

The Effect of Using Wizard Liz's Content on Students' Listening Comprehension Skills at Ninth Grade Students of SMPN 1 Sepatan-Tangerang

¹ Vanyssa Dwiana Noer, ² Arjulayana arjulayana, ³Diah Retno Anggraini

^{1,2,3} Universitas Muhammadiyah Tangerang

e-mail: vanyssadwiana09@gmail.com, arjulayana@umt.ac.id

Abstract

Listening comprehension is a crucial skill that significantly affects one's ability to communicate effectively in both professional and social contexts. To enhance students' listening abilities, many educators employ various methods and media, including utilizing YouTube videos from creators like The Wizard Liz. This research employed two types of assessments: a pre-test and a post-test. The study's participants were ninth-grade students from SMPN 1 Sepatan-Tangerang. Hypothesis testing was conducted using the Mann-Whitney test, where the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted if the significance value is below 0.05. In the statistical analysis of Students' Listening skill results in the post-test, the value of Sig. (2-tailed) = 0.00 < 0.05 is obtained. Based on the data, it can be concluded that "H₁ is accepted" and "H₀ is rejected." Specifically, "H₁ posits that there is a significant difference in students' listening skills when using The Wizard Liz's video compared to not using it," while "H₀ suggests that there is no significant difference in students' listening skills between using The Wizard Liz's video and not using it. It can be concluded that the use of The Wizard Liz's video as a learning medium has an effect on the listening ability of ninth-grade students of SMPN 1 Sepatan-Tangerang. Students teaching and learning activities using The Wizard Liz's video media found that this media helped students improve their English language skills, especially in improving students' listening skills and helping students acquire new vocabulary..

Keywords: Wizard Liz, English Contents, YouTube Video, English, Listening skills

How to Cite: Noer, V.D., Arjulayana, Anggraini, D.R. (2025). The Effect of Using Wizard Liz's Content on Students' Listening Comprehension Skills at Ninth Grade Students of SMPN 1 Sepatan-Tangerang. *Globish: An English-Indonesian Journal for English, Education, and Culture*. 14(2), 159-167. <http://dx.doi.org/10.31000/globish.v14i2.12064>

INTRODUCTION

English is a global language widely used for communication, interaction, and negotiation across the world. It has become an international lingua franca, spoken in numerous countries. In Indonesia, English is introduced as the first foreign language and is taught from kindergarten through elementary school, junior high school, and senior high school as a mandatory subject. Given this context, it is essential for all students to achieve a reasonable level of proficiency in English. Listening skills are crucial for learning because they allow students to acquire information effectively and also to obtain success in communication with others. by destinations can acquire the

information and develop what speakers say. According to Gerbier (2017) stated that Reading a text while listening can help capture students' interest and improve their focus on the course material. In recent years, technology has become increasingly prominent in language teaching, and studies indicate that it can improve language learning by offering students numerous opportunities to practice their skills. One example of such a digital resource is The Wizard Liz, a platform that offers interactive and engaging materials for learning English, including activities focused on listening.

The Wizard Liz offers an audio-visual platform for online learning, accessible to both teachers and students at no cost. Videos, particularly those on YouTube, which is the largest video-sharing platform on the internet, can enhance students' listening comprehension and introduce a wide range of current topics and issues (Karkera & Chamundeshawari, 2018). Damrong Laohaphan & Stevenson (2013) explored students' attitudes towards using YouTube videos in the classroom. Their study revealed that students had a favorable view of integrating YouTube into lessons. They found that this approach not only boosted students' motivation but also positively impacted their engagement in class activities.

Literature Review

1. Listening Skill

a. Definition of Listening Comprehension

Listening comprehension is a crucial skill that influences your ability to build effective communication habits and apply them in both professional and personal contexts. It involves several cognitive processes, such as distinguishing different sounds, understanding grammar, identifying key information, retaining it in memory, and integrating it to derive meaning from speech and structure (Morley in Fitariiana et al., 2021). This research defines listening comprehension, highlights its importance, explores various skills that improve listening, and discusses methods for effective listening practice. Listening is also a key soft skill necessary for interacting well with others, communicating clearly, working collaboratively in teams, and networking effectively (Ayuningtyas & Wiyanah, 2023).

b. Teaching Listening Skills

To effectively teach listening skills in the classroom, educators employ teaching aids and media alongside specific instructional approaches. The use of such resources can greatly enhance students' ability to understand and process spoken language (Swinton Hudson, 2015). Recent techniques for teaching listening skills include a variety of interactive activities and multimedia materials, as detailed by (Switzer, 2018). Teachers implement these methods in various ways, such as:

Interactive exercises

The activities may include playing audio clips from radio shows, podcasts, educational talks, and other types of spoken content.

Multimedia resources

Teachers use multimedia resources such as video clips, including short skits, news broadcasts, documentaries, interviews, and both dramatic and comedic content. Teachers address essential listening comprehension skills, engage in activities to build background knowledge prior to listening and employ techniques for effective listening.

Direct instruction

Teachers also provide exposure to authentic listening materials and integrate listening practice with other language skills like reading, writing, and speaking.

Authentic materials

Authentic materials, such as videos, audio recordings, and texts relevant to students' interests and experiences are used to teach listening skills.

Modeling effective listening skills

Teachers model effective listening behaviors, demonstrating active and attentive listening, how to paraphrase and reference information, and how to ask questions to ensure comprehension.

c. Procedure of Teaching Listening Skill

According to (Setiawan & Alimah, 2019) the process of instructing listening abilities is outlined as follows:

a. Pre-Listening

Before students begin listening, it's crucial to assist them in activating their prior knowledge and preparing them for the content they are about to encounter. One effective method is for the teacher to ask carefully designed questions that help students tap into their existing knowledge and language skills, rather than just giving them the answers.

b. While listening

To improve students' listening skills, it is essential to involve them in focused listening exercises. Initially, guide students to concentrate on understanding the general meaning of the content rather than focusing on specific details during their first listening. Following this, encourage them to make predictions based on their initial comprehension and verify these predictions by listening again. Additionally, when posing questions and offering guidance, ensure that the focus is on segments of the video that correspond with the students' vocabulary and language abilities, making the listening practice more effective and pertinent.

c. Post-Listening

Following a listening activity, a post-listening exercise is employed to build upon the knowledge gained and to enhance speaking or writing skills. This phase allows for the repetition and reinforcement of vocabulary and language structures, provided that the activities are engaging and well-designed.

d. Assessing Listening Skills

a) Assessment criteria

According to (Brown, H & Abeywickrama, 2010) assessing students' listening skills in tests typically involves several key criteria, such as, Comprehension gauges how well students understand and interpret the meaning of what they hear, Lexical Resource evaluates the range and clarity of vocabulary students use, reflecting their ability to employ a diverse and comprehensive set of words, Grammatical Range and Accuracy assesses the variety and precision of grammatical structures used by students, Lastly, Pronunciation measures the clarity and accuracy with which students articulate words.

b) Assessment model

Brown, H & Abeywickrama (2010) composed the Grade Score Description as follows:

- Excellent 91 – 100
Understands all instructions without difficulty, and can complete all instructions quickly and accurately.
- Very good 81 – 90
Understands almost all instructions, even with some repetition in certain parts, and can complete all instructions correctly, although somewhat slowly.
- Good 71 – 80
Understands most of what is said/instructed, but if the instructions are somewhat prolonged and repeated, they may be slow in carrying out what is instructed, and sometimes make mistakes.
- Average 61 – 70
Has difficulty following instructions, but still completes many instructions correctly.
- Bad 51 – 60
Has great difficulty carrying out what is instructed, only a small portion of the instructions are followed.
- Very bad 1 – 50
Cannot carry out what is instructed, even with just one instruction.

The following is an example of an authentic assessment of listening skills. Furthermore (Brown, H & Abeywickrama, 2010) added that the teacher gives three tasks to assess students' listening ability, First, students listen attentively to dialogues and answer questions based on what they hear. They then transcribe the sentences they've listened to into their notebooks. After transcribing, students organize these sentences to form a coherent, naturally flowing dialogue. Lastly, students make a statement and prompt their partner to respond with an appropriate expression that fits the context, helping them practice both understanding and using suitable expressions in conversation.

2. Wizard Liz's Contents Videos

In modern education, technology is essential for improving teaching methods and presenting learning material. Among the different types of media, audiovisual media—such as videos—has gained popularity because it effectively engages both visual and auditory senses (Kirana, 2016).

This research examines how using video content from Wizard Liz can enhance school students' listening skills. By integrating engaging and contextually rich materials, like the stories and vocabulary offered in Wizard Liz content, students are able to improve their listening abilities more effectively. According to Fauzi et al., (2023) stated that utilizing technology in English instruction involves examining how computers and other technological tools can serve as effective pedagogical aids to enhance the teaching of English across all language skills.

According to Vygotsky (1978) in Silalahi (2019) suggested the idea that engaging stories and varied language use, coupled with supportive learning tools, enhance students' ability to understand spoken language. Wizard Liz's content aligns with Vygotsky's theory by providing captivating stories and rich vocabulary, which helps students improve their listening skills. The creative and engaging nature of the material not only makes learning more enjoyable but also supports subconscious language acquisition, ultimately leading to better language understanding. Wizard Liz's content is one of the various learning platforms available online. This platform

offers internet-based learning through audio-visual content. Access to this website is free for both teachers and students, and no fees are charged.

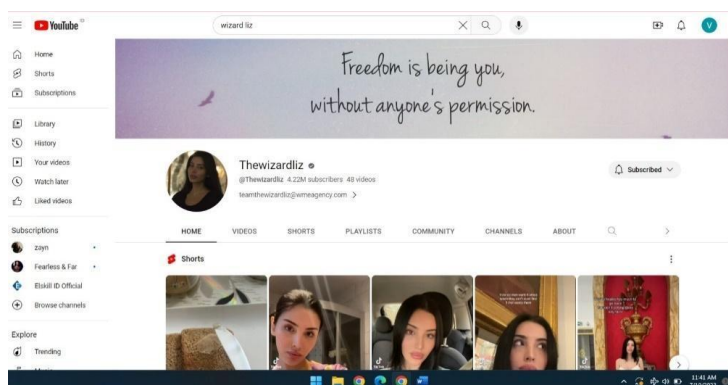


Figure 1 Wizard Liz's platform

Lize Dzjabrailova, a 23-year-old from Belgium, launched this platform and uploaded her inaugural video in December 2021. Unlike other creators who typically focus on vlogs and podcasts, Liz shares her insights and experiences on subjects including confidence, empowerment, self-development, mental health, spirituality, relationships, love, and discussions specifically for women. Wu et al. conducted a study on how educational videos can effectively improve student learning. (Handi Pratama et al., 2020).

Additionally, YouTube videos offer the convenience of being accessible anytime and from anywhere, allowing users to replay, pause, or watch at a later time. They also provide high-quality content. However, there may be instances where the same content is repeated multiple times, which could be due to various factors (Handi Pratama et al., 2020). Liz's videos offer essential guidance, empowerment, and motivation, particularly impacting young people. She takes on the role of an older sister giving valuable advice to her younger siblings, which resonates strongly with the Gen Z audience.

Upload



Figure 2 Wizard Liz's contents list

Liz's popularity among this demographic is growing, partly due to the viral spread of short clips from her videos on TikTok. Many people are recommending her

YouTube channel as a source of positive energy and inspiration to reignite one's passion for life.



Figure 3 Wizard Liz's the greatest number of viewers

Liz's video titled "This video will change your life" has garnered over 4 million views. In this video, Liz emphasizes the importance of writing down every dream and goal and believing in their fulfillment, describing this process as manifesting. As stated by Handi Pratama et al., (2020) integrating sound clips from comedy or motivational videos from YouTube can effectively engage students when teaching specific subjects. After watching Liz's video, many viewers come to realize the critical importance of having high self-worth. The most popular video, "This Video Will Change Your Life," highlights the importance of self-esteem. The videos have received numerous positive comments, with many viewers praising Liz as an inspiring figure who has positively transformed her life. Some even report feeling revitalized with a new spirit and outlook, attributing this change to Liz's positive influence.

RESEARCH METHOD

Liz's videos offer essential guidance, empowerment, and motivation, particularly impacting young people. She takes on the role of an older sister giving valuable advice to her younger siblings, which resonates strongly with the Gen Z audience. Liz's popularity among this demographic is growing, partly due to the viral spread of short clips from her videos on TikTok. Many people are recommending her YouTube channel as a source of positive energy and inspiration to reignite one's passion for life. Her video titled "This video will change your life" has garnered over 4 million views. In this video, Liz emphasizes the importance of writing down every dream and goal and believing in their fulfillment, describing this process as manifesting. According to Handi Pratama et al. (2020), This research employs a quasi-experimental design to assess the improvement in listening comprehension among ninth-grade students at SMPN 1 Sepatan Timur-Tangerang using one of Wizard Liz's videos. The experimental group, which received the video treatment, was compared with a control group that used traditional teaching methods. The study utilizes a quantitative approach with a quasi-experimental design featuring a pretest-posttest control setup. The aim of this quasi-experimental design is to determine the cause-and-effect relationship between two variables. Specifically, it seeks to evaluate the impact of using Wizard Liz's video

(variable one) on students' listening skills (variable two). The research design can be outlined as follows:

Table 1. Research Design Pretest-Posttest

Group	Class	Pre-test	Treatment	Post-test
Experimental class	IX 2	Pre-test	Treatment	Post-test
Controlled class	IX 4	Pre-test	No treatment	Post-test

The population for this study comprises third-year students at SMPN 1 Sepatan-Tangerang for the academic year 2023-2024, totaling 391 students across 10 classes. The sample selected for this research includes Class IX 2, with 40 students, which serves as the experimental group, and Class IX 4, also with 40 students, which functions as the control group. Thus, the total sample size for the study is 80 students.

FINDINGS AND DISCUSSION

Findings

The results indicate that the students in the sample struggled with various aspects of listening skills. Factors such as motivation, environment, facilities, and support may contribute to difficulties in the learning process; however, these issues could be addressed through effective teaching techniques. Wizard Liz's content, an online learning platform offering free access to audio-visual materials for both teachers and students, is one such resource (Ramandhika Aditya Wikarta et al., 2025). The research, conducted over four sessions, identified several problems: students had trouble understanding specific words during listening exercises, exacerbated by the teacher's use of content that lacked variety and diversity. Consequently, students' listening skills scores were below average. Moreover, students often lose interest during listening activities due to the monotonous content. Additionally, there is a need for standardized assessments to effectively measure and address these challenges.

Discussions

The difference between this research and previous research is that this research examined 80 students as the sample purposively from the population of 391 students, while the previous research conducted by (Rahman et al., 2022) used 25 students as the sample from 50 population of students and also the different characteristics of the students. Moreover, this research used a quantitative experiment approach, while the previous research (Lestari, 2019) used Classroom Action Research and an observation checklist, test, and field note as the way to collect data while this research used pre-test and post-test to collect the data. This research uses the Mann-Whitney method for the Data Analysis Test in the Statistical Hypothesis while the previous study from (Qomariyah et al., 2021) used a T-test for the Data Analysis Test. Therefore, the findings with these differences way also produce the same result, that there is a different result in students listening skills, especially in this research the researcher using Wizard Liz's Video. But because of the differences between the environment and the grade of the

object that we have tested, there are some differences such as more varied data and more similar data than in this study. Moreover, this research has strengths and weaknesses compared to the previous research.

In this research, the statistical analysis using the Mann-Whitney method shows that $H1 = \text{Asymp. Sig. (2-tailed)} = 0.001$, which is less than 0.05 at a 5% significance level. This indicates a significant effect on the listening skills of students in the experimental class after receiving treatment with Wizard Liz's videos. Based on these findings, the researcher concludes that Wizard Liz's video content positively impacts students' listening skills. This YouTube platform helps students listen to English more comfortably and engagingly compared to other YouTube videos. It also aids students in learning correct pronunciation similar to that of native speakers.

This study clearly demonstrates whether students' scores have increased or decreased. A summary of the post-test results reveals that for the experimental class IX 2, which includes 40 students, scores ranged from a low of 50 to a high of 100. The mean score was 87.7, the median was 91.9, the mode was 96.6, and the standard deviation was 8.28. These values are higher compared to the control class, where the mean score was 71.4, the median was 79.5, the mode was 85.8, and the standard deviation was 26.4. This indicates an improvement in scores from before to after the treatment, suggesting a significant positive impact on students' listening skills using Wizard Liz's videos as media in teaching listening (Arjulayana, 2018). This result contrasts with previous research due to the unique characteristics of the students and the direct involvement of the researcher in the teaching and learning process, allowing for a more accurate assessment of students' listening abilities.

In this study, the statistical analysis using the Mann-Whitney method shows that $H1 = \text{Asymp. Sig. (2-tailed)} = 0.001$, which is less than 0.05 at a 5% significance level. This indicates a significant effect on the listening skills of students in the experimental class who received treatment with Wizard Liz's videos. Based on these findings, the researcher concludes that Wizard Liz's video content positively affects students' listening skills, making English listening practice more engaging and enjoyable compared to other YouTube videos. The use of Wizard Liz's videos has proven successful in enhancing students' listening abilities.

CONCLUSION

The analysis of the pre-test and post-test results using the Mann-Whitney method revealed that the significance value was $H1 = \text{Asymp. Sig. (2-tailed)} = 0.001$, which is less than 0.05 at a 5% significance level. This indicates that $H1$ is accepted. The average score for students' listening skills using The Wizard Liz's video was 87.7, compared to 65.7 for those who did not use the video. This suggests that students who used The Wizard Liz's video achieved better listening skills than those who did not. Therefore, utilizing The Wizard Liz's video is more effective and significantly enhances students' listening abilities. Additionally, students can benefit from learning independently both at school and at home. Future research could explore different fields and topics to further investigate the potential of YouTube as a valuable resource for learning English.

REFERENCES

- Arjulayana. (2018). The use of Video in Teaching Listening Skill. *Globish (An English-Indonesian Journal for English, Education and Culture)*, 6(1).
- Ayuningtyas, M., & Wiyanah, S. (2023). Teacher ' s methods in teaching integrated listening and speaking at english department. 12(2), 130–144.
- Brown, H, D., & Abeywickrama, P. (2010). Language Assessment Principles and Classroom Practices (Second Edition). *New York: Pearson Education, Inc.*
- Damrong Laohaphan, S., & Stevenson, E. (2013). Enhancing listening skills through movie clips on youtube. *The European Conference on Technology in the Classroom*, 1–25. www.iafor.org
- Fauzi, I., Juniardi, Y., & -, W.-. (2023). Utilizing digital learning resources in english-specific purposes learning classroom: ESP Teachers' perspectives. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 12(2), 153. <https://doi.org/10.31000/globish.v12i2.8449>
- Fitariana, C., Almanar, A., & Rohim, A. (2021). Students' problems in answering the listening section of TOEFL at non non-English study program of UPN Veteran jakarta. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 10(2), 19. <https://doi.org/10.31000/globish.v10i2.4676>
- Gerbier, E. (2017). Audiovisual synchronization in reading while listening to texts: effects on visual behavior and verbal learning. *Computer Speech & Language*. <http://dx.doi.org/10.1016/j.csl.2017.07.003>
- Handi Pratama, S. H., Ahsanul Arifin, R., & Sri Widianingsih, A. W. (2020). The use of youtube as a learning tool in teaching listening skill. *International Journal of Global Operations Research*, 1(3), 123–129. <https://doi.org/10.47194/ijgor.v1i3.56>
- Karkera, S., & Chamundeshawari, C. (2018). YouTube: A teaching tool to improve listening skills. *International Journal of Creative Research Thoughts (IJCRT)*, 6(2), 1311–1316. www.ijcrt.org
- Kirana, M. (2016). The use of audio visual to improve listening. *English Education Journal*, 7(2), 233–245. <https://jurnal.usk.ac.id/EEJ/article/view/3736>
- Lestari, J. A. (2019). The use of youtube vlog to improve the students' listening skill of mts samarinda. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 6(1), 35–45. <https://doi.org/10.21093/twt.v6i1.2041>
- Qomariyah, S. S., Permana, D., & Hidayatullah, H. (2021). The effect of youtube video on students' listening comprehension performance. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 67. <https://doi.org/10.33394/jo-elt.v8i1.3837>
- Rahman, I. F., Kamsinah, & Meldayanti. (2022). *The Influence of YouTube Videos on Listening Achievement of the Second Grade Students at MA Guppi. Journal English Language Teaching for EFL Learners*, 4(1), 25-34.
- Ramandhika Aditya Wikarta, Arjulayana, A., & Nargis, N. (2025). An Analysis of Idiomatic Expressions in Voice Lines Heroes in Dota 2 Video Game. *Globish (An English-Indonesian Journal for English, Education and Culture)*, 14(1), 96–109. <https://doi.org/10.31000/globish.v14i1.12055>
- Setiawan, A., & Alimah, S. (2019). *The Effect of the Visual Auditory Kinesthetic (Vak) Learning Model on Student Activeness*. 1, 81–90. <https://doi.org/10.23917/ppd.v1i1.7284>
- Silalahi, R. M. (2019). Understanding Vygotsky'S Zone of Proximal Development for *The Effect of Using Wizard Liz's Content on Students' Listening Comprehension Skills at Ninth Grade Students of SMPN 1 Sepatan-Tangerang*
Noer, Arjulayana, Anggraini

- learning. *Polyglot: Jurnal Ilmiah*, Vol. 15 No. 2, 169.
<https://doi.org/10.19166/pji.v15i2.1544>
- Swinton Hudson. (2015). effective teaching methods. *Journal of Instructional Research*, 4, 90–93. <https://files.eric.ed.gov/fulltext/EJ1127695.pdf>
- Switzer, C. (2018). *Modern Methods of Teaching Listening Skills*.
<https://www.theclassroom.com/classroom-games-activities-teach-sequencing-6099958.html>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.