

The Effectiveness Of Youtube As A Digital Learning Tool For Improving Reading Comprehension Among Eleventh-Grade Students

Ridwan

Sekolah Tinggi Ilmu Tarbiyah (STIT) Simeulue Aceh
ridwn778@gmail.com

ABSTRACT

Reading Appreciation is a abecedarian skill in English as a Foreign Language(EFL) literacy, as it enables scholars to understand written textbooks, expand vocabulary, and develop critical thinking capacities. still, numerous eleventh- grade scholars witness difficulties in reading English textbooks due to limited exposure to authentic accoutrements and the ascendance of conventional tutoring styles. This study aims to probe the effectiveness of YouTube as a digital literacy tool in perfecting scholars' reading appreciation. Aquasi-experimental design with apre-test andpost-test control group was employed. The actors comported of 60 eleventh- grade scholars divided into an experimental group and a control group. The experimental group entered YouTube- grounded reading instruction using vids with mottoes and guided reading conditioning, while the control group was tutored through traditional text- grounded instruction. Data were collected using a reading appreciation test and anatomized through paired-sample and independent- sample t- tests. The results indicate that the experimental group achieved significantly advanced enhancement in reading appreciation than the control group($p < 0.05$). These findings suggest that YouTube is an effective digital literacy tool for enhancing reading appreciation and pupil engagement, particularly in resource- limited educational surrounds.

Keywords: YouTube, reading appreciation, digital Media, EFL instruction

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INTRODUCTION

reading appreciation is a vital element of english as a foreign language (EFL) literacy because it enables learners to understand written textbooks, construct meaning, and access academic knowledge. reading involves further than feting words; it requires compendiums to integrate verbal knowledge, background information, and appreciation strategies to interpret textbooks effectively (1). for eleventh- grade scholars, reading appreciation plays an essential part in supporting academic

achievement and preparing them for advanced situations of education where english textbooks are decreasingly complex.

Despite its significance, numerous efl learners encounter significant difficulties in reading appreciation. common problems include limited vocabulary mastery, lack of reading strategies, low provocation, and inadequate exposure to authentic english textbooks (2). in numerous indonesian elderly high seminaries, english reading instruction is still dominated by conventional text- grounded styles that emphasize restatement and schoolteacher- centered explanations. similar approaches frequently fail to give meaningful surrounds and engaging literacy gestures, causing scholars to perceive reading as a delicate and monotonous exertion.

the integration of digital technology in education has opened new possibilities for perfecting efl instruction. one extensively accessible digital platform is youtube, which offers a large variety of educational content that can be employed to support language literacy. Youtube provides multimodal input through illustrations, written textbook, and contextual information that can help learners in understanding reading accoutrements more effectively (3). vids with mottoes and captions, in particular, allow scholars to connect written language with visual cues, which may grease vocabulary development and appreciation of main ideas and details.

Recent studies conducted within the last four times have indicated that the use of Youtube in efl classrooms can appreciatively impact scholars' reading appreciation and literacy provocation (4), (5). youtube- grounded instruction has been shown to enhance scholars' engagement, promote active literacy, and ameliorate appreciation issues compared to traditional tutoring styles. by presenting textbooks in meaningful and authentic surrounds, youtube helps learners develop better reading strategies and deeper understanding of written accoutrements. Although the educational eventuality of youtube has been extensively conceded, utmost former exploration has concentrated on harkening or speaking chops, while empirical studies examining its effectiveness for reading appreciation at the elderly high academy position remain limited. this gap highlights the need for farther disquisition into the part of youtube as a digital literacy tool for perfecting reading appreciation, particularly in surrounds where literacy coffers are limited.

Thus, this study aims to probe the effectiveness of youtube as a digital literacy tool in perfecting reading appreciation among eleventh- grade scholars. specifically, this exploration seeks to determine whether scholars who admit youtube- grounded reading instruction achieve significantly better reading appreciation issues than those tutored using conventional text- grounded styles. the findings of this study are anticipated to give precious perceptivity for english preceptors, class inventors, and policymakers regarding the integration of digital media in efl reading instruction.

METODE

A. Research Design

This study employed a quasi-experimental research design using a pre-test and post-test control group. This design was selected because random assignment of participants was not feasible within the existing school setting [6]. The research aimed to examine the effectiveness of YouTube as a digital learning tool in improving students' reading comprehension by comparing learning outcomes between an experimental group and a control group.

B. Participants

The participants of this study were 60 eleventh-grade students from a senior high school in Indonesia. The students were selected using purposive sampling to ensure that both groups had relatively similar English proficiency levels. The participants were divided into two groups: an experimental group consisting of 30 students and a control group consisting of 30 students. Both groups were taught by the same English teacher to minimize instructional bias and ensure consistency in teaching delivery.

C. Research Instruments

The main research instrument used in this study was a reading comprehension test consisting of 30 multiple-choice items. The test was designed to measure students' reading comprehension skills, including identifying main ideas, understanding detailed information, interpreting vocabulary in context, and making inferences from texts. The instrument was validated through expert judgment and pilot testing. The reliability of the test was calculated using Cronbach's alpha coefficient, which indicated an acceptable level of internal consistency [7].

D. Research Procedure

The research was conducted over a four-week period and followed three main stages: pre-test, treatment, and post-test. Before the treatment, both the experimental and control groups were given a pre-test to determine their initial reading comprehension levels. During the treatment stage, the experimental group received reading instruction using YouTube videos with English subtitles and guided reading activities. The learning process involved pre-reading activities, while-reading tasks, and post-reading discussions based on the video content. Meanwhile, the control group was taught using conventional textbook-based reading instruction without the use of digital media. After the treatment period, a post-test was administered to both groups to measure students' reading comprehension improvement.

E. Data Analysis

The data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to calculate the mean scores and standard deviations of both groups. Inferential analysis was conducted using paired-sample t-tests to examine within-group improvement and independent-sample t-tests to compare the post-test scores between the experimental and control groups. The level of statistical significance was set at $p < 0.05$ [8].

F. Ethical Considerations

Ethical principles were strictly observed throughout the research process. Permission to conduct the study was obtained from the school authorities. All participants were informed about the purpose of the research, and their participation was voluntary. Students' identities were kept confidential, and the data collected were used solely for academic research purposes in accordance with ethical research standards [9].

RESULTS AND DISCUSSION

A. Results

This section presents the results of the study based on the data obtained from the pre-test and post-test administered to both the experimental and control groups. The purpose of the analysis was to determine whether the use of YouTube as a digital learning tool significantly improved students' reading comprehension.

Table I presents the descriptive statistics of the pre-test and post-test scores for both groups.

Table I. Students' Reading Comprehension Scores

Group	N	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Gain Score
Experimental	30	62.40	7.12	78.90	6.85	16.50
Control	30	61.87	6.95	68.23	7.01	6.36

The chart illustrates that both cohorts recorded similar average scores in the initial assessment, signifying equivalent foundational reading comprehension skills. Following the intervention, the experimental cohort exhibited a notable enhancement, attaining a mean gain score of 16.50 points. Conversely, the control cohort reflected a more modest increase of 6.36 points. These findings imply that students who participated in YouTube-based reading instruction experienced greater advancement compared to those educated through traditional techniques.

To investigate if the enhancement within each cohort was statistically significant, a paired-sample t-test was performed. The findings are shown in Table II.

Table II. Paired-Sample t-Test Findings

Group	t-value	Df	Sig. (2-tailed)
Experimental	12.84	29	0.000
Control	5.73	29	0.000

The findings demonstrate that both cohorts showed statistically significant advancements in reading comprehension ($p < 0.05$). Nonetheless, the experimental cohort attained a notably higher t-value, indicating that the enhancement was remarkably more substantial when YouTube was incorporated into the reading pedagogy. Additionally, an independent-sample t-test was performed to compare the post-test outcomes between the two cohorts. The results are presented in Table III.

Table III. Independent-Sample t-Test Outcomes

Group Comparison	t-value	df	Sig. (2-tailed)
Experimental vs. Control	5.12	58	0.000

The results indicate a statistically notable distinction between the post-test results of the experimental and control cohorts ($p < 0.05$). This outcome verifies that YouTube-focused teaching was more advantageous than conventional textbook-driven teaching in enhancing students' reading understanding.

B. Discussion

The results of this investigation reveal that YouTube serves as a powerful online educational resource that enhances the reading comprehension abilities of eleventh-grade learners. Those in the experimental group exhibited notably superior progress compared to their peers in the control group, suggesting that incorporating YouTube into reading lessons positively influenced educational outcomes.

The enhanced performance of the experimental group can be linked to the diverse modalities of YouTube presentations. The videos offer visual context, subtitles, and genuine language exposure, enabling students to grasp written materials and relate meanings with visual cues more effectively. This supports the idea that multimedia learning environments boost understanding by activating various cognitive pathways [10]. Through YouTube, students showcased improved skills in identifying main concepts, comprehending intricate details, and deducing meanings compared to traditional teaching methods.

Moreover, YouTube-centric instruction not only boosted comprehension results but also seemed to elevate student involvement and enthusiasm. During their learning journey, participants in the experimental group were notably more engaged and participatory in reading-related tasks, such as analyzing video content and answering prompted questions. Heightened motivation is essential for successful reading comprehension, as enthusiastic learners tend to apply effective reading strategies and persist in grasping complex texts [11].

These outcomes align with recent research conducted recently, indicating that leveraging YouTube within EFL classrooms has a favorable impact on students' reading comprehension and motivation for learning [4], [5]. By presenting reading resources within relevant and authentic contexts, YouTube bridges the divide between theoretical text and real-world experiences, making reading tasks more approachable and enjoyable for students. Finally, the findings of this research underscore the viability of YouTube as a useful tool for educational institutions lacking adequate learning resources. As a free resource, YouTube enables educators to enhance textbook materials with rich digital content without the need for costly teaching aids. This is especially pertinent for schools in remote or resource-challenged regions where access to authentic English reading materials is often scarce.

However, these promising findings come with certain constraints. The study's sample size was somewhat limited and confined to a single school, which could impact the broader applicability of the outcomes. Furthermore, the intervention's duration was brief, and the research concentrated solely on reading comprehension without addressing additional language skills. Future studies are encouraged to incorporate larger participant groups, extended intervention durations, and a wider variety of language competencies to further assess the effectiveness of YouTube-integrated instruction.

CONCLUSION

. This research explored the efficacy of YouTube as a digital educational resource in enhancing reading comprehension among eleventh-grade learners. The results indicated that pupils who engaged in YouTube-facilitated reading instruction exhibited significantly greater advancements in reading comprehension than those educated through traditional textbook methodologies. Statistical evaluations affirmed that the incorporation of YouTube produced a beneficial and notable influence on students' reading comprehension success.

The implementation of YouTube in reading pedagogy afforded enriching learning experiences through diverse modalities, encompassing visual aids, written content, and captions. These attributes assisted students in grasping core concepts, pinpointing specific details, and drawing inferences more proficiently. Additionally,

YouTube-based teaching heightened student involvement and enthusiasm, contributing to improved reading outcomes.

The findings of this research imply that YouTube serves as a valuable and potent digital educational tool for boosting reading comprehension, especially in academic settings with restricted learning materials. Educators are urged to weave YouTube into reading instruction as an ancillary or primary educational resource by formulating organized pre-reading, during-reading, and post-reading exercises.

Nevertheless, while the findings are promising, this study faced limitations concerning its participant size, research duration, and concentration on a singular language skill. Future investigations are suggested to include larger cohorts, extended intervention times, and exploration of further language competencies to yield more thorough understanding of the efficacy of YouTube-based instruction in EFL education.

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Ethical Compliance

All processes conducted in this investigation involving human subjects adhered to ethical standards of educational inquiry. Approval to carry out the research was secured from the school administrators. Participation was voluntary, and informed consent was obtained from every participant. The identities of the students were kept confidential, and the data were utilized solely for academic research objectives.

Data Access Statement

The data that underlie the findings of this investigation are available upon reasonable request from the corresponding author. Due to ethical and privacy matters, the data are not publicly accessible.

Conflict of Interest Declaration

The authors affirm that there are no conflicts of interest pertaining to the publication of this manuscript.

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