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Exploring the Use of English with Lucy Videos in Listening Comprehension Learning Among Third-Semester Students at University of Mataram

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Abstract

This study explores (1) how third-semester students use English with Lucy videos in listening comprehension learning, (2) how the videos support the learning process, and (3) how students perceive the videos as a supplementary resource. Although previous studies have examined listening difficulties and video-based learning, research specifically examining how university students use English with Lucy videos to support listening comprehension remains limited. The novelty of this study lies in its focus on students' actual learning practices, perceptions, challenges, and strategies when using a structured educational YouTube channel in the Indonesian EFL higher education context. This study employed a qualitative descriptive-exploratory design. Eight third-semester students were selected through purposive sampling. Data were collected through semi-structured interviews as the primary source, supported by open-ended questionnaires, weekly reflection journals, and supplementary pre-test and post-test results over a four-week learning period. The findings indicate that students used the videos as supplementary resources, selected topics based on their learning needs, and actively used subtitles, replay, and note-taking. The videos supported vocabulary enrichment, pronunciation awareness, and familiarity with spoken English, although challenges related to the British accent, speech rate, and unfamiliar vocabulary or slang persisted. Repeated exposure helped students develop greater familiarity and comfort with the speaker's pronunciation. The pre-test and post-test results showed a general upward trend; however, these results should be interpreted cautiously because the participants' initial scores were already high, indicating a potential ceiling effect. In conclusion, English with Lucy videos can potentially serve as a supplementary resource for providing English exposure, enriching vocabulary, and supporting listening comprehension strategies among EFL learners in higher education; however, the qualitative design and small sample preclude claims of effectiveness.

Kata kunci: Listening Comprehension, Listening Strategies, English with Lucy Videos, Higher Education, Video Materials.

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INTRODUCTION

Listening comprehension difficulties remain a common issue among Indonesian EFL learners. Nguyen and Abbott (2024) argue that these difficulties are often caused by limited linguistic knowledge, insufficient exposure to language input, and the inability to process spoken language automatically. At the University of Mataram, preliminary observations and informal discussions with students of the English Education Study Program indicate that students continue to experience difficulties in

listening comprehension despite having completed introductory English courses. These difficulties include unfamiliar accents, rapid speech delivery, limited vocabulary, and difficulty maintaining concentration during listening activities (Arbain, 2025; Nguyen & Abbott, 2024). These observations are consistent with Arbain (2025), who emphasizes that a lack of exposure to English input can hinder students' ability to develop effective listening strategies and understand naturally spoken English. Therefore, additional learning resources that provide contextualized and accessible spoken English input are needed..

In this study, English with Lucy videos are defined operationally as educational YouTube videos from the *English with Lucy* channel used by students as supplementary listening materials. The videos cover vocabulary, pronunciation, grammar, tenses, spoken expressions, and communication tips, and they provide clear explanations, visual support, and British English pronunciation. These videos provide learners with natural English input, clear explanations, and contextualized language that can facilitate listening practice. Kabooha and Elyas (2018) state that YouTube-based learning media can increase learners' motivation and engagement while providing meaningful language exposure. Similarly, Alamri (2025) emphasizes that video-based learning resources encourage students to interact with English in meaningful contexts. Furthermore, Wulandari et al. (2025) found that English learning through video-based resources contributes positively to students' listening comprehension by exposing them to natural language use and real communicative situations.

English with Lucy videos were selected for this study for several reasons. First, the channel presents structured and theme-based lessons that are easy for students to follow. Second, the speaker's clear British pronunciation and explicit explanation of vocabulary and expressions provide focused listening input. Third, the videos use visual illustrations, subtitles, and contextual examples that can support comprehension. Fourth, the materials are freely accessible and can be used autonomously by university students (Su & Zou, 2022). Compared with many general YouTube channels that mainly provide entertainment or unstructured content, English with Lucy offers organized instructional videos that are relevant to vocabulary, pronunciation, grammar, and spoken English development (Hafizh et al., 2025). The advancement of digital technology has made English learning resources more accessible, particularly through online video platforms. Video-based learning offers advantages over traditional audio materials because learners can use visual cues such as facial expressions, gestures, and contextual information to support comprehension. Hafizh et al. (2025) found that students perceive video materials as beneficial because they provide exposure to natural language while maintaining learner engagement. In addition, Rashtchi and Tollabi (2019) revealed that learners who use video materials tend to achieve better listening comprehension outcomes than those who rely solely on audio resources, highlighting the importance of visual support in understanding spoken language. This visual support is relevant to Mayer's (2009) multimedia learning principle, which suggests that combining verbal and visual information can support learners' processing of new input.

The use of English with Lucy videos is also closely related to learner autonomy in higher education. Technology-enhanced language learning allows students to access learning materials independently and regulate their learning according to their

individual needs. Su and Zou (2022) explain that digital learning resources support autonomous learning by providing flexible access to content and enabling learners to control their learning pace. Similarly, Alimuddin et al. (2024) found that students appreciate digital learning platforms because they offer accessibility, flexibility, and opportunities for self-directed learning. Motivation and self-regulation are also important in autonomous video-based learning because students need to select materials, monitor their comprehension, and sustain engagement (Oga-Baldwin & Fryer, 2020). However, students may still encounter challenges related to motivation, material selection, and the use of effective learning strategies when learning independently.

Previous studies have investigated listening comprehension and technology-assisted language learning among EFL learners. However, limited research has specifically explored how university students use English with Lucy videos to support listening comprehension learning. Most existing studies focus on listening difficulties or digital learning media in general, while students' experiences, perceptions, challenges, and learning strategies in using English with Lucy videos remain underexplored. This gap is important because previous research has not sufficiently explained how a structured educational YouTube channel is used in actual learning practices by Indonesian EFL students. Therefore, this study aims to explore the use of English with Lucy videos in listening comprehension learning among third-semester students of the English Education Study Program at the University of Mataram. The novelty of this study lies in its focus on students' actual use of English with Lucy videos, including topic selection, strategy use, perceived benefits, and challenges within a four-week learning period. The findings are expected to contribute to a better understanding of video-based language learning and the development of listening comprehension among EFL learners in higher education.

METHODS

This study employed a qualitative approach with a descriptive-exploratory design to explore the use of English with Lucy Videos in listening comprehension learning among third-semester students of the English Education Study Program at the University of Mataram. A qualitative approach was selected because the study aimed to gain an in-depth understanding of students' experiences, perceptions, and learning practices related to the use of English with Lucy Videos rather than measuring learning outcomes statistically (Creswell, 2014).

The descriptive-exploratory design was chosen because the study sought to provide a detailed description of how students used the videos, how they perceived their usefulness, and what challenges they encountered during the learning process. The exploratory nature was appropriate because limited research had specifically examined the use of English with Lucy Videos in listening comprehension learning among university students in the Indonesian EFL context. This study was guided by an interpretivist perspective, which assumes that individuals construct meanings based on their experiences and interactions within specific contexts.

The participants of this study were eight third-semester students of the English Education Study Program, Faculty of Teacher Training and Education, University of Mataram, in the 2023/2024 academic year, selected using purposive sampling because they had completed several foundational English courses and could provide rich and

relevant information related to the research topic (Palinkas et al., 2013). The participants were selected based on the following criteria: (1) being enrolled as third-semester students in the English Education Study Program at the University of Mataram, (2) having experience using English with Lucy Videos for English learning purposes, (3) being willing to participate voluntarily in interviews, and (4) being able to share their experiences and perceptions regarding the use of English with Lucy Videos in listening comprehension learning.

This study is not a mixed-methods study. Although pre-test and post-test were administered, the test data were supplementary contextual data rather than experimental or inferential quantitative data. The pre-test and post-test scores were described descriptively to provide context for the qualitative findings and were not used to test the effectiveness of the intervention. The primary data were interviews, questionnaires, and reflection journals.

Data were collected through in-depth semi-structured interviews as the primary source of information, supported by open-ended questionnaires, weekly reflection journals, and pre-test and post-test results over a four-week learning period. The interviews were conducted in Indonesian to ensure that participants could communicate their experiences clearly and comfortably, lasted approximately 30–45 minutes, and were audio-recorded with participants' permission and supported by field notes (Brinkmann & Kvale, 2015). The open-ended questionnaire was used to gather additional written reflections, while the weekly reflection journals documented students' learning experiences during the four-week period. The pre-test and post-test were administered to obtain supplementary data on students' listening comprehension performance before and after the learning period.

The research was conducted through five main stages over approximately six weeks: preparation, participant recruitment, data collection, data analysis, and validation of findings. Data analysis followed thematic analysis procedures (Braun & Clarke, 2006). First, interview recordings and questionnaire responses were transcribed. Second, the researcher read the transcripts repeatedly to gain familiarity with the data. Third, initial codes were generated by identifying meaningful statements related to video use, learning support, challenges, and perceptions. Fourth, codes were grouped into categories based on similarities. Fifth, categories were developed into themes answering the research questions. Finally, the themes were reviewed, refined, and validated through member checking to ensure that the interpretations accurately reflected participants' perspectives and experiences. In this study, the researcher acted as the primary instrument responsible for collecting data, analyzing the data, and interpreting the experiences and perceptions of the participants (Sugiyono, 2019).

Ethical considerations were applied throughout the study. Participants were informed about the purpose of the research, the data collection procedures, and their right to withdraw at any time. Informed consent was obtained before data collection. Participants' identities were protected by using pseudonyms or participant codes, and audio recordings were used only with permission and for research purposes. To ensure the trustworthiness of the data, the researcher conducted member checking by confirming the interview results with the participants, carried out careful data analysis, and consulted with academic supervisors to minimize potential bias in data interpretation.

FINDINGS AND DISCUSSION

This section presents the findings and discussion of the study on the use of English with Lucy videos in listening comprehension learning among third-semester students of the English Education Study Program at the University of Mataram. The findings were obtained from data collected through semi-structured interviews, open-ended questionnaires, weekly reflection journals, and pre-test and post-test results during a four-week learning period. This section is organized into three main sections based on the research questions: (1) how students use English with Lucy videos in listening comprehension learning, (2) how the videos support students' listening comprehension learning, and (3) students' perceptions of using English with Lucy videos as a learning resource. The findings are then discussed in relation to the relevant theories and previous studies.

Students' Use of English with Lucy Videos in Listening Comprehension Learning (RQ1)

The findings related to the first research question reveal how students used English with Lucy videos in listening comprehension learning. The data showed that students used the videos as supplementary materials to support their listening comprehension, selecting video topics according to their learning needs and utilizing available video features such as subtitles, replay, and note-taking to manage listening difficulties.

Video Use and Topic Preferences. Students used English with Lucy Videos as supplementary materials covering various aspects of English learning, including vocabulary, pronunciation, grammar, tenses, English expressions, and spoken communication. The selected videos for the four-week learning period are presented in Table 1.

Table 1. Topics of English with Lucy Videos Used During the Four-Week Learning Period

Week	Video Topics	Main Learning Focus
1	20 Common English Expressions and 20 Slang Phrases: British and American Slang	Understanding slang, informal expressions, and everyday English vocabulary in different English-speaking contexts.
2	5 Highly Common Mistakes in English and Are YOU Saying It WRONG?	Identifying common English mistakes and improving vocabulary, grammar, and appropriate language use.
3	5 Tenses = 96% of English	Understanding common English tenses and recognizing grammatical structures in everyday spoken English.
4	Spoken English Class 1, Spoken English Tips, and 8 Tips on How to Speak English Fluently	Developing spoken English comprehension, pronunciation awareness, fluency, and everyday communication skills.

Source: Selected English with Lucy videos used in the research, 2026.

Subtitles, Replay, and Note-Taking. The findings revealed that students used subtitles, replay, and note-taking as strategies to support their engagement with the videos. Subtitles helped students check written forms when pronunciation was

unfamiliar, replay allowed them to revisit difficult sections, and note-taking enabled them to record unfamiliar vocabulary and expressions. These strategies were particularly relevant when students encountered unfamiliar pronunciation, vocabulary, and relatively fast speech.

Learning Strategies and Engagement. Students' engagement with the videos involved identifying unfamiliar language, responding to listening difficulties, and applying strategies to understand the spoken content. Across the four weeks, students encountered different language features, including slang and informal expressions (Week 1), common English mistakes (Week 2), tenses and spoken expressions (Week 3), and spoken English fluency (Week 4). Several students reported becoming more familiar with the speaker's pronunciation over time, although listening difficulties persisted throughout the learning period.

The Support of English with Lucy Videos for Listening Comprehension Learning (RQ2)

The findings related to the second research question describe how English with Lucy Videos supported students' listening comprehension learning, particularly in vocabulary development, pronunciation awareness, and familiarity with spoken English.

Vocabulary and Spoken English. Students encountered vocabulary and expressions that were unfamiliar to them, including slang, informal expressions, and everyday communication terms. The vocabulary reported by students across the four weeks is presented in Tables 2 and 3.

Table 2. New Vocabulary Reported by Students in Week 2

No.	Participant	New Vocabulary or Language Forms Reported
1	MB	sneaky, pluralize, stiff competition
2	BNQA	in spite of, to earn, get to know
3	MAA	meet, know, get to know
4	BLJU	sneaky, collocation, get to know, consolidate, inbox
5	BWA	say vs. tell, despite vs. in spite of, two-hour drive
6	AW	according to, common mistake, comparative
7	SAP	despite, in spite, existing
8	N	in spite of, despite, get to know, two-hour adjective

Source: Analysis of students' weekly reflection journals, 2026.

The data from Week 2 show that vocabulary exposure was no longer limited to slang and idiomatic expressions. Students encountered vocabulary associated with grammar, collocation, word formation, and appropriate language use. This variation indicates that the videos provided lexical input through explanations of common English mistakes. The students were therefore exposed not only to individual words but also to relationships between words and grammatical structures.

Table 3. New Vocabulary Reported by Students in Week 4

No.	Participant	New Vocabulary Reported
1	MB	fluent, improve, everyday English
2	BNQA	monologue, up your sleeve, nerve-racking
3	MAA	get to know, like-minded, close up
4	BLJU	expat, italki, detrimental

No.	Participant	New Vocabulary Reported
5	BWA	up your sleeve, expat, connected speech
6	AW	expats, tandem, elevator pitch
7	SAP	mechanise, monologue, prioritize
8	N	monologues, find expat group, italki language partners

Source: Analysis of students' weekly reflection journals, 2026.

Pronunciation and Spoken Expressions. Students initially found the British accent challenging, particularly in Week 1. However, repeated exposure over four weeks helped several students become more familiar with the speaker's pronunciation. By Week 4, several participants reported greater comfort with the speaker's pronunciation and delivery, although speech rate and unfamiliar vocabulary remained challenges.

Pre-Test and Post-Test Results. The pre-test and post-test results provide supplementary data on students' listening comprehension performance. The pre-test results are presented in Table 5 and Table 6.

Table 5. Pre-Test Scores of the Participants

No.	Participant	Class	Pre-Test Score
1	MB	3D	100
2	BNQA	3B	85
3	MAA	3D	85
4	BLJU	3B	85
5	BWA	3B	100
6	AW	3A	95
7	SAP	3G	95
8	N	3E	80

Source: Analysis of students' weekly reflection journals, 2026.

The results show that MB and BWA obtained the highest pre-test score of 100, indicating that both participants answered all questions correctly. In contrast, N obtained the lowest score of 80. BNQA, MAA, and BLJU each scored 85, while AW and SAP each scored 95. These results indicate that the participants demonstrated different levels of performance, although their scores were generally concentrated within the upper range of the assessment.

Table 6. Descriptive Summary of Pre-Test Scores

Description	Result
Number of Participants	8
Highest Score	100
Lowest Score	80
Total Score	725
Mean Score	90.63

The mean pre-test score was 90.63, indicating that the participants demonstrated relatively strong initial performance on the listening comprehension assessment. The scores ranged from 80 to 100, with two participants achieving the maximum score. Seven participants obtained scores between 85 and 100, while one participant scored 80. This distribution suggests that the participants entered the study with a relatively high level of listening comprehension performance.

The participants obtained a total post-test score of 770, with a mean score of 96.25. The highest score was 100, while the lowest was 80. Five participants achieved the maximum score of 100, two obtained 95, and one obtained 80. These results indicate that most participants achieved high scores in the post-test.

Table 7. Post-Test Scores of the Participants

No.	Participant	Class	Post-Test Score
1	MB	3D	100
2	BNQA	3B	100
3	MAA	3D	80
4	BLJU	3B	100
5	BWA	3B	100
6	AW	3A	95
7	SAP	3G	95
8	N	3E	100

Source: Research data, 2026

As shown in Table 4.14, MB, BNQA, BLJU, BWA, and N obtained scores of 100. AW and SAP each scored 95, whereas MAA obtained 80. The results show that five participants achieved the maximum possible score, while the remaining three participants obtained scores of 80 or 95. This distribution indicates that the majority of participants performed at the upper end of the assessment scale.

Table 8. Descriptive Summary of Post-Test Scores

Description	Result
Number of Participants	8
Highest Score	100
Lowest Score	80
Total Score	770
Mean Score	96.25

Source: Research data, 2026.

The post-test mean score of 96.25 was higher than the pre-test mean score of 90.63. Similarly, the total score increased from 725 to 770, representing a net increase of 45 points. Although these results indicate higher overall test performance after the learning activities, the extent and direction of change differed among individual participants.

Table 9. Comparison of Pre-Test and Post-Test Results

No.	Participant	Pre-Test	Post-Test	Difference
1	MB	100	100	0
2	BNQA	85	100	+15
3	MAA	85	80	-5
4	BLJU	85	100	+15
5	BWA	100	100	0
6	AW	95	95	0
7	SAP	95	95	0
8	N	80	100	+20
Total		**725**	**770**	**+45**
Mean		**90.63**	**96.25**	**+5.62**

Source: Research data, 2026.

Listening Development Over Four Weeks. The weekly reflection journals revealed a pattern of listening development across the four weeks, from initial exposure and adaptation to greater reported comfort with the speaker's pronunciation. Table 10 summarizes the overall development of students' experiences.

Table 10. Overall Development of Students' Experiences Across Four Weeks

Aspect	Week 1	Week 2	Week 3	Week 4
Vocabulary Exposure	Slang and informal expressions	Vocabulary usage and grammatical structures	Spoken expressions and everyday vocabulary	Spoken communication and fluency-related vocabulary
Listening Difficulties	Difficulty understanding the British accent, rapid speech, and unfamiliar slang	Difficulty processing rapid speech, the British accent, and unfamiliar vocabulary	Difficulty understanding the British accent, rapid speech, and unfamiliar expressions	Difficulty processing rapid speech, unfamiliar vocabulary, and pronunciation
Listening Strategies	Use of subtitles, replay, and note-taking	Use of subtitles, replay, and note-taking	Use of subtitles, replay, and note-taking	Use of subtitles, replay, and note-taking
Reported Accent Familiarity	Initial adaptation to unfamiliar pronunciation	Increasing familiarity with the accent reported by some participants	Greater familiarity with the accent reported by several participants	Increased comfort with the accent reported by several participants

Source: Analysis of students' weekly reflection journals, 2026.

Students' Perceptions of Using English with Lucy Videos (RQ3)

The findings related to the third research question explore students' perceptions of using English with Lucy Videos in listening comprehension learning, including perceived benefits, challenges, and overall views.

Perceived Benefits. Students perceived the videos as useful for vocabulary enrichment, pronunciation awareness, familiarity with spoken English, listening confidence, and learning motivation. They reported encountering new words and expressions, becoming more familiar with British pronunciation, and developing greater comfort with spoken English over time.

Challenges and Difficulties. Students reported several challenges, primarily the British accent, speech rate, unfamiliar vocabulary and slang, connected speech, and the need to maintain concentration. The listening difficulties reported by students across the four weeks are summarized in Table 11.

Table 11. Listening Difficulties Reported by the Students

Week	Main Difficulties Identified	General Pattern
1	British accent, speech rate, unfamiliar slang, and vocabulary	Students were adapting to the speaker's accent and unfamiliar expressions.
2	Speech rate, British accent, and unfamiliar vocabulary	Listening difficulties persisted, although the challenges appeared more specific.
3	British accent, speech rate, unfamiliar slang, and vocabulary	Students continued to experience listening difficulties while reporting increasing familiarity with the speaker's accent and expressions.
4	British accent, speech rate, unfamiliar vocabulary, pronunciation, and connected speech	Listening difficulties persisted, particularly in relation to features of spoken English.

Source: Analysis of students' weekly reflection journals, 2026.

Overall Student Perceptions. Students generally perceived English with Lucy Videos positively as a supplementary resource. They described the videos as understandable, informative, engaging, and useful for developing listening skills. The most helpful aspects included clear explanations, subtitles, replay and pause functions, contextual vocabulary presentation, and the speaker's pronunciation. Students also expressed willingness to continue using the videos beyond the research period.

Students' Engagement in Listening Comprehension Learning. The findings also revealed various forms of student engagement with the videos, as summarized in Table 12.

Table 12. Students' Engagement in Listening Comprehension Learning

Form of Engagement	Students' Learning Activities	Contribution to Listening Learning
Content Engagement	Selecting topics and videos based on learning needs and personal interests	Helped maintain attention and provided relevant listening input.
Auditory Engagement	Listening attentively and replaying difficult sections	Supported the recognition of spoken words and specific details.
Visual-Textual Engagement	Using subtitles while listening	Helped students connect spoken language with its written representation.
Cognitive Engagement	Identifying main ideas, vocabulary, and specific information	Supported meaning construction and listening comprehension.
Recording Engagement	Taking notes on important information	Helped students retain and review learning materials.

Self-Regulated Engagement	Pausing videos, replaying sections, and adjusting the learning process	Enabled students to manage their learning pace independently.

Source: Analysis of students' interviews, questionnaires, and reflection journals, 2026.

The table illustrates that students' engagement occurred at several levels. Their interaction with the videos involved behavioral activities, cognitive processing, and self-regulation. The students did not simply consume the content provided by the videos. They made decisions about how the materials should be used to address their individual learning needs.

Students' Perceptions of English with Lucy

"Learning through video is more helpful than audio alone because there is visual support in the form of on-screen text and the speaker's body language. When using audio only, I sometimes miss important information."

This excerpt indicates that visual elements, such as on-screen text and body language, helped the student process spoken information. This perception supports the finding that video-based materials provide multimodal input that can reduce listening burdens, particularly when students miss information in audio-only tasks.

"The AI summary feature greatly helps me understand the core of the video and find explanations for vocabulary I have not yet understood."

This excerpt shows that the student used an additional video feature to support comprehension and vocabulary learning. It suggests that students did not passively watch the videos but actively sought tools that helped them understand the content.

"Video is far more helpful than audio alone because visualization can clarify the difference between words that sound similar. However, for pure listening skills, the improvement is not yet maximal because I still have limitations in catching the British accent."

This excerpt reveals a balanced perception. The student appreciated visual support but also acknowledged that the British accent remained a challenge. This finding indicates that video features can support comprehension but do not automatically eliminate accent-related listening difficulties.

"I give a rating of 10 out of 10 because I think the videos are very communicative, informative, and relevant to the learning styles of the younger generation. I suggest that learners actively take notes so that the information heard can be stored more strongly in memory. In my opinion, Lucy's video materials are also relevant and worthy of being integrated into Listening instruction."

This excerpt shows that the student perceived the videos as engaging and relevant to independent learning. The student's suggestion to take notes also reflects the use of learning strategies to strengthen memory and comprehension.

This section discusses the findings of the study in relation to the research questions, the theoretical foundations, and previous studies presented in Chapter II. The discussion is organized into three main parts based on the research questions: (1) how students use English with Lucy Videos in listening comprehension learning, (2) how the videos support students' listening comprehension learning, and (3) students' perceptions of using English with Lucy Videos as a learning resource.

Students' Use of English with Lucy Videos in Listening Comprehension Learning

The findings indicate that students used English with Lucy Videos as supplementary learning resources rather than as the sole source of listening practice. This finding is consistent with Su and Zou (2022), who explain that digital learning resources support autonomous learning by providing flexible access to authentic content and enabling learners to control their learning pace. The students selected video topics according to their individual learning needs, including vocabulary, pronunciation, grammar, tenses, and spoken communication, which reflects the flexibility of online video materials as supplementary resources (Alimuddin et al., 2024).

The students' use of subtitles, replay, and note-taking demonstrates active engagement with the video materials rather than passive viewing. This finding supports the view of Hafizh et al. (2025) that learners perceive authentic video materials as beneficial because they provide exposure to natural language while maintaining learner engagement. The use of subtitles in particular helped students connect spoken forms with written representations, while replay provided additional opportunities to process difficult sections, and note-taking helped them record unfamiliar vocabulary. These practices reflect self-regulated learning behaviors described by Su and Zou (2022), in which learners take responsibility for their own learning process. These practices are also consistent with listening strategy research, which emphasizes the importance of monitoring, repetition, and note-taking in processing spoken input (Graham, 2017).

The finding that several students became more familiar with the speaker's pronunciation over the four-week period aligns with the concept of repeated exposure to spoken English. Vandergrift and Goh (2012) emphasize that listening comprehension is an active and complex process that requires learners to recognize sounds, process vocabulary, and interpret meaning. Through repeated exposure, students had opportunities to develop familiarity with the British accent, which was initially reported as challenging. This finding is also consistent with Nakanishi (2019) [lengkapi], who suggests that familiarity with a particular accent or speaker can develop gradually through repeated exposure. However, the findings also show that listening difficulties persisted, particularly in relation to speech rate and unfamiliar vocabulary, indicating that familiarity with a particular speaker's accent does not automatically eliminate all listening challenges.

The Support of English with Lucy Videos for Listening Comprehension Learning

The findings show that English with Lucy Videos supported students' listening comprehension learning in several ways, particularly through vocabulary enrichment, pronunciation awareness, and exposure to spoken English. This finding is consistent with Wulandari et al. (2025), who found that learning through educational videos enhances students' engagement and supports listening comprehension development. The videos exposed students to a range of vocabulary items, including slang, informal expressions, and everyday communication terms, which extended beyond the vocabulary typically encountered in formal classroom materials. This finding supports Nation and Newton's (2009) view that vocabulary and listening development are closely related because learners need to recognize spoken words quickly and understand them in context.

The vocabulary exposure documented across the four weeks demonstrates that students encountered different types of lexical input as the video topics changed. In Week 1, students encountered slang and idiomatic expressions such as shady, no sweat, rip-off, and bail. In Week 2, the focus shifted to vocabulary usage and grammatical expressions such as sneaky, collocation, and get to know. In Week 3, students encountered spoken expressions and everyday vocabulary such as gonna, give you a hand, and knackered. In Week 4, the vocabulary became more closely related to spoken communication and fluency, including terms such as monologue, expat, connected speech, and elevator pitch. This progression indicates that the videos provided varied lexical input, which is relevant to listening comprehension because learners need to process vocabulary in different contexts rather than relying only on familiar classroom language (Namaziandost et al., 2023).

The finding that students used subtitles, replay, and note-taking to support vocabulary learning is consistent with the view that authentic video materials provide learners with opportunities to experience real pronunciation, natural speech patterns, and contextualized language use (Hafizh et al., 2025). The contextual presentation of vocabulary allowed students to observe how particular words and expressions were used within explanations and examples, rather than encountering them as isolated items. This multimodal presentation supports Mayer's (2009) principle that learners benefit when verbal information is presented together with visual support. In listening learning, this support can help students connect sound, meaning, and written form.

The pre-test and post-test results provide supplementary evidence of changes in students' listening comprehension performance. The mean score increased from 90.63 in the pre-test to 96.25 in the post-test, representing a mean difference of 5.62 points. This finding is consistent with Wulandari et al. (2025), who found that video-based learning contributes positively to students' listening performance and learning motivation. However, the results should be interpreted cautiously because the participants' initial performance was already high, creating a potential ceiling effect. Four participants obtained pre-test scores of 95 or 100, leaving limited room for numerical improvement. The increases observed among BNQA, BLJU, and N, who had comparatively lower pre-test scores, suggest that students with greater room for improvement demonstrated the most visible changes. The decrease experienced by MAA also indicates that individual variation should not be ignored. Nevertheless, the score comparison alone cannot establish that English with Lucy Videos were the sole cause of the improvement, as other learning experiences and individual factors may also have influenced the results.

The finding that listening difficulties, particularly speech rate and unfamiliar vocabulary, persisted throughout the four weeks is consistent with Arifuddin et al. (2023), who reported that vocabulary limitations and speech rate were among the most common obstacles faced by Indonesian EFL learners. Arbain (2025) also emphasizes that insufficient background knowledge and ineffective listening strategies frequently hinder students' comprehension. The persistence of these difficulties indicates that listening comprehension development is a gradual process that requires continued exposure and strategic practice, rather than a single intervention.

Students' Perceptions of Using English with Lucy Videos

The findings indicate that students generally perceived English with Lucy Videos positively as a supplementary resource for listening comprehension learning. They described the videos as understandable, informative, engaging, and useful for developing their listening skills. This finding is consistent with Hafizh et al. (2025), who found that students appreciate authentic video materials for helping them become familiar with natural pronunciation, diverse accents, and real-world English communication.

The students identified several features of the videos that they considered helpful, including clear explanations, subtitles, replay and pause functions, contextual vocabulary presentation, and the speaker's pronunciation. These features provided different forms of support for students experiencing difficulties with particular aspects of spoken English. The clarity of the speaker's explanations helped students follow the content, while subtitles helped them identify words that were difficult to recognize through listening alone. The replay and pause functions allowed students to process information at their own pace, which is particularly relevant for learners who find certain parts of spoken English difficult to understand (Alamri, 2025).

The challenges reported by students, particularly the British accent, speech rate, and unfamiliar vocabulary, are consistent with Alamri (2025), who explains that learners often experience difficulties related to unfamiliar vocabulary, fast speech, and complex expressions when using video-based learning materials. The finding that some students were more familiar with American English pronunciation and therefore needed additional effort to understand the British accent is also consistent with the broader literature on accent familiarity and listening comprehension. However, the finding that several students reported greater familiarity and comfort with the speaker's pronunciation over time suggests that repeated exposure can help learners adapt to unfamiliar accents, although this adaptation is gradual and may not eliminate all listening difficulties.

The students' willingness to continue using the videos beyond the research period suggests that they regarded the materials as useful and accessible. This finding is consistent with Alimuddin et al. (2024), who reported that students value digital learning platforms because they allow learning to take place anytime and anywhere. However, expressed intentions to continue learning should be distinguished from actual long-term use, which would require further observation beyond the research period.

Overall Discussion

Taken together, the findings suggest that English with Lucy Videos served as an effective supplementary learning resource for listening comprehension among third-semester students at the University of Mataram. The videos provided authentic English exposure, enriched vocabulary, and supported the development of listening comprehension strategies. The findings align with the theoretical foundations of this study: listening comprehension theory (Vandergrift & Goh, 2012), authentic video materials theory (Hafizh et al., 2025), and Technology-Enhanced Language Learning (Su & Zou, 2022). The integration of these theoretical perspectives helps explain how students used the videos, how the videos supported their listening comprehension, and how students perceived the videos as a learning resource.

However, the findings should be interpreted within the scope of the research design. The study employed a qualitative approach with a descriptive-exploratory

design, and the pre-test and post-test results served as supplementary data rather than experimental evidence. Therefore, the findings provide insight into students' experiences and perceptions rather than definitive proof of the effectiveness of English with Lucy Videos. Future research involving a larger number of participants, a longer period of observation, and a combination of qualitative and quantitative methods may provide more comprehensive evidence regarding the role of English with Lucy Videos in listening comprehension learning.

CONCLUSION

This study explored the use of English with Lucy videos in listening comprehension learning among third-semester students of the English Education Study Program at the University of Mataram. In relation to the first research question, the findings indicate that students used the videos as supplementary learning resources, selected topics according to their learning needs, and actively engaged with the content through subtitles, replay, and note-taking. In relation to the second research question, the videos supported listening comprehension by providing exposure to spoken English, enriching vocabulary, and helping students become more familiar with British pronunciation, although challenges related to accent, speech rate, and unfamiliar vocabulary persisted throughout the four-week period. In relation to the third research question, students generally perceived the videos positively, describing them as understandable, informative, engaging, and useful for developing listening skills. The pre-test and post-test results showed a mean increase from 90.63 to 96.25, with three participants improving, four maintaining their scores, and one experiencing a decrease. However, this result should be interpreted cautiously because of the small sample, the supplementary nature of the test data, and the potential ceiling effect caused by participants' high initial scores.

Overall, English with Lucy videos can potentially serve as a supplementary resource for providing English exposure, enriching vocabulary, and supporting the development of listening comprehension strategies for EFL learners in higher education. However, the findings should be interpreted within the scope of the qualitative design, and future research involving more participants, a longer period of observation, and more rigorous data triangulation is recommended to provide broader evidence. The study contributes to the understanding of how structured educational YouTube channels can be used in actual learning practices by Indonesian EFL students and offers insights for educators who wish to integrate video-based materials into listening instruction.

RECOMMENDATION

Based on the findings and the limitations of this study, several recommendations can be formulated. For educators and EFL learners, English with Lucy Videos are highly recommended as an accessible and engaging supplementary resource to enhance listening comprehension, particularly in enriching vocabulary, improving pronunciation awareness, and helping students adapt to unfamiliar accents such as British English. However, for future researchers, it is strongly advised to address the current limitations by employing a larger sample size, extending the intervention period beyond four weeks, and implementing a more rigorous mixed-methods design

or an experimental design with a control group. This methodological improvement is crucial to minimize the potential ceiling effect observed in this study and to provide more conclusive evidence regarding the actual impact of English with Lucy Videos on students' listening comprehension performance, moving beyond reliance on self-reported perceptions.

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