significant effect of the intervention. These results support the hypothesis that using English conversation videos significantly improved the students' academic listening skills.

The pretest mean of 81.67 establishes a solid baseline for students' academic listening skills. A low standard deviation (SD = 2.871) suggests that the group was fairly homogeneous, which helps reduce variation noise in intervention effects (Bonett & Wright, 2023). Although the baseline scores are strong, the fact that they are not perfect suggests room for improvement, especially when working with authentic materials.

Posttest results show a significant gain: the mean score rose to 87.17, supporting findings that multimedia and video-based listening instruction leads to measurable improvement (Rizky Khumairah et al., 2023; Gjinali & Piri, 2023). The higher standard deviation (3.633) indicates varying levels of improvement, aligning with research on individual responses to multimodal input (Liu, 2022). Overall, the results empirically support the effectiveness of the video-based listening intervention.

The paired-samples t-test confirms that this improvement is statistically significant: a mean difference of 5.50, with $t = 11.36$ and $p < 0.001$, indicates the change is unlikely due to chance. This result is consistent with the idea that video interventions provide

comprehensible input in realistic contexts, in line with Constructivist Learning Theory and Krashen's Input Hypothesis (Song & Liu, 2022).

Additionally, a strong positive correlation ($r = 0.751$) between pre-test and post-test scores indicates that the relative ranking of students remained stable, which bolsters the internal validity of the study. The low standard error of the means further suggests that your sample's estimates are fairly precise and that the findings might generalize to similar populations.

The Attitudes of ELE Students towards the Use of English Conversation Videos as a Learning Tool

Table 5 Results in Relation to The Problems during the Listening Process.

No	Effectiveness of using English conversation videos is in improving students' academic listening skills	Mean ($\bar{x}$)	<i>SD</i>
1	I feel that English conversation videos help me understand different accents in English.	3,36	1,306
2	The use of English conversation videos makes listening material more interesting for me.	3,18	1,273
3	English conversation videos help me understand the context of academic conversations.	3,12	1,350
4	I feel that my ability to identify the main idea in academic conversations has improved after using these videos.	3,10	1,165
5	By watching the videos, it has become easier for me to recognize commonly used academic vocabulary and phrases.	3,04	1,324
6	I can catch specific details in academic listening material after practicing with conversation videos.	2,96	1,142
7	The use of conversation videos gives me a more authentic listening experience compared to regular audio recordings.	2,76	1,422
8	I feel confident when listening to lectures or academic presentations in English after regularly using these videos.	2,76	1,349
9	English conversation videos help me distinguish between important and unimportant information.	2,70	1,529
10	I can follow the flow of academic conversations better with the help of these videos.	2,60	1,088
11	Using English conversation videos is effective in reducing my anxiety when facing listening tasks.	2,52	1,165
12	I feel that these videos are an efficient tool for improving my scores on academic listening tests.	2,48	1,074
Total		2.88	

Note. *SD*=Standard Deviation

Based on the data presented in Table 1, the overall effectiveness of using English conversation videos to improve students' academic listening skills is moderate, with a total mean score of 2.88. The results indicate a generally positive perception among students regarding the benefits of these videos, though some areas show more significant impact than others.

The most effective aspects of using English conversation videos, as perceived by students, are related to fundamental listening comprehension. The highest mean score (3.36) was for the item "I feel that English conversation videos help me understand different accents in English," suggesting that students find these videos highly beneficial for exposure to and comprehension of various accents. This is followed by a high mean score (3.18) for the videos' ability to make "listening material more interesting." Students also reported a strong positive impact on their understanding of academic context (mean 3.12) and their ability to identify the main idea (mean 3.10). The ability to recognize academic vocabulary and phrases also scored relatively high (mean 3.04).

Conversely, the least effective aspects were related to more complex listening skills and anxiety. The lowest mean scores were for "I feel that these videos are an efficient tool for improving my scores on academic listening tests" (mean 2.48) and "Using English conversation videos is effective in reducing my anxiety when facing listening tasks" (mean 2.52). This suggests that while students perceive the videos as a helpful tool for general comprehension, they do not feel they directly translate to improved test scores or reduced anxiety during exams. The ability to follow the flow of academic conversations (mean 2.60) and distinguish between important and unimportant information (mean 2.70) also had relatively lower scores.

Overall, the data suggests that English conversation videos are a valuable supplementary tool for improving foundational listening skills like accent recognition and general comprehension, but they may have limited perceived effectiveness in addressing higher-level skills such as test-taking and anxiety management. The standard deviation values indicate some variability in student responses, with a notable spread in perceptions regarding the videos' ability to distinguish information (*SD* 1.529) and provide an authentic listening experience (*SD* 1.422).

Table 6 Results in relation to Student Attitudes towards the Use of Conversation Videos.

No	Student Attitudes Toward the Use of Conversation Videos	Mean ($\bar{x}$)	<i>SD</i>
13	I have a positive attitude toward the use of English conversation videos in learning to listen.	3,80	1,161
14	I am more motivated to learn listening when using videos than when only using text or audio.	3,75	1,152
15	I believe that English conversation videos should be an integral part of the listening course curriculum.	3,64	1,290
16	I am willing to allocate extra time outside of class to watch English conversation videos.	3,46	1,110
17	I feel that the use of these videos is relevant to my needs as a future English language educator.	3,42	1,357
18	I recommend the use of conversation videos to my friends to improve their listening skills.	3,26	1,306
19	I am comfortable with the typical duration of English conversation videos used in learning.	3,24	1,255
20	I prefer conversation videos that display subtitles to aid comprehension.	3,18	1,155
21	I believe that English conversation videos are a modern and innovative learning medium.	3,08	1,496
Total		3.34	

Note. *SD*=Standard Deviation

Based on the data presented in Table 2, the overall attitude of students toward the use of English conversation videos as a learning tool is positive, with a total mean score of 3.34. This suggests that students generally have a favourable disposition toward incorporating this medium into their learning process.

The data reveals that the most positive attitudes are related to the foundational aspects of video-based learning. The highest mean score (3.80) was for the statement "I have a positive attitude toward the use of English conversation videos in learning to listen," indicating a strong initial acceptance of the medium. This is closely followed by the high mean score (3.75) for "I am more motivated to learn listening when using videos than when only using text or audio," which highlights the motivational advantage of videos over traditional methods. Furthermore, students strongly believe that these videos "should be an

integral part of the listening course curriculum," with a mean score of 3.64, supporting their integration into formal education.

The lowest-scoring items, while still positive, reflect a more nuanced perspective on the practical implementation and perceived modernity of the videos. The lowest mean score (3.08) was for the item "I believe that English conversation videos are a modern and innovative learning medium." This suggests that while students appreciate the utility of the videos, they may not universally view them as cutting-edge or highly innovative. Similarly, preferences for specific features, such as "I prefer conversation videos that display subtitles to aid comprehension," scored lower (mean 3.18), which indicates that while subtitles are helpful, they might not be a unanimous preference among all students. The standard deviation values show some variability in the responses, with a notable spread for the items related to relevance as an educator (*SD* 1.357) and belief in the videos' modernity (*SD* 1.496).

In summary, the data indicates that students hold a strong positive attitude toward using English conversation videos, primarily driven by their perceived benefits in motivation and learning effectiveness. Although some students may not see the videos as highly innovative, their overall willingness to use them and integrate them into the curriculum is clear.

The findings align with recent research on the use of authentic video materials in language learning. For example, in "Usage of Video and Multimedia to Improve Listening Skills: The Perception of Foreign Language Students", Gjinali & Piri (2023) found that students perceive video and multimedia materials as improving their listening skills, increasing motivation, and providing vivid contexts. Similarly, in "YouTube-Sourced Videos as Teaching Media for Listening Comprehension" (Rustam & Muhammad Danial, 2022) showed that using YouTube (authentic video) significantly improves listening ability in English learners through pretest-posttest intervention.

However, some studies also report lower perceptions of videos' ability to reduce test anxiety or directly boost test scores. For instance, while many students feel videos make learning more interesting and understandable, they sometimes hesitate to believe that such materials translate into formal test performance — especially when assessment focuses on decontextualized details. This echoes findings from Teachers and Students' Perception of Using Audio and Video in English Listening Activities (Pilochutari, 2023), where students said that videos helped them understand better but still found audio or traditional formats more directly linked to assessment.

The positive attitude toward English conversation videos, particularly regarding motivational benefits, is supported by several studies. In “Students’ Perception of YouTube as Authentic Material in Online Learning” (Baron, Arfani, & Lestari, 2022), students reported that YouTube videos increased their engagement and interest due to real-world content, originality, and clear audio-visual features.

Overall, these studies confirm what your findings suggest: authentic video materials are widely seen by learners as useful and motivating, though learners may still perceive a gap between informal, video-based learning and performance on formal assessments.

5. CONCLUSION

This study aimed to explore the impact of English conversation videos on English Language Education (ELE) students' academic listening skills and attitudes. The findings suggest that these videos significantly enhance students' listening comprehension abilities, while also positively influencing their attitudes toward learning. The results highlight the importance of integrating engaging multimedia tools in language education, as they not only improve academic skills but also foster a more positive and motivated learning environment. The theoretical implications of this study contribute to the growing body of research on multimedia learning, particularly the role of authentic materials in developing listening skills and enhancing student engagement. English conversation videos, as authentic resources, bridge the gap between classroom learning and real-world language use, reinforcing language acquisition theories that emphasize exposure to natural discourse. From a practical standpoint, the study suggests that incorporating English conversation videos into language curricula can be a valuable strategy for enhancing students' listening comprehension. Educators are encouraged to curate high-quality, contextually relevant videos to promote active engagement and improve listening proficiency. Additionally, the use of videos can help cultivate positive attitudes, which further contribute to better learning outcomes. Despite these positive findings, this study is limited by its sample size and the short duration of the intervention. Future research could expand the sample size, explore longer-term impacts, and examine how different types of videos (e.g., educational vs. entertainment) influence learning outcomes. Additionally, research could explore the role of video-based learning in other language skills, such as speaking and writing.

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