



A PRE EXPERIMENTAL STUDY ON THE EFFECTS OF ANIMATED VIDEOS ON STUDENTS' LISTENING COMPREHENSION

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Article History

Submitted date:

2026-04-30

Accepted date:

2026-05-13

Published date:

2026-07-06

Keywords:

Animated video; listening comprehension; instructional media; EFL; pre-experimental study

Abstract

This study aims to examine the effects of animated videos on students' listening comprehension. A quantitative approach with a pre-experimental design employing a one-group pre-test and post-test was utilized. The participants consisted of 33 tenth-grade students. Data were collected through listening comprehension tests administered before and after the treatment. The treatment involved the integration of animated videos into listening activities. The findings revealed a statistically significant improvement in students' listening comprehension, as indicated by an increase in the mean score from 40.91 in the pre-test to 65.61 in the post-test ($p = <0.001$). This result indicates that animated videos provide effective visual and auditory input that supports students' comprehension processes. In conclusion, animated videos serve as an effective instructional medium for enhancing students' listening comprehension. Accordingly, animated videos may serve as an effective medium to enhance students' listening comprehension.

Kata Kunci:

Video animasi; kemampuan menyimak; instruksi media; bahasa Inggris sebagai bahasa asing; studi pra-eksperimental

Abstrak

Studi Pra-Eksperimental tentang Pengaruh Video Animasi terhadap Kemampuan Menyimak Siswa

Penelitian ini bertujuan untuk mengkaji pengaruh video animasi terhadap kemampuan menyimak siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental berupa one-group pre-test dan post-test. Partisipan penelitian terdiri atas 33 siswa kelas sepuluh. Data dikumpulkan melalui tes kemampuan menyimak yang diberikan sebelum dan sesudah perlakuan. Perlakuan dilakukan dengan mengintegrasikan video animasi ke dalam kegiatan menyimak. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik pada kemampuan menyimak siswa, yang ditunjukkan oleh peningkatan nilai rata-rata dari 40.91 pada pre-test menjadi 65.61 pada post-test ($p = <0.001$). Temuan ini menunjukkan bahwa video animasi memberikan input visual dan audio yang efektif dalam mendukung proses pemahaman siswa. Kesimpulannya, video animasi merupakan media pembelajaran yang efektif untuk meningkatkan kemampuan menyimak siswa. Oleh karena itu, penggunaan video animasi dapat menjadi pendekatan yang efektif untuk meningkatkan kemampuan menyimak siswa.

Introduction

In today's world, the proficiency of English has become very important to facilitate the communication, education, and access to information. Mastery of basic English skills is considered essential for secondary school students because English is widely used in academic contexts, technology, and international interaction (Haryadi & Aminuddin, 2023). In addition, English enables students to access broader sources of knowledge and participate in global communication more effectively (Grabe, 1988). Among the four language skills, listening plays a significant role in language acquisition since it helps students understand spoken language and develop other language competencies. However, many secondary schools still encounter difficulties in implementing effective English language teaching, particularly in improving students' listening comprehension skills. As a result, students often

experience low achievement and limited understanding in listening comprehension (Panthee, 2024).

Listening comprehension is widely recognized as a fundamental component of language acquisition, as it provides learners with the linguistic input necessary for the development of other language skills. According to Nguyen (2020), effective listening enables students to understand spoken language, acquire vocabulary, and internalize grammatical structures through meaningful communication. Therefore, listening serves as an essential foundation for successful language learning. However, insufficient attention to the development of listening skills may result in significant barriers to students' overall language proficiency. According to Sofyan et al. (2019), students' listening comprehension difficulties are influenced by four major factors: learning materials, teachers, students, and instructional media. The study explained that listening materials often contain challenging speech features, such as reduced forms, colloquial expressions, speech rate, and intonation, which make comprehension more difficult for learners. Consequently, students frequently encounter problems in interpreting meaning, understanding fast speech, maintaining concentration, distinguishing similar sounds, and dealing with limited vocabulary. These challenges indicate that listening comprehension requires students to process spoken input effectively in order to achieve meaningful understanding. Altun (2023) emphasizes that students with limited listening abilities often experience difficulties in comprehending spoken discourse, which consequently restricts their ability to acquire new vocabulary and grammatical knowledge effectively. As a result, students may encounter challenges in processing spoken information, leading to lower academic achievement and reduced communicative competence in both educational and real-life contexts.

Based on the writer's Field Practical Experience (PLP) program conducted at Madrasah Aliyah Simbang Kulon Pekalongan, Central Java, it was found that tenth-grade students demonstrated relatively low English proficiency, particularly in listening comprehension. Many students experienced difficulties in recognizing and understanding basic English words and expressions when they were presented orally. This condition reflects the students' limited foundational listening skills, which may hinder their ability to comprehend spoken discourse and develop other language competencies effectively.

This issue is closely related to the teaching practices implemented in the classroom. English instruction at the school still predominantly relies on textbooks and written exercises as the primary learning resources. Although textbooks provide organized and structured learning materials, excessive dependence on text-based instruction tends to limit students' exposure to authentic spoken English and contextual language use (Simonsen, 2019). As a consequence, students receive insufficient auditory and visual stimulation during the learning process, making it difficult for them to associate spoken language with meaning and real-life contexts. In relation to the previous discussion regarding the effectiveness of animated videos, this condition suggests the need for more interactive and multimedia-based instructional media that can support students' listening comprehension through both visual and auditory input simultaneously.

Considering the importance of listening comprehension in language acquisition, the integration of animated videos in English language instruction can be proposed as a potential solution to improve students' listening abilities. Animated videos provide both visual and auditory input simultaneously, enabling students to understand spoken language more effectively through contextual elements such as character movements, facial expressions, gestures, and situational backgrounds (Ayu et al., 2024). These visual supports assist learners in interpreting meaning, identifying key information, and maintaining their attention during listening activities. As a result, students are able to process spoken discourse more easily and

develop a better understanding of vocabulary, pronunciation, and sentence structures in context.

Animated videos are considered an interactive learning medium that delivers information by integrating visual and auditory elements. By combining colors, motion, sound, and images, animated videos are able to create a more engaging and enjoyable learning experience for students (Ruswan et al., 2024). This combination of multimedia features not only attracts students' attention but also helps them understand learning materials more effectively through meaningful visual representation and contextual support.

Furthermore, the use of animated videos may increase students' motivation and participation in English learning activities. Compared to conventional teaching methods that rely heavily on audio recordings or teacher explanations, animated videos offer more authentic and meaningful language exposure. Animated videos are considered an effective instructional medium for facilitating the development of students' listening skills because they combine entertainment with educational content. Therefore, the integration of animated videos into English instruction is expected to support students in overcoming difficulties in listening comprehension and improving their overall English language proficiency (Khumairah et al., 2023).

This study focused on addressing the challenges encountered in English language teaching, particularly the limited instructional time that often prevented students from fully understanding the learning materials. Based on the writer's preliminary observation, many students experienced difficulties in comprehending listening materials due to restricted classroom time and the limited use of interactive instructional media. These conditions frequently hindered students from processing spoken information effectively during the learning process. Therefore, this study investigated whether the use of animated videos was effective in improving students' listening comprehension skills among tenth-grade students at Madrasah Aliyah Simbang Kulon Pekalongan, Central Java.

Furthermore, this research aimed to contribute to the improvement of English learning outcomes as well as to support the creation of a more creative and engaging strategies for teaching through the integration of multimedia-based instruction. To determine the effectiveness of animated videos, the researcher employed a quantitative research method using a pre-experimental design. The effectiveness of the treatment was measured by comparing students' listening comprehension scores obtained from the pre-test and post-test administered before and after the implementation of animated videos. Through this approach, the study sought to identify whether the use of animated videos could significantly enhance students' listening comprehension skills.

Methodology

This study employed a quantitative research method using a pre-experimental design with one-group pre-test and post-test design. It was conducted at Madrasah Aliyah Simbang Kulon Pekalongan from April until May during the 2025/2026 academic year. The participants of the study were the tenth-grade students from one class consisting of 33 students selected through a cluster sampling technique.

A pre-experimental design was used, in which a single class or group received both a pre-test and a post-test. This design did not include a control or comparison group. Certain methods were used to analyze the data obtained from the study's conclusions. This procedure was designed to gather precise information in line with the study's goals and to comprehend the difficulties students encounter when learning.

Three stages of research were used namely pre-test, treatment, and post-test. The collected data were analyzed statistically using SPSS. The analysis included mean score

calculation, normality testing using the Kolmogorov–Smirnov test, and hypothesis testing using a paired sample t-test to determine whether there was a significant difference between students' listening comprehension scores before and after the implementation of animated videos.

1. Pre-test

The pre-test was used to identify students' initial listening comprehension ability. In this stage, the students were asked to complete a listening comprehension test based on audio materials provided by the researcher. It aimed to measure the students' listening performance prior to the treatment and to obtain baseline data for comparison with the post-test results.

2. Treatment

After the pre-test, the treatment was conducted through the implementation of animated videos in listening activities. The treatment was carried out for approximately two weeks during the English learning process. In each meeting, students were taught using animated videos related to the lesson topics. The animated videos provided both visual and auditory input to support students in understanding spoken language more effectively. During the treatment sessions, students also completed several listening comprehension exercises and answered questions related to the content of the videos to evaluate their understanding of the material.

3. Post-test

The post-test was used to measure students' listening comprehension achievement following the implementation of animated videos. The test was designed with equivalent difficulty and scoring criteria to the pre-test in order to maintain the validity and reliability of the measurement.

Findings and Discussion

Findings

1. Descriptive Statistical Analysis

To measure the students' listening comprehension ability, a pre-test was administered prior to the use of animated videos in listening exercises. In the meantime, the post-test was then used following the treatment to ascertain whether the students' listening comprehension performance had improved.

Table 1. pre-test and post-test mean score

Test	Mean score
Pretest	40.91
Posttest	65.61

Table 1 shows how the students' listening comprehension improved following the intervention. Students' listening achievement was positively impacted by animated videos, as evidenced by the difference between the pre-test and post-test mean scores.

2. Normality Test

A normality test was used to ascertain whether the data were normally distributed prior to performing the hypothesis testing. The normality of the pre-test and post-test scores was examined in this study using the Kolmogorov–Smirnov test in SPSS. If the

significance value was greater than 0.05, the data were deemed to be normally distributed.

Table 2. result of normality test

Test	Significance Value	Criterion
Pretest	0.303	$p > 0.05$
Posttest	0.881	$p < 0.05$

The significance values of pre-test and post-test were 0.303 and 0.881, respectively, according to the above table. It is possible to conclude that the data had a normal distribution because both values were greater than 0.05. Consequently, the paired sample t-test could be used to test the research hypothesis because the data satisfied the assumption of normality.

3. Result of hypothesis testing

The purpose of the hypothesis test was to ascertain whether animated videos had a noteworthy impact on students' listening comprehension. Because the study compared the students' scores before and after the treatment within the same group, the paired sample t-test was employed.

The following are the study's hypotheses:

- a. Null Hypothesis (H₀): There is no significant difference in students' listening comprehension scores before and after the implementation of animated videos.
 - b. Alternative Hypothesis (H_a): There is a significant difference in students' listening comprehension scores before and after the implementation of animated videos.
- The significance value (p-value) of the paired sample t-test was 0.001, which was less than the significance level of 0.05 ($p < 0.05$). As a result, the alternative hypothesis (H_a) was accepted and the null hypothesis (H₀) was rejected.

Discussion

The study findings demonstrated that the implementation of animated videos significantly improved students' listening comprehension. This could be seen from the increase of students' mean scores from 40.91 in the pre-test to 65.61 in the post-test. In addition, the statistical analysis confirmed that the improvement was statistically significant, indicating that animated videos positively affected students' listening comprehension achievement.

The improvement in students' listening comprehension may be explained through the characteristics of animated videos as audio-visual learning media. Animated videos combine visual and auditory elements simultaneously, enabling students to understand spoken language more effectively through contextual support such as gestures, character expressions, movements, and situational settings. These contextual clues helped students identify main ideas, understand specific information, and interpret spoken messages more easily during listening activities.

This study findings are also in line with the theory proposed by Altun (2023), which states that listening is a constructive process in which learners actively build meaning from oral input by utilizing contextual information and prior knowledge. In this study, students were able to interpret spoken English more effectively because the animated videos provided meaningful contexts that supported their comprehension

process. Furthermore, the findings support the concept of top-down processing proposed by Ardini (2015), which emphasizes the importance of contextual understanding and prior knowledge in comprehending spoken language.

Another factor contributing to the improvement was students' increased motivation and engagement during the learning process. The use of colorful visuals, sound effects, and moving characters created a more enjoyable classroom atmosphere and reduced students' boredom during listening activities. As a result, students became more attentive and actively participated in the learning process. This finding supports the argument of Afendi and Farihatun (2022), who state that animated videos can stimulate students' interest, creativity, and motivation in learning activities.

In addition, this study yields consistent results with several previous studies conducted by Ayu et al. (2024), Artamefia (2025), Suwaibah (2022), and Atmadja et al. (2024) regarding the effectiveness of animated videos in English language learning. Those studies similarly found that animated or video-based learning media significantly improved students' listening comprehension achievement. Therefore, the present study strengthens previous findings that animated videos are an effective instructional medium for helping students in improving their listening comprehension in EFL classrooms.

Conclusion

This study has measured the effectiveness of animated videos in improving students' listening comprehension among the grade ten students at Madrasah Aliyah Simbang Kulon Pekalongan. The findings demonstrated that the implementation of animated videos significantly enhanced students' listening comprehension. This improvement was reflected in the increase of students' mean scores from the pre-test to the post-test.

The effectiveness of animated videos in this study may be attributed to their ability to integrate visual and auditory elements simultaneously, which facilitated students' comprehension of spoken English. The contextual support provided through character expressions, gestures, movements, and situational settings enabled students to interpret spoken messages more effectively and maintain their attention during listening activities. In addition, the use of animated videos contributed to a more engaging and interactive learning environment, which positively affected students' involvement in the classroom activities.

Overall, the findings support previous research highlighting the positive contribution of audio-visual media to English language learning, particularly in listening instruction. Therefore, animated videos can be considered an effective instructional medium for improving students' listening comprehension in EFL classrooms. The study also suggests that the integration of multimedia-based learning media may help teachers create more meaningful and effective learning experiences. Future studies are recommended to involve larger samples, different educational settings, or other English language skills in order to provide broader insights into the implementation of animated videos in English language teaching.

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