



Enhancing Students' Listening Comprehension on Recount Text through Audio Recording Media

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Listening comprehension is a foundational yet challenging skill for EFL learners in Indonesia, primarily due to limited exposure to authentic spoken English and natural pronunciation. This study aims to evaluate the effectiveness of audio recording media in enhancing the listening comprehension of recount texts among tenth-grade students. Using a descriptive quantitative method, the research involved 33 students at SMA Tamansiswa Pematangsiantar as participants. Data were gathered through pre-test and post-test procedures utilizing a fill-in-the-blank listening instrument based on the recount text "My Holiday in Bali." The findings demonstrate a substantial improvement in students' listening performance, with the mean score rising from 40.00 in the pre-test to 79.09 in the post-test, reflecting a 97.7% increase. Furthermore, the percentage of students meeting the Minimum Mastery Criterion (KKM \geq 75) surged from 6.1% to 66.7%. The results indicate that audio recording media fosters a conducive learning environment by providing repeated exposure, enhancing auditory resilience, and allowing students to internalize linguistic input at their own pace. Pedagogically, this study underscores the necessity of integrating technology-driven media to support student-centered and contextualized learning, fully aligning with the Merdeka Belajar framework to cultivate more autonomous and motivated learners.

Keywords: *Recount Text, Audio Recording Media, English Learning, Merdeka Belajar.*

Abstrak

Pemahaman menyimak merupakan keterampilan mendasar namun menantang bagi pembelajar bahasa Inggris di Indonesia, terutama karena terbatasnya paparan terhadap bahasa Inggris lisan yang autentik dan pengucapan alami. Penelitian ini bertujuan untuk mengevaluasi efektivitas media rekaman audio dalam meningkatkan pemahaman menyimak teks *recount* pada siswa kelas sepuluh. Menggunakan metode kuantitatif deskriptif, penelitian ini melibatkan 33 siswa di SMA Tamansiswa Pematangsiantar sebagai partisipan. Data dikumpulkan melalui prosedur *pre-test* dan *post-test* menggunakan instrumen tes menyimak isian rumpang berdasarkan teks *recount* "My Holiday in Bali." Temuan menunjukkan peningkatan substansial dalam performa menyimak siswa, dengan nilai rata-rata meningkat dari 40.00 pada *pre-test* menjadi 79.09 pada *post-test*, yang mencerminkan peningkatan sebesar 97.7%. Selain itu, persentase siswa yang mencapai Kriteria Ketuntasan Minimal (KKM \geq 75) melonjak dari 6.1% menjadi 66.7%. Hasil penelitian mengindikasikan bahwa media rekaman audio menciptakan lingkungan belajar yang kondusif dengan memberikan paparan berulang, meningkatkan ketahanan auditori, dan memungkinkan siswa untuk menginternalisasi input linguistik sesuai dengan kecepatan belajar mereka. Secara pedagogis, studi ini mempertegas pentingnya integrasi media berbasis teknologi untuk mendukung pembelajaran yang berpusat pada siswa dan



kontekstual, selaras dengan kerangka Merdeka Belajar untuk menumbuhkan pembelajar yang lebih mandiri dan termotivasi.

Kata Kunci: *Teks Recount, Media Rekaman Audio, Bahasa Inggris, Merdeka Belajar.*

INTRODUCTION

Listening comprehension serves as the fundamental gateway to language acquisition and effective communication. As the primary skill acquired in language development, it functions not merely as a passive reception of sounds but as an active, complex cognitive process of constructing and interpreting meaning from spoken input (Rost, 2011). Vandergrift and Goh (2023) further describe this process as a sophisticated integration of linguistic knowledge, contextual cues, and prior experience. However, in the English as a Foreign Language (EFL) context of Indonesia, mastering this skill remains a formidable challenge. The lack of direct exposure to authentic spoken English often leaves students struggling to navigate the intricate layers of a foreign tongue.

The difficulties faced by Indonesian students are multifaceted, rooted in limited vocabulary, unfamiliarity with natural pronunciation, and the rapid pace of native speech. Gilakjani and Sabouri (2016) observe that many learners become trapped in word-by-word decoding, which obstructs their ability to grasp the holistic meaning of a message. This issue is often exacerbated by traditional classroom practices that rely heavily on teacher-led reading or scripted textbook materials that fail to mirror the nuances of real-life communication. Consequently, as noted by Windamayanti et al. (2022), a significant gap persists in students' motivation and their ability to employ effective listening strategies, leaving them ill-equipped to process natural English sounds.

To bridge this gap, the integration of authentic audio recording media emerges as a critical pedagogical intervention. Audio recordings offer the advantage of repeated exposure to natural rhythm, stress, and intonation, which are essential for developing auditory resilience (Brown & Lee, 2024). Unlike traditional methods, recorded materials provide a realistic listening environment while offering the flexibility for students to control their learning pace through repetition and review (Underwood, 1990; Nguyen, 2021). This approach becomes even more potent when paired with structured text genres like recount texts. Within Indonesia's *Kurikulum Merdeka*, recount texts provide a familiar chronological framework—comprising orientation, events, and re-orientation—that helps students organize information logically while reinforcing their grasp of the simple past tense and temporal connectors (Anderson & Anderson, 2003; Emilia, 2011).

The synergy between audio media and recount texts, such as "My Holiday in Bali" used in this study, creates a contextualized learning experience that resonates with students' personal experiences. Chen and Zhao (2025) argue that comprehension is significantly enhanced when learners can associate new linguistic input with familiar life events. Previous scholarship has consistently validated this approach; Rojas and Luna (2023) and Thompson (2024) have demonstrated that authentic audio materials not only improve comprehension accuracy but also catalyze learner motivation and word recognition (Smith et al., 2022; Widodo, 2020).

Despite these established benefits, a pedagogical disconnect remains in many Indonesian classrooms where the reliance on printed materials still prevails. There is a palpable need for research that specifically explores the intersection of audio media and recount text comprehension at the senior high school level. This study addresses this void by examining the impact of audio-based instruction on 33 students of Class X Merdeka 4 at SMA Taman Siswa Pematangsiantar. Through a descriptive quantitative lens, the research evaluates how auditory exposure through fill-in-the-blank tasks facilitates a deeper understanding of narrative structures. Ultimately, this study seeks to align classroom practice with the principles of Merdeka Belajar, promoting a technology-enhanced, student-centered environment where learning English is both an accessible and enjoyable endeavor.

METHOD

This study employed a descriptive quantitative approach to systematically evaluate the enhancement of students' listening comprehension through audio recording media. Following the framework proposed by Creswell (2014), this design focuses on describing phenomena objectively through numerical data and statistical analysis without variable manipulation. The primary objective was to quantify the progress in comprehending recount texts among tenth-grade students, specifically by comparing their performance benchmarks before and after the pedagogical intervention.

The participants were 33 students of Class X Merdeka 4 at SMA Taman Siswa Pematangsiantar during the 2025/2026 academic year. These participants, aged between 15 and 16, were selected via purposive sampling. This selection was based on preliminary observations indicating a significant gap in English listening proficiency, largely due to minimal exposure to spoken English and a linguistic environment dominated by Bahasa Indonesia and local dialects.

The research was executed in three integrated stages: pre-test, treatment, and **post-test**. Initially, a pre-test using the recount text "*My Holiday in Bali*" was administered to establish a baseline for the students' listening abilities. During the treatment phase, students were exposed to audio recordings sourced from YouTube, where the instructional focus was placed on repeated listening, strategic note-taking, and contextual vocabulary acquisition. Students were guided to identify linguistic markers such as time expressions and past tense verbs. Finally, a post-test was conducted to measure the improvement resulting from this audio-based instruction.

The **primary instrument** used was a fill-in-the-blank listening test consisting of 10 items. This format was chosen for its capacity to measure the students' precision in identifying spoken words within a narrative context, effectively training them to synchronize sound and meaning. The scoring mechanism followed a standardized ratio where the number of correct answers was divided by the total items and multiplied by 100 to yield a percentage score. Data analysis was performed using descriptive statistics to illustrate the trajectory of student improvement. The analysis involved calculating individual scores, determining the mean score \bar{X} for both pre-test

and post-test, and computing the percentage of improvement P using the following formula:

$$P = \frac{X_{post} - X_{pre}}{X_{pre}} \times 100\%$$

Furthermore, the study assessed the mastery level by calculating the percentage of students who met or exceeded the Minimum Mastery Criterion (KKM) of 75. These analytical steps provided a robust empirical foundation to interpret how audio recording media contributes to the development of students' listening resilience and vocabulary mastery.

RESULTS AND DISCUSSION

Research Findings

This section presents the results of the data analysis, including students' pre-test and post-test scores, the frequency distribution, and the interpretation of findings. The purpose is to describe the improvement of students' listening comprehension after being taught through audio-recording-based instruction.

Table 1. Students' Pre-Test And Post-Test Scores

No	Test Type	Total Score	Mean Score	Students \geq 75	Percentage	Category
1.	Pre-Test	1320	40.00	2	6.1%	Bad
2.	Post-Test	2610	79.09	22	66.7%	Good

Source: Processed Research Data, 2025

The improvement percentage was calculated using the following formula:

$$P = \frac{(X_{post} - X_{pre})}{X_{pre}} \times 100\% = \frac{(79.09 - 40.00)}{40.00} \times 100\% = 97.7\%$$

The students' mean score improved from 40.00 in the pre-test to 79.09 in the post-test, showing a total increase of 97.7%. The number of students who achieved or exceeded the Minimum Mastery Criterion (KKM = 75) also rose from 2 students (6.1%) to 22 students (66.7%), indicating substantial progress in listening comprehension.

Table 2. Students' Individual Pre-Test and Post-Test Scores

Initial	Pre-Test	Post-Test	Improvement	Category Change
AM	80	90	+10	Good \rightarrow Very Good
AS	40	70	+30	Bad \rightarrow Fair
AZ	30	80	+50	Bad \rightarrow Good
AD	20	50	+30	Bad \rightarrow Bad
AP	30	80	+50	Bad \rightarrow Good
DA	50	80	+30	Bad \rightarrow Good
DR	50	80	+30	Bad \rightarrow Good
DM	40	80	+40	Bad \rightarrow Good
DI	40	80	+40	Bad \rightarrow Good
DW	50	70	+20	Bad \rightarrow Fair
EA	20	60	+40	Bad \rightarrow Fair

FD	30	80	+50	Bad → Good
FP	50	70	+20	Bad → Fair
GH	70	90	+20	Fair → Very Good
HS	20	80	+60	Bad → Good
HZ	30	70	+40	Bad → Fair
IR	30	80	+50	Bad → Good
JN	40	90	+50	Bad → Very Good
KT	40	80	+40	Bad → Good
MF	20	70	+50	Bad → Fair
MA	30	70	+40	Bad → Fair
NA	30	80	+50	Bad → Good
NI	30	80	+50	Bad → Good
QS	80	90	+10	Good → Very Good
RB	20	80	+60	Bad → Good
RA	40	70	+30	Bad → Fair
RM	50	90	+40	Bad → Very Good
RW	40	80	+40	Bad → Good
SK	20	60	+40	Bad → Fair
SN	30	80	+50	Bad → Good
SS	50	80	+30	Bad → Good
TK	40	70	+30	Bad → Fair
WH	40	80	+40	Bad → Good
Total	1320	2610	+1290	
			/+39.09	

From the table above, 31 students (93.9%) showed improvement, while 2 students (6.1%) maintained stable scores. The greatest improvement (+60 points) was achieved by HS and RB, proving that students with low pre-test performance benefited the most from the use of audio recordings.

Table 3. Frequency Distribution of Students' Post-Test Scores

No	Interval	Frequency	Percentage (%)	Category
1	85-100	5	15.2	Very Good
2	75-84	17	51.5	Good
3	65-74	8	24.2	Fair
4	55-64	3	9.1	Bad
Total		33	100	

Foundations of Listening Comprehension and Audio-Based Pedagogy

Listening comprehension is the ability to understand and interpret spoken language accurately and meaningfully. It plays a vital role in communication because it serves as the foundation for speaking and interaction. According to Rost (2011), listening is an active process that involves receiving, constructing, and negotiating meaning from spoken input. Vandergrift and Goh (2023) describe listening comprehension as a cognitive and metacognitive process that requires learners to decode linguistic input, interpret context, and integrate prior knowledge to make sense of messages. Buck (2001) further explains that successful listening depends on the combination of bottom-up processing identifying sounds, words, and grammatical structures and top-down processing, which involves using background knowledge and contextual cues.

However, listening remains one of the most difficult skills for English as a Foreign Language (EFL) learners, particularly in Indonesia. Many students struggle to understand spoken English because of unfamiliar pronunciation, limited vocabulary, and lack of authentic listening practice. Gilakjani and Sabouri (2016) identified several listening barriers among EFL learners, including speech rate, accent variation, and learners' anxiety. Field (2008) emphasizes that many learners focus on word-by-word decoding rather than understanding the overall meaning of the text, which leads to poor comprehension. Similarly, Windamayanti et al. (2022) found that Indonesian students' limited listening exposure prevents them from developing effective listening strategies. Therefore, teachers need to design listening activities that expose learners to real English input through engaging and contextualized media.

The use of audio recording media has become an effective approach to enhance listening comprehension. Audio recordings allow learners to listen repeatedly, recognize natural pronunciation, and develop familiarity with real English rhythm and intonation. Brown and Lee (2024) assert that recorded listening materials simulate authentic communication and give learners opportunities to process natural language. Underwood (1990) highlights that recorded materials provide realistic listening situations and flexibility for learners to control their learning pace. In addition, Nguyen (2021) found that using audio-based instruction increases learners' motivation and reduces anxiety because students can replay the material as needed.

According to Smith, Patel, and Howard (2022), students who engage with authentic audio recordings demonstrate greater comprehension accuracy and vocabulary retention than those who rely only on teacher explanations. Repetition in listening also improves recognition and comprehension of new vocabulary. Thompson (2024) emphasizes that repeated exposure to short and structured audio listening tasks develops learners' attention, concentration, and comprehension accuracy. Ertok (2022) compared audio-only and video-based listening activities and discovered that audio-only practice enhances auditory focus and helps students rely more on sound cues rather than visuals, strengthening their listening competence.

Moreover, audio recordings encourage autonomous learning. Vandergrift (2023) explains that when students listen independently, they develop metacognitive strategies planning before listening, monitoring comprehension, and evaluating their understanding afterward. These strategies help students become self-directed learners who take responsibility for improving their listening ability. In the context of the Merdeka Belajar curriculum in Indonesia, which promotes student-centered learning, audio recording media support flexibility, creativity, and independent skill development.

Recount texts are among the most suitable materials for listening instruction in senior high schools because they are both familiar and structured. According to Anderson and Anderson (2003), a recount text is a text that retells past events or experiences in chronological order for the purpose of informing or entertaining. Its structure consists of orientation, which introduces participants and setting; events, which describe what happened; and reorientation, which concludes the story or expresses a personal comment. Emilia (2011) explains that recount texts encourage

learners to use the simple past tense, temporal conjunctions, and descriptive language features that help improve comprehension and vocabulary.

The Synergistic Impact of Recount Texts and Audio Media on Student Agency

Listening to recount texts through audio recordings provides a meaningful and contextual learning experience. When students hear real stories about travel or personal experiences, they can connect the content to their own lives, which increases engagement and comprehension. Nation (2022) argues that vocabulary learning and listening comprehension are strongly related learners understand more when the topic is familiar and the words are meaningful in context. This is why using recount texts like “My Holiday in Bali” is pedagogically appropriate. The story contains familiar words related to tourism, culture, and family, helping students comprehend the message and learn vocabulary naturally.

Chen and Zhao (2025) found that using narrative and recount texts in listening activities improved students’ comprehension of sequence, tense usage, and main ideas. Similarly, Rojas and Luna (2023) demonstrated that recount-based listening lessons significantly enhanced students’ ability to identify key details and chronological order. In Indonesian classrooms, such texts also align with the Kurikulum Merdeka, which emphasizes experiential and contextual learning.

Integrating audio recording media with recount texts offers multiple pedagogical benefits. First, audio recordings make recount stories more engaging and realistic because students can hear pronunciation, stress, and intonation. Second, recount texts provide a structured context that helps students follow the flow of ideas while listening. Nguyen (2021) notes that when learners listen to meaningful and contextually familiar stories, their comprehension improves because they can predict upcoming events using background knowledge.

The recount text “My Holiday in Bali”, used in this study, tells the story of a family vacation in Bali a topic that most students can easily relate to. By listening to this text, students learn both language and cultural elements. According to Brown and Lee (2024), contextualized input is essential for comprehension; when learners relate personally to a listening text, they process it more effectively. Furthermore, the use of fill-in-the-blank exercises in this research encourages active listening, as students must focus on key vocabulary and specific information to complete the sentences correctly. This aligns with Harmer’s (2007) view that task-based listening motivates learners to concentrate on meaning rather than just sounds.

The repetition of the same text through audio also enhances retention and fluency. Thompson (2024) found that short, repetitive listening tasks lead to measurable improvements in comprehension accuracy. Similarly, Widodo (2020) discovered that students who practiced with recorded recount texts achieved higher comprehension scores and vocabulary retention than those who only listened once. These findings support the effectiveness of combining recount texts and audio recordings in improving listening performance among EFL learners.

Several researchers have examined the effect of audio recording media on students’ listening skills. Rojas and Luna (2023) found that the use of

recorded listening materials improved students' comprehension and motivation. Smith et al. (2022) revealed that students exposed to authentic audio recordings performed better in listening comprehension tests and showed higher confidence levels. Chen and Zhao (2025) reported that repeated exposure to recorded texts, whether narrative or recount, resulted in better memory retention and understanding of content.

In Indonesia, research by Widodo (2020) and Windamayanti et al. (2022) indicated that using audio materials in listening instruction led to a significant increase in students' comprehension and vocabulary mastery. These findings support the current study, which applies audio recording media to a recount text to evaluate its impact on students' listening comprehension. The descriptive quantitative design employed in this study measures students' improvement from pre-test to post-test after being taught using audio recordings of "My Holiday in Bali."

Empirical Validation of Audio-Mediated Instruction in Enhancing Listening Proficiency

The findings of this study clearly show that the use of audio recording media significantly enhanced students' listening comprehension on recount texts. The improvement in students' mean scores from 40.00 in the pre-test to 79.09 in the post-test demonstrates that audio recordings provided a substantial positive effect on students' listening achievement. This result is in line with the studies conducted by Rojas and Luna (2023) and Widodo (2020), who found that repeated listening exposure through recorded materials improves comprehension accuracy and motivation among EFL learners.

The increase in the number of students achieving the Minimum Mastery Criterion (KKM) from 6.1% to 66.7% also supports the effectiveness of audio-based instruction. According to Brown and Lee (2024), listening to recorded materials enables students to process real-life speech patterns, pronunciation, and intonation, which contribute to better comprehension. Similarly, Nguyen (2021) highlighted that audio media allow learners to control their learning pace, replay recordings, and focus on specific segments they find difficult.

In the context of recount texts, audio recordings provided students with contextual and meaningful content that supported comprehension. Anderson and Anderson (2003) emphasized that recount texts develop temporal and grammatical awareness through past tense and chronological structures, which are reinforced through auditory repetition. When listening to the recount text "My Holiday in Bali", students could connect the content with their prior experiences, thus activating background knowledge a factor Chen and Zhao (2025) found essential for effective listening comprehension.

Moreover, the findings indicate that using audio recordings promotes student engagement and motivation. Vandergrift (2023) argued that such media foster metacognitive strategies, helping learners plan, monitor, and evaluate their comprehension. This aligns with the Merdeka Belajar curriculum's emphasis on student-centered and autonomous learning. The results of this study therefore demonstrate not only cognitive improvement but also attitudinal benefits, as students became more confident and enthusiastic about listening activities.

Overall, the study confirms that audio recording media are an effective pedagogical tool for improving students' listening comprehension,

particularly when integrated with meaningful genres like recount texts. The results are consistent with previous research (Smith et al., 2022; Thompson, 2024) showing that repeated listening, authentic input, and contextual learning significantly enhance listening proficiency in EFL classrooms.

CONCLUSIONS

The overarching findings of this study provide empirical evidence that the integration of audio recording media significantly transforms the listening comprehension landscape for tenth-grade students. The profound shift in the mean score escalating from a baseline of 40.00 to a post-intervention average of 79.09 transcends mere statistical success; it reflects a substantive advancement in students' cognitive processing of spoken English. This progress is further illuminated by the surge in the mastery rate from a negligible 6.1% to a robust 66.7%, illustrating that the intervention fostered a meaningful learning environment where students could precisely navigate pronunciation patterns and narrative structures within recount texts.

The pedagogical implications of this research offer a compelling argument for the shift toward technology-integrated instruction in EFL contexts. By moving beyond traditional listening methods, audio media serves as a catalyst for learner autonomy, granting students the flexibility to replay and internalize linguistic input at their own pace. Theoretically, these results reinforce the existing literature on the criticality of repeated listening exposure in consolidating vocabulary acquisition and auditory resilience. Furthermore, the practical application of this approach resonates with the Merdeka Belajar framework, providing educators with a viable blueprint for designing student-centered, innovative, and technology-driven classrooms. Ultimately, this study underscores that audio recording media is not merely a supplementary tool but a fundamental asset in cultivating linguistic confidence and instructional agility in the modern Indonesian classroom.

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