

The Use of Animation Folk Tale Videos for Teaching Listening Skill in Narrative Texts

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Abstract

This research aimed to investigate the effect of using animation folk tale videos on students' listening skill in narrative text. This research was conducted to eleventh-grade students of SMA Islam Bawari Pontianak in the academic year 2022/2023. This research was designed as pre-experimental with one group pre-test and post-test. This design was chosen to help the researcher to measure and determine if there were any effect after the implementation of animation folk tale videos on students listening skill especially in identifying specific information of spoken narrative texts. The research participants were only experimental group without control group, which consisted of 32 students in grade eleventh. To get the data, pre-test and post-test were used. The data then analyzed using independent sample t-test. The result showed an improvement in the students' listening skill. This is supported by the average score of students' post test (73,1) which was higher than the students' pre-test score (58,4). In addition, the result of independent sample t-test showed that the t-test (7,8) is higher than the t-table (2,8). Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. In conclusion, teaching using animation folk tale videos was proven to has an effect on students' listening skill especially in listening to spoken narrative texts.

Keywords: Animation folk tale videos, listening skill, narrative texts

Abstrak

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan video dongeng animasi terhadap kemampuan mendengarkan siswa dalam teks naratif. Penelitian ini dilakukan pada siswa kelas XI SMA Islam Bawari Pontianak pada tahun ajaran 2022/2023. Penelitian ini dirancang sebagai penelitian pra-eksperimental dengan satu kelompok pra-tes dan pasca-tes. Desain ini dipilih untuk membantu peneliti mengukur dan menentukan apakah ada pengaruh setelah penerapan video dongeng animasi terhadap kemampuan mendengarkan siswa, khususnya dalam mengidentifikasi informasi spesifik pada teks naratif lisan. Peserta penelitian hanya terdiri dari kelompok eksperimen tanpa kelompok kontrol, yang berjumlah 32 siswa kelas XI. Untuk mendapatkan data, digunakan pre-test dan post-test. Data kemudian dianalisis menggunakan uji t sampel independen. Hasil menunjukkan adanya peningkatan dalam keterampilan mendengarkan siswa. Hal ini didukung oleh skor rata-rata post-test siswa (73,1) yang lebih tinggi daripada skor pre-test siswa (58,4). Selain itu, hasil uji t sampel independen menunjukkan bahwa nilai t (7,8) lebih tinggi daripada nilai t tabel (2,8). Oleh karena itu, hipotesis nol ditolak sementara hipotesis alternatif diterima. Kesimpulannya, pengajaran menggunakan video dongeng animasi terbukti memiliki pengaruh terhadap kemampuan mendengarkan siswa, terutama dalam mendengarkan teks naratif lisan.

Kata kunci: Video dongeng animasi, kemampuan mendengarkan, teks naratif

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INTRODUCTION

Mastering English involves four fundamental skills. The four fundamental skills are speaking, writing, listening, and reading. These skills are the foundation that allows a person to be a competent English learner. Of the four skills, listening deserves special attention since it is assumed as the most neglected skill among the other three. According to (Fakhrudin et al., 2020) listening skill has been considered to be a long-ignored language ability. The reason is due to distorted and faulty assumptions about listening that it is acquired automatically and only needs to be mastered once. Teachers often ignore listening lessons, prioritize other skills, or integrate listening lessons with other skill lessons, such as speaking in class (Nurchalis et al., 2021). The statements above show that listening is long ignored and needs consideration to be taught separately.

Several reasons might cause listening to be ignored by teachers. The reasons teachers ignore giving listening instructions in class (Asmae & Sana, 2024). Based on the finding, teachers considered listening to be a complex skill to utilize in class. Teachers also considered listening practices difficult and challenging to be conducted properly in class. Therefore, teachers preferred to combine listening practices with reading and conversation that should ideally be narrated by native speakers based on the context instead of utilizing only listening activities (Tognozzi, 2023).

Teachers should pay attention to listening because it is essential in everyday life (Siregar & Edukasia, 2025). For example, listening plays a crucial role in order for students to effectively communicate with others. Without good listening skills, students cannot receive and interpret information delivered by others. As a result, students will

assume and misunderstand each other. If misunderstanding keeps increasing, the communication will not be effective.

Listening also has an essential role in classroom settings. For example, listening affects students' ability to understand the materials presented by the teacher. With good listening skills, students can recognize the words used in a lecture, the meaning in context, and more detailed interpretations of the words. In addition, students will retain the teacher's assertions, information, and conclusions more accurately (Xu et al., 2025). Furthermore, in English lessons, the ability to listen well can help improve other skills significantly (Renukadevi, 2014). As Wulandari et al., (2025) stated, listening contributes to helping students acquire pronunciation, word stress, vocabulary, grammar, and message interpretation.

Despite the importance of listening skills, many students at senior high school level in non-English speaking countries, such as Indonesia consider listening a difficult skill to master. Most students think listening is difficult because of some problems. Mozaffari et al., (2020) investigated the listening problems faced by a group of Indonesian second-year senior high school students. The data was gathered through questionnaires and interviews. The study found that students encounter difficulties when listening to native speakers. It is due to the native speaker's speaking speed. Native English speakers speak at a much faster rate than non-native English speakers. As a result, an EFL learner will find it more difficult to understand a verbal message delivered by a native speaker than one delivered by a non-native speaker. The other problems are students' limited vocabulary and low concentration levels. It is mentioned in the study that students' low concentration level is caused by students psychological condition when listening to the recording and the stressful learning environment (Harianja et al., 2022).

Previous studies have identified various factors contributing to students' listening difficulties in the Indonesian EFL context. Nadhira & Warni (2021) investigated listening problems among 100 eleventh-grade students at a senior high school in West Java using interviews and questionnaires. Their findings indicated that students experienced difficulties due to unfamiliar vocabulary, unfamiliar accents, rapid speech, and unclear pronunciation caused by poor recording quality. Similarly, Maulidia (2018) reported that Indonesian eleventh-grade students faced challenges related to limited vocabulary, insufficient grammatical knowledge, unfamiliar topics, lack of interest, poor recording quality, and difficulty maintaining concentration during listening activities (Atmowardoyo, 2022).

Although these studies provide valuable insights into the factors influencing students' listening comprehension, they primarily present a general description of listening difficulties experienced by students in different educational settings (Diora & Rosa, 2020). They pay limited attention to how these difficulties manifest in specific classroom contexts and how contextual factors, such as students' learning environment and classroom practices, may shape the nature of listening problems. Consequently, there remains a need for context-specific investigations that provide a deeper understanding of students' listening difficulties in different schools, particularly in underrepresented educational contexts (Mercugliano et al., 2023).

Based on a preliminary classroom observation conducted at SMA Islam Bawari Pontianak, the researcher found that the eleventh-grade students of class XI IIS 3 encountered several persistent listening problems. First, many students experienced difficulty understanding the meaning of words spoken by the teacher or presented in the audio recordings, which hindered their comprehension of the listening materials. Second, students struggled to recognize English word sounds accurately. Third, they found it difficult to maintain concentration throughout listening activities, resulting in incomplete understanding of the spoken texts. These findings indicate that listening difficulties in this classroom extend beyond linguistic factors and are closely related to the actual learning context.

This study addresses the existing research gap by providing an in-depth investigation of listening difficulties experienced by students in the specific context of SMA Islam Bawari Pontianak. Rather than merely identifying common listening problems reported in previous studies, this research explores how these problems emerge in classroom practice and identifies the dominant factors affecting students' listening comprehension. The findings are expected to enrich the existing literature on EFL listening difficulties while providing contextual evidence that can assist teachers in selecting appropriate instructional strategies and teaching media to improve students' listening skills. As suggested by Indra et al., (2023), instructional media can enhance student engagement, increase learning retention, sustain students' interest, and facilitate understanding of learning materials. Therefore, understanding students' specific listening difficulties is essential for selecting instructional media that effectively address their learning needs.

In this research, the researcher used animation folk tale videos as a technology-based media for teaching listening skills of narrative text. According to Mofareh (2019), teachers must utilize modern technological means, such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media to maximize English learning and connect students in a systematic and sophisticated way (Sule, 2024).

There are several reasons why the researcher chooses animated folktale videos as the instructional medium for teaching listening comprehension of narrative texts. First, the researcher aims to help students who experience difficulties in understanding spoken English by providing meaningful visual cues. The animated folktale videos present characters' gestures, facial expressions, actions, settings, and story sequences that correspond to the spoken narration. These visual elements enable students to connect unfamiliar spoken words with contextual information, thereby facilitating comprehension of the narrative. Second, the researcher intends to help students maintain their attention during listening activities. Compared with audio-only materials, animated videos provide dynamic visual

support that is expected to increase students' engagement, reduce anxiety, and create a more enjoyable learning atmosphere (Rosalina & Fithriani, 2026).

Several previous studies have reported the positive effects of animation videos on students' listening skills. Thi et al., (2021) found that students achieved higher listening scores after learning through animation videos, as the visual presentation helped them understand the listening texts. Similarly, concluded that animation videos effectively support listening comprehension by enabling students to relate spoken language to visual information, such as gestures and facial expressions (Keyza, 2026). Furthermore, Animation videos successfully attracted and sustained students' attention throughout the learning process (Beautemps et al., 2025).

Despite these positive findings, previous studies have generally emphasized the effectiveness of animation videos in improving listening achievement without clearly explaining how particular characteristics of the videos contribute to students' listening comprehension. In particular, limited attention has been given to the role of visual cues embedded in animated folktale videos such as characters' expressions, movements, settings, and sequential story events in helping students construct meaning from spoken narrative texts. Moreover, previous studies have primarily measured learning outcomes, while the mechanism through which visual information supports students in recognizing spoken words, interpreting meaning, and maintaining attention during listening activities remains underexplored.

Therefore, this study seeks to address this gap by investigating the use of animated folktale videos for teaching listening comprehension of narrative texts to eleventh-grade students at SMA Islam Bawari Pontianak. Rather than focusing solely on the effectiveness of animation videos, this study highlights how the visual cues provided in animated folktale videos facilitate students' comprehension of spoken narratives by supporting word recognition, contextual meaning construction, and sustained attention during listening activities. The findings are expected to provide a more comprehensive understanding of the pedagogical value of animated folktale videos in EFL listening instruction.

METHOD

This research was conducted at SMA Islam Bawari Pontianak. According to (Sugiyono, 2023), experimental research is used to determine whether a treatment has an effect on an outcome by measuring changes before and after the intervention. Therefore, this study employed a pre-experimental method using a one-group pre-test–post-test design, in which one group of participants was given a pre-test, received the treatment, and then completed a post-test to measure the effect of the treatment.

The population of this study consisted of all eleventh-grade students at SMA Islam Bawari Pontianak in the 2022/2023 academic year, comprising four classes (XI IPA 1, XI IIS 1, XI IIS 2, and XI IIS 3) with a total population of 121 students. Since the population was naturally organized into existing classroom groups, cluster sampling was employed because random assignment of individual students was not feasible in the school setting. One intact class, XI IIS 3, consisting of 32 students, was selected as the research sample. The class was selected in consultation with the English teacher because it followed the same English curriculum as the other eleventh-grade classes, had not previously experienced listening instruction using animated folktale videos, and could participate throughout the entire research period, allowing the researcher to administer the pre-test, treatment sessions, and post-test consistently without interrupting the school's instructional schedule.

Research Instrument

The research instrument was a listening comprehension test designed to measure students' ability to understand spoken narrative texts, particularly in identifying specific information. The same test specifications were used for both the pre-test and post-test to enable comparison of students' listening achievement before and after the treatment. Before being administered, the instrument was reviewed by expert validators to ensure that the test items were relevant to the learning objectives and represented the indicators of listening comprehension in narrative texts.

Research Procedure

The research was conducted in several stages. First, the researcher prepared the lesson plans, selected the animated folktale videos, and developed the listening test. Second, the research instrument was validated before being administered to the participants. Third, a pre-test was administered to determine the students' initial listening comprehension ability. Fourth, the students participated in a series of listening lessons using animated folktale videos as the instructional medium. During the treatment sessions, students listened to spoken narrative texts while observing the visual information presented in the videos, such as characters' actions, facial expressions, gestures, and settings, to facilitate comprehension. Finally, a post-test was administered to evaluate students' listening comprehension after the treatment.

Data Analysis

The students' pre-test and post-test scores were analyzed using descriptive statistics, including the mean, standard deviation, and variance. To determine whether there was a statistically significant difference between students' listening achievement before and after the treatment, a paired-samples t-test was employed because both sets of scores were obtained from the same participants (Sugiyono, 2023). Furthermore, the effect size was calculated to determine the magnitude of the treatment effect. The data analysis was carried out using Microsoft Excel.

RESULTS AND DISCUSSION

Result

Results of Normality Test

Before testing the research hypothesis, the researcher examined whether the data met the assumption of normality. The normality test was conducted using the Kolmogorov–Smirnov test in SPSS version 22.0. This procedure was necessary to determine whether a parametric statistical analysis could be applied. The results of the normality test are presented in Table 1.

Table 1. Results of the Kolmogorov–Smirnov Normality Test

Variable	Test	Statistic	Sig.	Decision
Pre-test and Post-test	Kolmogorov–Smirnov	0.05	0.200	Normally Distributed

Table 1 shows that the significance value obtained from the Kolmogorov–Smirnov test was 0.200, which was higher than the significance level of 0.05. Therefore, the data were considered normally distributed, indicating that the assumption of normality had been fulfilled. Since the data met this assumption, a paired-sample t-test was employed to determine whether there was a statistically significant difference between students' listening achievement before and after the implementation of animation folk tale videos.

Students' Pre-test and Post-test Scores

Students' listening achievement was measured through a pre-test administered before the treatment and a post-test conducted after three treatment sessions using animation folk tale videos. The descriptive statistics of students' scores are summarized in Table 2.

Table 2. Descriptive Statistics of Students' Pre-test and Post-test Scores

Variable	Pre-test	Post-test
Number of Students	32	32
Highest Score	80	100
Lowest Score	30	50
Mean	58.4	73.1
Standard Deviation	11.4	14.7

As presented in Table 2, students demonstrated better listening achievement after receiving the treatment. The highest score increased from 80 in the pre-test to 100 in the post-test, while the lowest score also improved from 30 to 50. Moreover, the mean score increased from 58.4 to 73.1, indicating that students' listening performance improved after learning through animation folk tale videos. The increase in both minimum and maximum scores suggests that the treatment benefited students across different achievement levels.

Mean Score Analysis

The comparison of students' mean scores before and after the treatment is presented in Table 3.

Table 3. Comparison of Mean Scores

Test	Mean Score	Mean Difference
Pre-test	58.4	
Post-test	73.1	14.7

Table 3 shows that the average score increased by 14.7 points, from 58.4 in the pre-test to 73.1 in the post-test. This finding indicates that students achieved higher listening scores after participating in listening activities using animation folk tale videos. The increase in the mean score suggests that the instructional treatment contributed positively to students' listening achievement, particularly in identifying specific information from spoken narrative texts.

Standard Deviation and Variance

To describe the distribution and variability of students' scores, the standard deviation and variance of the pre-test and post-test were calculated. The results are presented in Table 4.

Table 4. Standard Deviation and Variance

Statistic	Pre-test	Post-test
Variance	129.7	215.7
Standard Deviation	11.4	14.7

Based on Table 4, the variance increased from 129.7 in the pre-test to 215.7 in the post-test, while the standard deviation increased from 11.4 to 14.7. These results indicate that although students generally achieved higher scores after the treatment, there was also greater variation in students' post-test performance. Nevertheless, the higher mean score demonstrates that the overall improvement in listening achievement outweighed the increase in score variability.

N-Gain Analysis

To determine the magnitude of students' improvement after the treatment, the normalized gain (N-Gain) score was calculated. The results are presented in Table 5.

Table 5. N-Gain Analysis

Mean Pre-test	Mean Post-test	N-Gain	Category
58.4	73.1	0.35	Medium

Table 5 indicates that the N-Gain score was 0.35, which falls into the medium improvement category. This result suggests that the implementation of animation folk tale videos resulted in a meaningful increase in students' listening achievement. Although the improvement did not reach the high category, the medium N-Gain demonstrates that the instructional treatment effectively enhanced students' understanding of spoken narrative texts.

Correlation Analysis

The relationship between students' pre-test and post-test scores was analyzed using the Pearson Product Moment correlation. The result is presented in Table 6.

Table 6. Correlation Analysis

Variable	Correlation Coefficient (r)	Interpretation
Pre-test and Post-test	0.70	Strong Positive Correlation

As shown in Table 6, the correlation coefficient between the pre-test and post-test scores was 0.70, indicating a strong positive relationship. This finding suggests that students who achieved relatively higher scores in the pre-test also tended to obtain higher scores in the post-test. The positive correlation also reflects the consistency of students' learning progress throughout the instructional treatment.

Hypothesis Testing

After confirming that the data were normally distributed, the researcher conducted a paired-sample t-test to determine whether the improvement in students' listening achievement was statistically significant. The results of the hypothesis testing are presented in Table 7.

Table 7. Results of Paired-Sample t-test

Variable	Value
Mean Difference	14.7
t-count	7.80
Degrees of Freedom (df)	31
t-table ($\alpha = 0.05$)	2.04
Decision	Ha Accepted

Based on Table 7, the obtained t-count (7.80) was considerably higher than the t-table value (2.04) at the 0.05 significance level. Therefore, the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. These findings indicate that the use of animation folk tale videos produced a statistically significant improvement in students' listening skills, particularly in identifying specific information in spoken narrative texts.

Effect Size

Besides statistical significance, the practical significance of the treatment was examined by calculating Cohen's effect size. The result is presented in Table 8.

Table 8. Effect Size

Effect Size	Category
1.50	Very Strong

The calculated effect size was 1.50, which is classified as very strong according to Cohen's interpretation. This result indicates that the implementation of animation folk tale videos had a substantial educational impact on

students' listening achievement. In other words, the treatment was not only statistically significant but also educationally meaningful in improving students' listening performance.

Improvement of Students' Scores

To illustrate the improvement in students' listening achievement visually, Figure 2 compares the mean scores of the pre-test and post-test.

Figure 2. Comparison of Students' Mean Scores

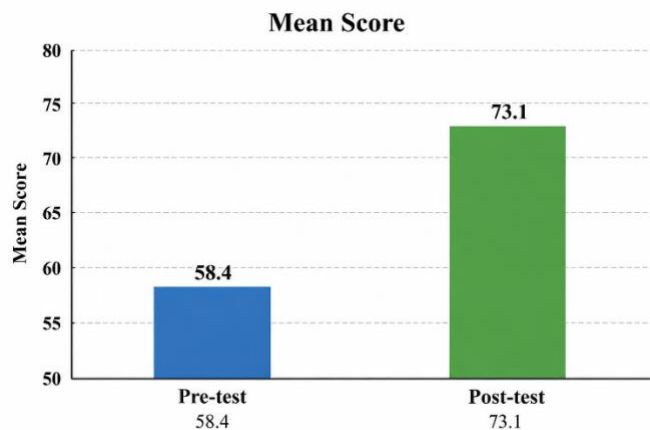


Figure 2 clearly illustrates an increase in students' average listening scores after the treatment. The mean score rose from 58.4 in the pre-test to 73.1 in the post-test, indicating that students demonstrated better listening performance after participating in learning activities using animation folk tale videos. For the final manuscript, this diagram should be replaced with a bar chart generated using Microsoft Excel or SPSS to provide a clearer visual presentation of the improvement.

Discussion

Improvement of Students' Listening Skills

The findings of this study revealed that the implementation of animation folk tale videos significantly improved students' listening skills. This improvement was evidenced by the increase in the mean score from 58.4 in the pre-test to 73.1 in the post-test, indicating a mean difference of 14.7 points. Furthermore, the calculated N-Gain score of 0.35, which falls into the medium category, suggests that the treatment provided a meaningful contribution to students' listening development. The statistical analysis was further supported by the paired-sample t-test, which confirmed that the improvement was statistically significant. In addition, the effect size of 1.50, categorized as very strong, demonstrates that the use of animation folk tale videos had a substantial educational impact rather than merely producing statistical significance. These findings indicate that integrating animation videos into English listening instruction can effectively enhance students' ability to comprehend spoken narrative texts and identify specific information accurately.

The improvement can be explained by the characteristics of animation folk tale videos, which combine audio and visual elements simultaneously. During listening activities, students not only heard the spoken narrative but also observed the characters, settings, facial expressions, actions, and sequence of events presented visually. This multimodal presentation enabled students to infer meaning from contextual clues even when they encountered unfamiliar vocabulary. Consequently, students relied less on literal translation and instead focused on understanding the overall message conveyed in the narrative. This condition helped students maintain concentration throughout the listening process and reduced the cognitive burden often experienced when listening to English without visual support.

The findings are consistent with the Cognitive Theory of Multimedia Learning proposed by Mayer, (2024) which argues that meaningful learning occurs when learners process information through both verbal and visual channels. According to this theory, individuals possess separate channels for processing auditory and visual information, and learning becomes more effective when these channels work together rather than independently. In this study, the spoken narration represented the auditory channel, while the animated illustrations functioned as the visual channel. The integration of these two channels enabled students to organize and integrate information more efficiently, leading to better listening comprehension and improved retention of narrative content.

Listening in a foreign language often imposes a high cognitive load because learners must process pronunciation, vocabulary, grammar, and meaning simultaneously (Roussel, 2025). The visual support provided by animation videos reduced this cognitive burden by presenting contextual information directly through images and actions. As a result, students could allocate more cognitive resources to understanding the spoken language instead of attempting to imagine the context independently.

The results of the present study are in line with previous empirical studies. Harsa et al., (2020) reported that the use of animation videos significantly improved junior high school students' listening achievement because visual illustrations helped learners understand spoken information more accurately. Likewise, Ratu et al., (2024) found that animated audiovisual materials increased students' listening comprehension by providing contextual support

during listening activities. Similar findings were reported by Daulay (2025) who concluded that audiovisual learning media effectively facilitate listening comprehension because learners receive complementary information through both auditory and visual modalities. Therefore, the present findings further strengthen previous evidence that animation videos constitute an effective instructional medium for improving English listening skills.

Effectiveness of Animation Folk Tale Videos

The effectiveness of animation folk tale videos observed in this study can be attributed to several pedagogical advantages inherent in audiovisual learning media. Unlike conventional listening materials that rely solely on audio recordings, animation videos present spoken language together with dynamic visual representations. This combination enables students to construct meaning from multiple sources of information simultaneously. Visual elements such as characters, facial expressions, body movements, scenery, and chronological events provide contextual clues that help students interpret the meaning of spoken language more accurately. Consequently, students are able to follow the storyline more easily and remain engaged throughout the learning process.

Another important factor contributing to the effectiveness of animation videos is their ability to expose students to authentic pronunciation, stress, rhythm, and intonation. Since listening is closely related to recognizing natural spoken English, repeated exposure to authentic speech helps students become familiar with native-like pronunciation patterns. Moreover, animation videos present language in meaningful communicative contexts rather than isolated sentences, allowing students to understand vocabulary and expressions based on situational contexts. This contextualized learning is particularly beneficial for EFL learners who often experience difficulties in comprehending spoken English because of limited vocabulary knowledge.

Animation videos also play an essential role in increasing students' learning motivation. During the implementation of the treatment, students appeared more enthusiastic and actively participated in classroom activities. The colorful animation, interesting characters, and engaging storylines captured students' attention and reduced the anxiety commonly associated with listening tasks. As a result, students became more willing to participate in discussions, answer questions, and express their understanding of the stories presented. Increased motivation is an important factor because motivated learners generally demonstrate greater persistence and better learning outcomes than learners with low motivation.

Information presented in both verbal and visual forms is processed through two independent cognitive systems. When learners receive information simultaneously through these systems, the information is encoded more effectively and stored in long-term memory more efficiently. Consequently, students become better able to recall details from the narrative, identify important information, and answer listening comprehension questions accurately.

These findings are supported by Gunbas, N., & Gozukucuk (2020), who reported that students taught through animation videos achieved significantly higher listening scores than those taught using traditional audio recordings. Similarly, Kasus et al. (2025) concluded that animation videos not only improved students' listening achievement but also increased classroom interaction, learning motivation, and students' confidence during listening activities. In addition, (Alamri, 2025) emphasized that audiovisual media provide authentic language input and meaningful contexts that facilitate listening comprehension for English as a Foreign Language learners. Therefore, the effectiveness observed in this study is supported by both theoretical perspectives and previous empirical evidence.

Achievement of Listening Indicators

The primary instructional objective of this research was to improve students' ability to identify specific information in spoken narrative texts. The findings indicate that this objective was successfully achieved following the implementation of animation folk tale videos. Students demonstrated better performance in identifying characters, settings, chronological events, causes and effects, and explicit information contained in the stories. The increase in students' post-test scores indicates that they became more capable of extracting essential information while listening to spoken narratives.

The improvement in these listening indicators may be attributed to the visual support provided by the animation videos. When students listened to the narration while simultaneously observing the actions and settings illustrated in the videos, they could establish stronger connections between spoken language and contextual information. This multimodal learning process enabled students to understand the sequence of events more accurately and reduced misunderstandings caused by unfamiliar vocabulary or rapid speech. Consequently, students became more successful in identifying the main ideas and supporting details presented in the listening materials.

Apart from improving academic performance, the use of animation folk tale videos also produced several positive changes in students' classroom behavior. During the treatment sessions, students appeared more confident in responding to listening questions and actively participated in classroom discussions. They demonstrated greater enthusiasm when watching the animation videos and showed increased willingness to express their opinions regarding the stories presented. Students also responded more quickly when answering comprehension questions, indicating that they processed spoken information more efficiently than before the treatment. These observations suggest that animation videos contribute not only to cognitive development but also to students' affective engagement during listening instruction.

These findings are supported by Maylani (2019), who argued that successful listening comprehension requires learners to identify specific information, infer meaning from contextual clues, and integrate various pieces of

spoken information into coherent understanding. Likewise, Hanifa (2024) emphasized that visual context significantly facilitates listening comprehension because learners can combine auditory input with contextual information to construct meaning more effectively. Therefore, the present findings indicate that animation folk tale videos provide an appropriate learning environment for developing students' listening competence.

CONCLUSION

Based on the research finding, it was found that the result of this study answered the research questions. The answer is that using animation folk tale videos on listening to narrative text significantly affected students' listening skills. It could be seen from the difference in students' scores after being taught by using animation folk tale video. After teaching by using animation folk tale videos, students participated in the post-test, and students' average score on the post-test (73,1) was higher than the pre-test (58,4). The difference also can be seen from the result of the independent t-test. The t-test value (7,8) was compared to the t-table (2,04). Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected. Thus, it remarks that there was a significant difference in students listening skills after being taught by using animation folk tale videos. The effect size of animation folk tale video on students' listening skills was also calculated. The effect size score was 1,8. Thus, the calculation of effect size showed that animation folk tale videos strongly affected students' listening skills.

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