

## USING THE ENGLISH FAIRY TALES YOUTUBE CHANNEL TO SUPPORT EIGHTH-GRADE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

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### ABSTRACT

Reading comprehension is an important skill for junior high school students, particularly in understanding narrative texts, yet students may experience difficulties in identifying and interpreting information in such texts. Although audiovisual media have been increasingly used to support English language learning, empirical evidence regarding the use of specific YouTube-based narrative materials in reading instruction remains limited, particularly in the context of Indonesian junior high schools. This study investigated the use of the English Fairy Tales YouTube channel in teaching reading comprehension of narrative texts to eighth-grade students at SMP Negeri 26 Pontianak in the 2024/2025 academic year. A pre-experimental one-group pretest-posttest design was employed involving 30 students selected through cluster random sampling. Students' reading comprehension was measured using a 20-item multiple-choice test covering five aspects: main idea, details, inference, reference, and vocabulary. The students completed the pretest before and the posttest after two treatment sessions using videos from the English Fairy Tales YouTube channel. The results showed an increase in the students' mean score from 69.83 (SD = 5.94) in the pretest to 90.00 (SD = 6.82) in the posttest. A paired-samples t-test indicated a statistically significant difference between the pretest and posttest scores,  $t(29) = 24.82$ ,  $p < .001$ , with a 95% confidence interval for the mean difference of [18.51, 21.83]. The effect size was large (EF = 4.53). These findings indicate substantial improvement in students' reading comprehension scores following the intervention. However, because the study did not include a control group, the findings should be interpreted as evidence of improvement after the intervention rather than definitive evidence that the English Fairy Tales YouTube channel alone caused the improvement.

**Keywords:** English Fairy Tales YouTube Channel, reading comprehension, narrative text, pre-experimental research, junior high school

## INTRODUCTION

Reading is an essential part of English language learning because comprehension involves more than recognizing individual words. Readers must combine their linguistic knowledge with information already stored in their memory to develop an interpretation of a written text (Punkasirikul, 2020). In addition, effective comprehension requires learners to identify central ideas, locate supporting information, make inferences, interpret referential expressions, and understand word meanings according to their textual context (Asrul, Daulay, & Amaniarsih, 2020).

However, many Indonesian junior high Students still have difficulties understanding reading materials, especially narrative texts. According to the Merdeka Curriculum (Kemendikbud, 2024), reading comprehension includes several important skills. These skills include finding the main idea and specific information, making inferences, understanding references, and determining the meaning of new words from context. These skills can be challenging for students, particularly because they are learning English as a foreign language.

Observations carried out during the teaching practicum (Asistensi Mengajar) at SMP Negeri 26 Pontianak indicated that YouTube videos had occasionally been incorporated into English lessons. However, their use was not supported by a clearly structured instructional plan. In lessons involving narrative texts, classroom activities relied largely on textbook materials, and students were frequently instructed to read the text aloud together. During these activities, several students appeared to show limited engagement

and experienced difficulty moving beyond word-level recognition to understanding the overall meaning of the text. These classroom conditions suggested the need for learning media that could provide a more engaging context for developing reading comprehension.

YouTube has become one of the most popular platforms used in education, including English language learning. Its combination of audio, visual, and text elements can support students' understanding and make learning more interesting. Olagbaju and Popoola (2020) stated that audiovisual media can improve learning because students receive information through more than one sensory channel. Yusuf (2020) also explained that YouTube provides a wide variety of learning materials that teachers can easily access and use in their lessons. One channel that has potential for teaching narrative texts is English Fairy Tales. The channel provides animated fairy tales and folktales with English narration and on-screen text, making it both engaging and educational for students.

YouTube has become a widely used audiovisual medium in English language learning because it combines audio, visual, and textual elements that can support students' understanding and engagement. Audiovisual media can facilitate learning by presenting information through multiple sensory channels (Olagbaju & Popoola, 2020), while YouTube provides teachers with accessible and varied learning materials (Yusuf, 2020). One resource that can be used to teach narrative texts is the "English Fairy Tales" YouTube channel. The channel presents folk tales and fairy tales through animation, with English narration and text on the screen. Although previous studies have examined YouTube, animation,



subtitles, and other audiovisual media in language learning, less attention has been given to how these combined features can support specific aspects of reading comprehension, particularly main idea, details, inference, reference, and vocabulary in narrative texts. This gap provides a basis for examining the use of English Fairy Tales as an audiovisual medium for supporting students' reading comprehension of narrative texts.

This study aims to examine changes in Eighth-grade students' reading comprehension of narrative texts after using the English Fairy Tales YouTube channel. The study used a pre-experimental one-group pretest-posttest design involving 30 students. Reading comprehension was measured through five aspects: main idea, details, inference, reference, and vocabulary. It is expected that the findings of this study can provide useful information for English teachers who wish to use innovative and accessible media to improve students' reading comprehension.

## METHOD

This study employed a pre-experimental research design, specifically a one-group pretest-posttest design. In this design, a single group of participants was measured before and after receiving the intervention, without a comparison or control group. While this design limits causal claims to some degree, it is appropriate for initial exploratory research aimed at gauging the potential of a new instructional medium. The design is represented as follows:

**Table 1.** One-Group Pretest-Posttest Design

| Pre-Test | Treatment | Post-Test |
|----------|-----------|-----------|
| Y1       | X         | Y2        |

In this scheme, Y1 refers to the pretest

administered before any intervention, X denotes the treatment (the use of the English Fairy Tales YouTube channel), and Y2 represents the posttest administered after the two treatment sessions.

The study was conducted at SMP Negeri 26 Pontianak in the first semester of the 2024/2025 academic year. The population comprised all four classes of Grade 8, totalling 122 students, as shown in the following table:

**Table 2.** Research Population

| No               | Class | Total Students |
|------------------|-------|----------------|
| 1.               | 8A    | 30             |
| 2.               | 8B    | 30             |
| 3.               | 8C    | 32             |
| 4.               | 8D    | 30             |
| Total Population |       | 122            |

The sample consisted of 30 students from Class 8A who were selected through cluster random sampling. The instrument was trialled with 30 students from class 8B.

Data were collected using a 20-item multiple-choice reading-comprehension test administered as both the pretest and posttest. The test covered five aspects of reading comprehension, with four items for each aspect: main idea, details, inference, reference, and vocabulary (synonyms and antonyms). Item validity was assessed using the Pearson Product Moment correlation. The critical r-value was 0.361, and the item correlation coefficients ranged from 0.39 to 0.58; therefore, all 20 items were considered valid. Reliability was assessed using the Kuder-Richardson 20 (KR-20), which produced a coefficient of 0.99, indicating very high internal consistency. Item difficulty ranged from 0.50 to 0.67.



Discrimination analysis classified 8 items as excellent, 3 as good, and 9 as sufficient.

The intervention consisted of two classroom treatment sessions using videos from the English Fairy Tales channel as the main learning medium. In the first session, students learned basic narrative-text concepts and watched “The Twelve Dancing Princesses,” followed by teacher guidance and group discussion. In the second session, students watched “The Princess and the Pea” and focused on story elements, including characters, plot, conflict, and moral message. Both sessions integrated the 5M scientific approach (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, and Mengomunikasikan) and small-group discussion.

### Data Analysis

The data were analyzed descriptively and inferentially. Descriptive analysis included frequency distributions, percentages, mean scores, and standard deviations for the pretest and posttest. Students’ scores were categorized as Excellent (90–100), Good (80–89), Adequate (70–79), Inadequate (60–69), or Failing (<60), following Brown (2004). The KKM at SMP N 26 Pontianak was 75; therefore, KKM achievement was determined separately, with scores of 75 or above classified as meeting the KKM.

To determine whether the difference between the pretest and posttest scores was statistically significant, a paired-samples t-test was used. The test statistic was calculated as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{(\sum D^2) - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where  $\bar{D}$  is the mean difference

between posttest and pretest scores,  $\sum D^2$  is the sum of squared difference scores,  $\sum D$  is the sum of difference scores, and  $N$  is the number of paired observations.

Based on the 30 paired scores,  $\sum D = 605$ ,  $\sum D^2 = 12,775$ , and  $\bar{D} = 605/30 = 20.17$ . The calculation was:

$$\begin{aligned} t &= \frac{\bar{D}}{\sqrt{\frac{(\sum D^2) - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ t &= \frac{20.17}{\sqrt{\frac{12775 - \frac{(605)^2}{30}}{30(30-1)}}} \\ t &= \frac{20.17}{\sqrt{\frac{12775 - \frac{366025}{30}}{30(29)}}} \\ t &= \frac{20.17}{\sqrt{\frac{12775 - 12200.83}{870}}} \\ t &= \frac{20.17}{\sqrt{\frac{574.17}{870}}} \\ t &= \frac{20.17}{\sqrt{0.6600}} \\ t &= \frac{20.17}{0.8124} \\ t &= 24.82 \end{aligned}$$

The degrees of freedom were calculated as  $N - 1 = 30 - 1 = 29$ . Statistical significance was evaluated at the .05 level, and the result was reported as  $p < .001$ .

The standardized effect size was calculated using Cohen’s  $d_z$  for paired observations:

$$\text{Cohen's } d_z = t / \sqrt{N}$$

$$t = 24.82$$

$$N = 30$$

$$EF = t \sqrt{\frac{1}{N}}$$

$$EF = 24.82 \sqrt{\frac{1}{30}}$$

$$EF = 24.82 \sqrt{0.0333}$$

$$EF = 24.82 \times 0.1826$$

$$EF = 4.53$$

The resulting effect size was 4.53, which represents a very large standardized difference between the pretest and posttest scores. This effect-size estimate describes the magnitude of the observed within-group change; because there was no control group, it should not be interpreted as the causal effect of the YouTube channel

## FINDINGS AND DISCUSSION

The analysis of the pretest and posttest scores showed an increase in students' reading-comprehension performance following the intervention. Table 3 presents the pretest distribution, while Table 4 presents the posttest distribution.

**Table 3.** Frequency Distribution of Pretest Scores

| Category           | Freq. (f) | Percentage (%) |
|--------------------|-----------|----------------|
| Excellent (90–100) | 4         | 13.33%         |
| Good (80–89)       | 6         | 20.00%         |
| Adequate (70–79)   | 17        | 56.67%         |
| Inadequate (60–69) | 3         | 10.00%         |
| Failing (<60)      | 0         | 0%             |

In the pretest, the majority of students (17 students, 56.67%) were in the

Adequate category (70–79). Ten students met or exceeded the KKM of 75. Four students (13.33%) were in the Excellent category, six (20.00%) were in the Good category, three (10.00%) were in the Inadequate category, and none were in the Failing category.

**Table 4.** Frequency Distribution of Posttest Scores

| Category           | Freq. (f) | Percentage (%) |
|--------------------|-----------|----------------|
| Excellent (90–100) | 22        | 73.33%         |
| Good (80–89)       | 6         | 20.00%         |
| Adequate (70–79)   | 2         | 6.67%          |
| Inadequate (60–69) | 0         | 0%             |
| Failing (<60)      | 0         | 0%             |

After the intervention, 22 students (73.33%) achieved the Excellent category, 6 students (20.00%) were in the Good category, and 2 students (6.67%) were in the Adequate category. All 30 students met or exceeded the KKM, and no student scored below 75.

The mean pretest score was 69.83 (SD = 5.94), whereas the mean posttest score was 90.00 (SD = 6.82), representing a mean gain of 20.17 points. A paired-samples t-test indicated a statistically significant difference between the two scores,  $t(29) = 24.82$ ,  $p < .001$ , with a 95% confidence interval for the mean difference of [18.51, 21.83]. The standardized effect size was very large (Cohen's  $d_z = 4.53$ ).

The statistical result indicates that posttest scores were significantly higher than pretest scores. However, this finding should be interpreted as evidence of improvement following the intervention rather than proof that the English Fairy Tales YouTube channel



alone caused the improvement. The study did not include a control group, and the intervention also involved teacher guidance, the 5M scientific approach, and small-group discussion.

These results are broadly consistent with earlier research on video-based learning. Rahmawati and Simanungkalit (2021) reported improvements in motivation and reading comprehension associated with YouTube videos, while Supangesti, Sutapa, and Salam (2018) found that video subtitles supported reading comprehension and vocabulary. Munawaroh (2019) also reported that animated videos supported students' understanding of narrative texts. The present study extends this line of work by examining a specific narrative-video resource that combines animation, English narration, and on-screen text in an Indonesian junior high school context.

Several features of the intervention may help explain the observed improvement. The animated videos provided visual context that could help students follow the story. The combination of audio narration and on-screen text allowed students to listen to and read English simultaneously. In addition, the clear narrative structure of the fairy tales, including orientation, complication, and resolution, was consistent with the narrative texts used in instruction. These features may have supported students' comprehension, although they were not separately measured and therefore cannot be identified as the specific causes of the observed gain.

This study also has several limitations. First, the one-group pretest-posttest design did not include a control group, so alternative explanations such as test familiarity, classroom instruction, and natural learning progress cannot be ruled out. Second,

the sample consisted of one class from one school, which limits the generalizability of the findings. Third, the treatment lasted only two sessions, so the study provides information about short-term change rather than long-term learning outcomes. Future studies should use larger samples, longer treatment periods, and comparison or control groups to provide stronger evidence regarding the contribution of YouTube-based audiovisual materials to reading comprehension.

## CONCLUSION

This study examined changes in the reading comprehension of eighth-grade students following a short instructional intervention using the English Fairy Tales YouTube channel. The findings show that students' reading comprehension improved after the intervention. However, because the study employed a one-group pretest-posttest design without a control group, the improvement cannot be attributed solely to the YouTube channel. The intervention also included teacher guidance, the 5M scientific approach, and small-group discussion.

The English Fairy Tales channel may therefore serve as a useful and accessible resource for supporting the teaching of narrative texts, particularly when combined with appropriate classroom instruction. Further research should use a control or comparison group, involve larger samples, and implement a longer treatment period to provide stronger evidence regarding the contribution of YouTube-based audiovisual materials to reading comprehension.

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