

CHAPTER II

LITERATURE REVIEW

This chapter presents theories and studies relevant to the present research. It begins with an overview of listening comprehension in language learning, followed by the use of animated movie clips and audiovisual media in teaching English. Narrative text as the material and the teaching approach applied in this study are also discussed.

A. Listening Skills in English Language Teaching

In the field of English Language Teaching (ELT), listening is often described as the most fundamental yet complex receptive skill that students must acquire. It is the primary channel through which learners receive language input, serving as the foundation for the development of other language skills such as speaking and writing. To understand how listening works in a classroom context, it is essential to explore its definition, its significance in language acquisition, the various types of listening activities, the common challenges students face, and the strategic approaches used by teachers to facilitate better comprehension.

1. Definition of Listening

Listening is widely recognized as one of the most essential yet complex skills in language learning. It is not merely the act of hearing sounds but an active process of constructing meaning from spoken input. Anderson and Lynch (2003) define listening as an active process in which listeners interpret and make sense of the messages conveyed by speakers. In this sense, listeners are not passive recipients of information but active participants who constantly hypothesize, predict, and confirm meaning while engaging with oral communication.

Field (2008) expands this view by explaining that listening requires both bottom-up processing, where learners decode individual sounds, words, and grammatical structures, and top-down processing, where they use prior knowledge, context, and experience to interpret meaning. This dual perspective demonstrates

that listening comprehension involves both linguistic knowledge and cognitive strategies, making it more than a simple receptive skill. Similarly, Rost (2011) emphasizes that listening is the foundation of communication because it provides access to spoken language, facilitates interaction, and supports the acquisition of other skills such as speaking, reading, and writing.

According to Wolvin and Coakley (1996), listening encompasses receiving, constructing, and responding to spoken and non-verbal messages. This definition underlines the interactive nature of listening, which requires not only decoding what is heard but also responding appropriately to ensure effective communication. Vandergrift (1999) further adds that listening is a dynamic skill that evolves through exposure to diverse and authentic input, highlighting the importance of practice in various contexts.

In the field of second language acquisition, Krashen (1982) highlights the role of listening through his Input Hypothesis, which states that learners acquire language when they are exposed to comprehensible input slightly above their current level ($i+1$). Listening therefore serves as a primary channel of input through which learners encounter new vocabulary, grammar, and pronunciation patterns. Without sufficient listening practice, learners may struggle to progress in other areas of language learning.

In the Indonesian EFL context, listening is often considered challenging because students have limited exposure to authentic English input outside the classroom. Darti and Asmawati (2017) note that listening activities in schools tend to rely on monotonous textbook recordings, which fail to capture students' interest and often lead to low motivation. Consequently, listening instruction must go beyond traditional materials and incorporate engaging media that combine both auditory and visual elements.

From these perspectives, it can be concluded that listening is a complex, interactive, and purposeful process that goes beyond passive hearing. It requires learners to integrate linguistic knowledge, contextual understanding, and cognitive

strategies in order to interpret meaning effectively. In this study, listening is conceptualized as an active skill that can be enhanced through the integration of animated movie clips, which provide comprehensible input supported by visual context to aid students' comprehension.

2. The Importance of Listening in English Learning

Listening is one of the most essential components in language learning because it serves as the foundation for the development of other language skills. Rost (2011) emphasizes that listening is the first step in acquiring a language, as it provides learners with the necessary exposure to authentic linguistic input. Without a solid listening ability, learners will struggle to understand, produce, and interact effectively in the target language. Similarly, Vandergrift (2007) notes that listening is not only a receptive skill but also a key to successful communication since it enables learners to understand spoken messages accurately and respond appropriately.

Brown (2001) asserts that listening plays a central role in English as a Foreign Language (EFL) learning because it exposes learners to authentic language input that helps them develop pronunciation, vocabulary, and grammatical structures naturally. Through listening, learners are able to internalize linguistic patterns that later contribute to their speaking fluency. Field (2008) adds that consistent listening practice provides models of natural speech, including stress, rhythm, and intonation, which are often absent in written texts but essential for real communication.

The importance of listening also lies in its function as a bridge to other skills. As Morley (2001) explains, effective listening promotes both comprehension and production. Learners who can comprehend spoken English effectively tend to perform better in speaking, reading, and writing. Nunan (2002) further points out that listening activities allow learners to notice how words and expressions are used in authentic contexts, leading to better vocabulary retention and language

awareness. This interconnection makes listening the foundation for comprehensive language mastery.

In the classroom context, listening also plays a vital motivational and communicative role. Underwood (1989) states that successful listening experiences build students' confidence, while repeated failure in listening can reduce motivation and increase anxiety. For this reason, teachers need to design listening lessons that are not only linguistically appropriate but also engaging and meaningful. Harmer (2007) adds that listening materials should reflect real-life language use so that students can relate classroom learning to everyday communication.

In the Indonesian EFL context, the significance of listening has been formally acknowledged in both the 2013 Curriculum (K13) and Kurikulum Merdeka. The Ministry of Education (Kemendikbud, 2017; Kemendikbudristek, 2022) includes listening comprehension as one of the key competencies to be achieved in English instruction. However, despite its importance, many students still perceive listening as a difficult skill due to limited exposure to authentic materials. Darti and Asmawati (2017) found that monotonous recordings and a lack of engaging media contribute to students' low motivation and poor comprehension.

Therefore, listening should not be taught merely as a receptive skill but as an active and interactive process that demands authentic, meaningful input. Integrating animated movie clips into listening instruction can help achieve this goal. Animated movies provide visual context, emotional engagement, and authentic spoken language, which align with Krashen's (1982) notion of comprehensible input and Mayer's (2001) Multimedia Learning Theory. By combining audio and visual channels, animated movie clips make listening more accessible, enjoyable, and effective for junior high school learners.

3. Types of Listening

Listening can be classified into several types based on the listener's purpose, the situational demands, and the level of cognitive involvement required. Brown (2001) highlights that listening is not a single, fixed skill but a dynamic process

influenced by what the listener intends to achieve. For example, learners may listen to gather specific details, to understand general ideas, or to evaluate and interpret messages critically. Each purpose requires a different focus and degree of attention, showing that listening is shaped by the communicative goals of the individual.

Another perspective is offered by Rost (2011), who emphasizes that listening involves a combination of bottom-up and top-down processing skills. Bottom-up processes relate to decoding linguistic features such as sounds, vocabulary, grammatical patterns, and stress or intonation. Top-down processes, on the other hand, involve activating background knowledge, predicting content, understanding context, and interpreting the speaker's intentions. When these processes work together, learners can construct meaning more effectively, even when the input is complex or unfamiliar.

These classifications demonstrate that listening is multidimensional and develops different aspects of comprehension depending on the type of listening task being performed. Understanding these distinctions allows teachers to design more targeted listening activities that address specific learning needs. For instance, tasks focusing on detail extraction can strengthen bottom-up skills, while activities emphasizing inference and interpretation can enhance top-down processing. In this way, the different types of listening contribute uniquely to the overall development of learners' listening comprehension.

a. Intensive Listening

Intensive listening involves focusing on specific sounds, words, or grammatical structures with the goal of improving linguistic accuracy and attention to detail in spoken language. This type of listening requires learners to concentrate on the fine elements of speech, such as individual phonemes, word boundaries, stress patterns, and intonation, rather than merely understanding the general meaning of a passage. According to Nation and Newton (2009), intensive listening is particularly effective in helping learners develop precise recognition of these speech elements, which is crucial for both comprehension and accurate language production.

In practical terms, intensive listening can be implemented through activities that require learners to identify or reproduce specific aspects of spoken language. Examples include dictation exercises, where students transcribe what they hear word for word; minimal pair exercises, which focus on distinguishing similar sounds such as /p/ and /b/; and targeted listening tasks that ask learners to pick out particular phrases, grammatical forms, or pronunciation patterns from a passage. These activities encourage active engagement and repeated exposure, which reinforce learners' attention to detail and help solidify their understanding of language structures.

Intensive listening is especially important for beginners or early-stage learners, as it strengthens their decoding skills and builds a foundation for more advanced comprehension. By training learners to notice the smaller units of language, this listening type reduces misperceptions and misunderstandings when they encounter longer or more complex spoken texts. Moreover, the skills developed through intensive listening contribute not only to better listening accuracy but also to improved speaking and reading abilities, as learners become more sensitive to the structural and phonological patterns of the language. Consequently, intensive listening serves as a critical stepping stone in the overall process of language acquisition.

b. Extensive Listening

Extensive listening focuses on understanding longer spoken texts with an emphasis on grasping the overall meaning rather than concentrating on specific details. This type of listening encourages learners to process language more naturally, allowing them to develop general comprehension skills and fluency. As Harmer (2007) explains, extensive listening not only improves listening ability but also increases learners' enjoyment and engagement with the language, as it often involves authentic and meaningful materials such as movies, podcasts, stories, or radio programs. By exposing learners to real-life language use, extensive listening helps them become familiar with natural speech patterns, intonation, and rhythm, which are essential for successful communication.

Moreover, extensive listening plays a key role in boosting learners' confidence and motivation. Vandergrift and Goh (2012) argue that by listening for gist rather than minute details, learners are less pressured and more likely to experience success, which encourages continued practice. This approach also allows learners to infer meaning from context, predict content, and develop a better understanding of discourse structures. The skills gained through extensive listening contribute to overall language competence, as learners gradually become able to comprehend longer and more complex spoken texts without needing constant translation or decoding.

In the context of this study, animated movie clips serve as an effective medium for extensive listening. These clips provide authentic, natural contexts and meaningful stories that stimulate comprehension while keeping learners engaged. The combination of visual cues, dialogue, and contextualized actions helps learners understand the narrative and main ideas even if they miss some specific words or expressions. By using animated movie clips for extensive listening, students can enjoy the process of learning, improve their general comprehension, and develop the ability to interpret spoken English in real-world contexts. Consequently, extensive listening through such materials not only enhances listening comprehension but also supports motivation and active engagement in the language learning process.

c. Discriminative Listening

Discriminative listening refers to the ability to distinguish between different sounds, words, or tones, which is considered one of the most basic and essential types of listening in language learning. As stated by Rost (2011), this type of listening is fundamental in the early stages of language acquisition because it allows learners to identify subtle differences in pronunciation, stress, intonation, and rhythm that are crucial for understanding spoken language accurately. Through discriminative listening, learners develop the capacity to notice phonemic contrasts, such as the difference between /ship/ and /sheep/, which, if not perceived correctly, can lead to misunderstandings in both comprehension and communication.

Moreover, discriminative listening plays a critical role in the development of other listening skills, as it provides the foundation for recognizing patterns in speech and interpreting meaning. Without the ability to accurately perceive sounds and distinguish tonal variations, learners may struggle to process words and sentences effectively, which can hinder their overall language comprehension. This listening type also supports learners in acquiring the correct pronunciation and intonation, enabling them to produce language that is understandable to native speakers.

In practice, discriminative listening can be enhanced through various classroom activities, such as minimal pair exercises, listening to different accents, and paying attention to stress and intonation patterns in spoken dialogues. By regularly engaging in these activities, learners become more sensitive to phonetic and prosodic features of the language, which not only improves their listening accuracy but also contributes to clearer speaking and more effective communication. Consequently, discriminative listening forms a foundational skill that underpins successful language learning and comprehension, particularly in the early stages of acquiring a new language.

d. Comprehensive Listening

Comprehensive listening aims to understand the content, ideas, and intentions of spoken messages as a whole, rather than focusing solely on individual words or sounds. This type of listening requires learners to integrate both linguistic knowledge, such as vocabulary and grammar, and contextual knowledge, including background information, situational cues, and cultural references, to construct meaning effectively. Field (2008) emphasizes that comprehensive listening is essential for learners to interpret messages accurately and respond appropriately in real-life communication situations. By developing this skill, learners are able to connect information, infer meanings, and understand the speaker's purpose or attitude, which are critical aspects of advanced listening comprehension.

In the classroom, comprehensive listening can be fostered through activities that promote active engagement with spoken texts. Examples include note-taking while

listening to lectures or stories, summarizing spoken content in written or oral form, and answering comprehension questions that require learners to analyze and reflect on the main ideas. These activities encourage learners to process information at a deeper level, link ideas logically, and extract meaning from the overall message rather than relying solely on recognition of individual words or phrases.

Comprehensive listening is particularly important for EFL learners who need to understand not just isolated language elements but also the connections between ideas and the intentions behind messages. By practicing comprehensive listening regularly, learners develop cognitive strategies such as predicting content, identifying discourse markers, and integrating prior knowledge with new information. This type of listening not only improves comprehension skills but also strengthens critical thinking and analytical abilities, enabling learners to participate more effectively in academic, professional, and social contexts. In the context of this study, incorporating comprehensive listening tasks alongside animated movie clips can help students grasp both the narrative and the underlying messages, enhancing their overall listening competence in English.

e. Critical Listening

Critical listening refers to the comprehension to evaluate, analyze, and interpret the speaker's message rather than simply understanding its content. This type of listening requires learners to go beyond comprehension, engaging in higher-order thinking to assess the quality, reliability, and relevance of the information presented. According to Rost (2011), critical listening involves not only recognizing the words and ideas expressed but also evaluating the speaker's tone, argument structure, evidence, and overall credibility. By practicing critical listening, learners develop the capacity to identify biases, distinguish facts from opinions, and detect persuasive strategies used in spoken communication.

In classroom settings, critical listening can be fostered through activities that require learners to respond thoughtfully to spoken texts. Examples include analyzing debates, evaluating arguments in lectures or discussions, summarizing

the strengths and weaknesses of a presentation, and comparing differing viewpoints on a particular topic. These activities encourage learners to engage actively with the material, reflect critically on the information, and form reasoned judgments. They also promote metacognitive skills, as learners must monitor their own understanding and question the validity of the speaker's message.

Critical listening is particularly important for academic and real-world communication contexts, where learners are often required to interpret opinions, make decisions, and respond appropriately to complex information. Developing this skill helps learners navigate persuasive or argumentative discourse, discern credible sources, and participate more effectively in discussions or professional interactions. In the context of language learning, integrating critical listening tasks alongside materials such as animated movie clips can challenge students to analyze character motivations, evaluate plot developments, or reflect on underlying messages, thereby enhancing both their comprehension and analytical abilities.

In conclusion, listening can be categorized into several types, each developing different aspects of comprehension. Discriminative listening focuses on distinguishing sounds, words, and tones (Rost, 2011), while intensive listening emphasizes attention to specific linguistic elements such as pronunciation, stress, and grammar (Nation & Newton, 2009). Extensive listening prioritizes understanding the overall meaning of longer texts, promoting fluency and motivation through authentic materials like movies and stories (Harmer, 2007; Vandergrift & Goh, 2012). Comprehensive listening involves integrating linguistic and contextual knowledge to grasp content and speaker intentions (Field, 2008), whereas critical listening requires evaluating and analyzing the message, including tone, argument quality, and credibility (Rost, 2011). Understanding these distinctions allows educators to design learning activities that develop learners' listening skills progressively and comprehensively. In this study, animated movie clips serve as an effective medium for extensive, comprehensive, and critical listening by providing authentic, meaningful, and engaging contexts.

4. Difficulties in Listening

Despite its importance, listening is often the most challenging skill for EFL learners. According to Gilakjani and Sabouri (2016), students frequently struggle with unfamiliar vocabulary, fast speech, diverse accents, and limited background knowledge. Hamouda (2013) adds that learners often experience anxiety and lose focus when they cannot keep up with the speaker's pace. These difficulties are exacerbated by a lack of authentic listening materials in classroom settings.

Field (2008) identifies three main sources of listening problems: text-related, listener-related, and task-related. Text-related problems involve complex vocabulary or unclear pronunciation; listener-related factors include low motivation or poor concentration; and task-related issues arise when comprehension questions are too difficult or unrelated to the text. In Indonesia, Darti and Asmawati (2017) found that students often face difficulties because traditional listening practice relies heavily on textbook recordings that do not reflect real communication.

Furthermore, Underwood (1989) highlights that listeners may have trouble understanding speech due to background noise, speech rate, or lack of repetition. Without visual cues, comprehension becomes even more challenging. Therefore, incorporating audiovisual materials like animated movie clips can significantly help students overcome these barriers, as visual context supports understanding even when speech is fast or unfamiliar.

In this study, these common listening difficulties are addressed through the use of animated movie clips that combine visual and auditory cues, providing students with contextual support that aids comprehension and reduces anxiety.

a. Anxiety and Lack of Focus

Anxiety is one of the main factors that hinder EFL learners' listening comprehension. Hamouda (2013) notes that learners often lose concentration when they cannot keep up with the speaker's pace, which reduces their ability to process information effectively. According to Krashen's Affective Filter Hypothesis (1985), high anxiety raises the affective filter, limiting language input from being acquired.

Supporting this, MacIntyre and Gardner (1991) found that anxious learners often experience lower comprehension and slower processing due to reduced attention span. Therefore, listening difficulties caused by anxiety can impede both learning outcomes and learner confidence.

b. Unfamiliar Vocabulary and Complex Language

Learners frequently struggle with unknown words, complex expressions, or intricate sentence structures, which make understanding spoken texts challenging (Gilakjani & Sabouri, 2016; Field, 2008). According to Nation (2001), vocabulary knowledge is a critical component of listening comprehension, as unfamiliar words can block the overall meaning of a passage. Supporting this, Goh (2000) argues that insufficient lexical knowledge forces learners to rely heavily on guessing, which increases cognitive load and reduces comprehension accuracy. Addressing vocabulary limitations is therefore essential for improving listening skills.

c. Fast Speech and Diverse Accents

High speech rates and unfamiliar accents often overwhelm learners, making it difficult to follow spoken discourse (Gilakjani & Sabouri, 2016). Rost (2011) explains that variations in speech rate and accent require learners to adjust their processing speed and decoding strategies. Supporting this, Vandergrift (2007) emphasizes that exposure to different accents through authentic listening materials helps learners develop flexibility and adaptability in comprehension. Without such exposure, learners may struggle to understand real-life spoken English.

d. Limited Background Knowledge

Limited cultural or contextual knowledge can prevent learners from making inferences and understanding implied meanings in spoken texts (Gilakjani & Sabouri, 2016). Schema Theory (Anderson, 1994) explains that comprehension depends on activating relevant prior knowledge to connect new information. Supporting this, Carrell and Eisterhold (1983) found that learners with insufficient background knowledge face difficulties in interpreting meaning, even if their

linguistic skills are adequate. Thus, lack of contextual understanding can significantly hinder listening comprehension.

e. Text-Related Problems

Problems inherent in the listening material, such as unclear pronunciation, complex vocabulary, or rapid speech, can impede comprehension (Field, 2008). According to Rost (2011), listeners must decode the phonological and lexical features of the text to understand meaning. Supporting this, Vandergrift and Goh (2012) note that overly challenging listening materials increase cognitive load and reduce learners' ability to process the message. Teachers need to select appropriately leveled texts to avoid frustration and maximize understanding.

f. Listener-Related Problems

Learners' internal factors, such as low motivation, lack of concentration, or poor listening strategies, can negatively affect comprehension (Field, 2008). According to Brown (2006), motivation and learner engagement are critical for processing and retaining spoken input. Supporting this, Goh (2000) argues that learners with ineffective listening strategies, such as passive listening, often fail to extract key information, resulting in lower comprehension performance. Developing both motivation and strategic listening skills is therefore essential for success.

g. Task-Related Problems

Difficult or irrelevant comprehension tasks can confuse learners and hinder effective listening (Field, 2008). Tasks that do not align with the text or learners' proficiency may lead to cognitive overload. According to Nunan (2002), task design should match learners' ability and the goals of listening activities to promote effective comprehension. Supporting this, Vandergrift and Goh (2012) emphasize that appropriate tasks help learners focus on relevant information, apply strategies, and build confidence in understanding spoken texts.

h. Lack of Authentic Listening Materials

Reliance on textbook recordings that do not reflect real-life communication limits learners' exposure to natural language use (Darti & Asmawati, 2017). Authentic materials provide learners with real accents, intonation, and conversational features that are essential for developing listening comprehension (Gilmore, 2007). Supporting this, Rost (2011) highlights that using authentic input increases learners' ability to interpret and respond to natural spoken English. Without access to authentic materials, learners may struggle to apply listening skills outside the classroom.

i. Absence of Visual Cues

The lack of visual support makes comprehension more difficult, especially when learners encounter fast or unfamiliar speech (Underwood, 1989). According to Mayer's Multimedia Learning Theory (2009), combining visual and auditory input enhances understanding by providing multiple channels for processing information. Supporting this, Paivio's Dual Coding Theory (1986) suggests that information presented both visually and verbally is more easily retained and understood. Visual cues such as gestures, facial expressions, and context can therefore help learners interpret meaning and reduce listening difficulties.

5. Strategies for Teaching Listening

Effective listening instruction requires well-planned strategies that guide learners before, during, and after the listening activity. Vandergrift and Goh (2012) propose a metacognitive approach involving prediction, monitoring, and evaluation. Before listening, teachers can activate students' background knowledge by discussing key vocabulary or context. During listening, students should focus on main ideas and check their predictions. After listening, they reflect on their understanding and clarify uncertainties.

Brown (2001) suggests combining bottom-up and top-down teaching strategies. Bottom-up strategies include identifying individual sounds and recognizing words, while top-down strategies involve using prior knowledge and context to interpret

meaning. Nation and Newton (2009) also recommend integrating listening with other skills, such as speaking and note-taking, to promote active learning.

In addition, authentic materials like movies and songs can make listening practice more engaging. Harmer (2007) notes that using films or real-life recordings increases motivation because learners feel they are experiencing real communication. Animated movie clips, in particular, provide visual support that helps students infer meaning even when they miss certain words.

In this study, the teaching strategies incorporate the use of animated movie clips combined with pre-listening prediction, focused listening tasks, and post-listening reflection. These steps ensure that listening comprehension is not only about hearing but about constructing and interpreting meaning within real contexts.

B. Animated Movie Clips as Learning Media

The section on animated movie clips as learning media begins by explaining the definition of animated movies and short clips as instructional tools in language classrooms. Animated movies refer to films created through artistic illustration and motion graphics, while short clips are brief segments extracted from these films that still retain meaningful visual and auditory content. These clips combine images, movement, and spoken language, allowing learners to experience authentic language use supported by attractive visuals. According to Mayer's Multimedia Learning Theory (2009), learners understand information more effectively when verbal and visual inputs are presented together, making animated clips a valuable tool for facilitating comprehension. Paivio's Dual Coding Theory (1986) further supports this by suggesting that memory retention increases when information is processed through both visual and auditory channels

The section also discusses the role of animated movie clips in supporting language learning, especially in developing listening skills. Their use provides learners with contextualized input, where words, actions, and settings work together to clarify meaning. This contextual support is essential for EFL learners who often struggle with understanding spoken English without visual cues. Harmer (2007)

notes that visual materials help reduce learners' anxiety and increase their confidence in interpreting spoken texts. Animated clips also offer exposure to natural pronunciation, intonation, and rhythm of English, which are crucial elements for improving listening comprehension. Herron and Hanley (1996) emphasize that video-based instruction enhances learners' ability to interpret and predict meaning because the visuals guide their understanding of the spoken message.

Furthermore, the section highlights several advantages of using animated movies in the classroom. One of the most notable benefits is that animated clips are highly engaging, colorful, and enjoyable, which increases students' motivation to participate in listening activities. Motivation plays a vital role in language learning, as stated by Brown (2001), who argues that learners are more successful when they are emotionally involved and interested in the learning materials. Animated clips also present language in a simplified but contextually rich manner, making them suitable for learners with varying proficiency levels. Lonergan (1984) supports this by stating that video materials provide learners with opportunities to observe real-life communication features that are not always present in audio-only materials. As a result, students can better grasp vocabulary, expressions, and meaning through the visual support provided.

However, the section also addresses the challenges teachers may encounter when applying animated movie clips in teaching English. One of the challenges is selecting appropriate clips that match the learners' age, language level, and lesson objectives. Some animated movies contain fast dialogue, idiomatic expressions, or culturally specific references that may confuse learners. According to Sherman (2003), not all video materials are automatically beneficial; teachers must carefully choose content that supports, rather than complicates, comprehension. Technical issues such as limited equipment, unstable audio quality, or time constraints can also hinder the effective use of animated clips. Additionally, Mayer (2009) warns that excessive visual stimulation may distract learners from focusing on linguistic

input, causing cognitive overload if the clip is not selected with proper consideration.

Overall, this section concludes that animated movie clips, when designed and used appropriately, can greatly contribute to the improvement of students' listening comprehension. Their combination of visuals and sound helps learners process information more deeply and meaningfully, as the visual cues support understanding of spoken language. This aligns with Krashen's Input Hypothesis (1985), which emphasizes that language acquisition occurs effectively when learners are exposed to comprehensible input that is supported by context. Animated clips help bridge the gap between unfamiliar spoken English and learners' comprehension by providing meaningful, engaging, and relatable scenes. Thus, animated movie clips serve not only as entertaining classroom tools but also as pedagogically sound media that support the development of students' listening skills.

1. Definition of Animated Movies and Movie Clips

Animated movies are films produced using computer-generated imagery (CGI) or hand-drawn illustrations that simulate movement and storytelling. They often combine sound, visual design, dialogue, and narrative elements to convey meaning (Mayer, 2001). A movie clip refers to a short, specific segment of a longer film used for a targeted learning purpose. When used in education, animated movie clips are selected for their linguistic relevance, cultural value, and contextual clarity, which make them suitable for developing language comprehension and motivation.

According to Sherman (2003), short video clips provide manageable segments of authentic language that align with students' cognitive processing capacity. They are more effective than full-length films in language classrooms because they allow teachers to focus on specific linguistic features such as vocabulary, pronunciation, or listening comprehension within a limited time frame. Similarly, Harmer (2007) explains that visual materials like animation support meaning construction, particularly for learners at lower proficiency levels, because visual cues help them interpret spoken messages.

Paivio's (1986) Dual Coding Theory supports this view by stating that information is processed more effectively when presented both verbally and visually. Animated movie clips activate both cognitive channels, allowing learners to construct stronger mental representations of language input. Consequently, when students hear dialogue while simultaneously viewing corresponding actions or expressions, their comprehension and memory retention improve. In this way, animated movie clips function not only as entertainment but as powerful multimodal tools that support meaningful learning.

2. The Role of Animated Movies in Language Learning

Animated movies play a significant role in second language acquisition (SLA) because they expose learners to authentic linguistic input and real-life communication patterns. According to Krashen's (1982) Input Hypothesis, comprehensible input is essential for language acquisition, and films provide natural contexts where learners encounter language used in meaningful ways. Animated movies are particularly advantageous because they are usually produced with clear pronunciation, expressive intonation, and contextual visual support making them easier for students to follow.

Rost (2011) argues that effective listening instruction must present language as it is used in authentic communicative contexts. Animated movies fulfill this function by combining dialogue, tone, gesture, and setting elements that mirror real conversation. Harmer (2007) further notes that the use of films in EFL classrooms bridges the gap between textbook language and natural language, helping students internalize expressions, idioms, and pronunciation patterns.

Additionally, animated movies provide emotional engagement and narrative structure, both of which enhance language retention. As Schmitt (2020) explains, affective engagement plays a key role in learning because emotions help encode memory. When learners are emotionally involved in the storyline, they are more likely to pay attention and retain new vocabulary and structures. Animated films such as *Up* or *Tangled* naturally stimulate empathy and curiosity, allowing learners to connect with characters and interpret meaning intuitively.

In this research, animated movie clips are used to improve listening comprehension through authentic dialogue, contextual clues, and visual reinforcement. The narrative format of animation supports learners in understanding story sequences, predicting events, and interpreting implied meaning skills that are essential for listening comprehension.

3. Advantages of Using Animated Movies in Classroom

Animated movie clips offer several pedagogical advantages that make them ideal for use in language learning. Firstly, they provide authentic language exposure. According to Canning-Wilson (2000), authentic video materials expose learners to natural speech patterns, including intonation, stress, and rhythm. Animated films, though scripted, often maintain conversational realism, giving students the opportunity to hear how language is used naturally in context.

Secondly, animated clips increase motivation and engagement. As Rahayu and Mastuti (2022) found in their study, students showed greater interest and enthusiasm in listening activities that incorporated animation compared to traditional audio recordings. The combination of sound, motion, and color captures students' attention and sustains their focus throughout the activity. Harmer (2007) emphasizes that visual media appeals to students' imagination and emotion, which makes the learning process more memorable.

Thirdly, animation supports multimodal learning. Based on Mayer's (2001) Cognitive Theory of Multimedia Learning, learning is enhanced when information is presented through both verbal and visual channels, as it reduces cognitive overload. Animated clips exemplify this principle by allowing learners to process auditory input (dialogue) and visual cues (actions, facial expressions) simultaneously, leading to deeper comprehension and longer retention.

Fourthly, animated films are culturally rich and provide context for sociolinguistic learning. According to Sherman (2003), movies offer opportunities for learners to understand cultural nuances, gestures, and idiomatic expressions that are rarely found in textbooks. Animated movies, especially those produced by

global studios such as Pixar or Disney, present universal themes friendship, courage, perseverance that are easily relatable to students across cultures.

Finally, animated movie clips promote collaborative and reflective learning. When learners discuss movie scenes or characters, they engage in meaningful communication that reinforces both listening and speaking skills. According to Vandergrift and Goh (2012), post-listening discussions enhance metacognitive awareness, helping students evaluate their comprehension and share strategies with peers.

Therefore, animated movie clips not only make language learning more enjoyable but also create conditions conducive to effective listening practice by combining authentic input, visual support, emotional engagement, and cognitive depth.

4. Challenges of Using Animated Movies

While animated movies offer numerous benefits, their classroom implementation also presents several challenges that teachers must manage effectively. One common issue is technical limitation. Daulay (2025) notes that many schools especially in developing contexts face obstacles such as unstable internet connections, inadequate audiovisual equipment, or limited access to digital platforms. These issues can hinder smooth classroom execution and reduce students' engagement.

Another challenge concerns selection and pedagogical relevance. Sherman (2003) cautions that not all animated movies are suitable for language learning. Some contain complex dialogue, cultural references, or humor that may confuse learners. Teachers must carefully select clips that align with students' proficiency level, learning objectives, and lesson themes.

Furthermore, there is a risk of passive viewing. According to Harmer (2007), students may focus more on visual entertainment than on listening comprehension if activities are not structured properly. To address this, teachers should incorporate pre-viewing, while-viewing, and post-viewing tasks to maintain active engagement.

For instance, predicting storylines, identifying specific phrases, and summarizing scenes encourage purposeful listening.

Finally, time management can be a concern. Field (2008) emphasizes that classroom listening activities must balance comprehension goals with available instructional time. Since movies can be lengthy, using shorter clips rather than full films is more effective for maintaining focus while still achieving pedagogical objectives.

In conclusion, although animated movie clips pose practical and pedagogical challenges, these can be minimized through careful selection, preparation, and task design. When implemented thoughtfully, animated movies become powerful tools that enrich listening instruction and support learner motivation.

C. The Use of Audiovisual Media in Teaching English

The integration of audiovisual media in English language education has transformed how teachers deliver instruction and how students engage with learning materials. Audiovisual media combine sound and visual components to create a multisensory learning experience that facilitates comprehension, retention, and motivation. In the context of English as a Foreign Language (EFL) classrooms, audiovisual media including films, animations, and digital videos play a vital role in bridging the gap between textbook-based learning and real-life communication. This section discusses the definition of audiovisual media in education, the theoretical foundations that support their use, and previous research findings highlighting their effectiveness in developing listening comprehension.

1. Definition of Audiovisual Media in Education

According to Heinich et al. (2002), audiovisual media are instructional tools that combine both sound and visual elements to enhance learners' understanding of content. They include a variety of materials such as videos, movies, television programs, digital animations, and interactive presentations. These media offer students a richer sensory experience than traditional printed materials because they present information through multiple channels simultaneously. Sadiman et al.

(2012) explain that audiovisual media provide concrete examples of language use and cultural context, making abstract concepts more comprehensible and relatable to students.

In the realm of English learning, audiovisual media serve as an effective means to expose learners to authentic language input. Gilakjani (2012) notes that audiovisual materials help students associate spoken words with visual actions, thereby strengthening comprehension and recall. In listening instruction, this connection between auditory and visual cues is particularly valuable because it reduces cognitive load and allows learners to interpret meaning through gestures, expressions, and contextual clues. By utilizing audiovisual media, teachers can create an immersive learning environment where students actively process language as it occurs in authentic communicative settings.

2. Theories Supporting Audiovisual Learning

The application of audiovisual media in language education is grounded in several established learning theories that explain why combining auditory and visual input enhances comprehension and retention.

a. Krashen's Input Hypothesis

Krashen (1982) emphasizes that language acquisition occurs when learners are exposed to comprehensible input language that is slightly above their current level of proficiency ($i+1$). Audiovisual media, such as movies and animated clips, naturally provide this kind of input because visual cues help learners infer meaning even when some vocabulary or structures are unfamiliar. As Harmer (2007) states, learners benefit from the contextual support that visual elements provide, making it easier for them to grasp the intended message. Through repeated exposure to authentic audiovisual materials, learners internalize patterns of pronunciation, intonation, and syntax, which supports their listening and speaking development.

b. Mayer's Cognitive Theory of Multimedia Learning

Mayer (2001) proposes that learners process information more effectively when it is presented through both visual and auditory channels a concept known as multimedia learning. According to his theory, people learn better from words and pictures than from words alone because they can integrate verbal and visual information into a coherent mental model. When students watch animated movie clips, they not only hear language but also see the corresponding actions, emotions, and contexts. This dual-channel processing facilitates deeper understanding, as students can connect language input with visual meaning, thus improving listening comprehension and memory retention.

c. Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach emphasizes the importance of authentic communication in language learning. Richards and Rodgers (2014) explain that CLT encourages the use of real-life materials and interaction-based activities to promote communicative competence. Audiovisual media align closely with this approach because they present language in realistic social contexts. Through films or animations, students encounter authentic expressions, pragmatic functions, and cultural nuances that textbooks cannot fully replicate. As Brown (2001) notes, communicative competence includes not only grammatical accuracy but also the ability to interpret and use language appropriately in context skills that audiovisual media effectively develop.

Together, these theories establish a strong foundation for the pedagogical use of audiovisual media. They demonstrate that language learning is most effective when students are exposed to rich, contextualized, and multisensory input that reflects authentic communication.

3. Previous Research on Audiovisual Media in Listening Instruction

Numerous studies have provided empirical evidence supporting the effectiveness of audiovisual media in improving listening comprehension. Manurung, Butar-Butar, and Simbolon (2022) investigated the effect of movies on overcoming students' listening difficulties among junior high school learners. Their

study revealed that movies provided a stimulating learning environment that improved students' concentration, comprehension, and vocabulary recognition. Similarly, Muslem et al. (2018) conducted research on authentic English video clips and found that the use of short, contextually rich videos significantly improved listening comprehension and learner motivation.

Gorjian and Mohammadi (2024) explored the impact of humorous animated video clips on EFL learners' listening comprehension. Their findings demonstrated that students exposed to humorous content performed better in listening tests and exhibited greater engagement compared to those who received conventional instruction. Humor and emotion in animation, they argued, lower learners' affective filters an idea consistent with Krashen's Affective Filter Hypothesis (1982) making it easier for students to process and retain input.

In the Indonesian context, Daulay (2025) conducted a case study on the use of audio-visual media for teaching listening skills in junior high schools. The research found that the integration of audiovisual materials enhanced students' comprehension and interest, though challenges such as technological limitations and varying student proficiency were noted. These findings underscore that while audiovisual media are highly effective, their success depends on appropriate material selection and structured classroom management.

Collectively, these studies affirm that audiovisual media especially animated movie clips enhance listening comprehension by providing authentic, engaging, and comprehensible input. They not only improve learners' understanding of spoken English but also foster motivation, participation, and cultural awareness. Therefore, integrating audiovisual media into listening instruction is essential to achieving more interactive, student-centered, and meaningful learning experiences.

D. Narrative Text (as Listening Material)

Narrative text is one of the most essential genres in English language learning because it provides authentic contexts for developing comprehension, critical thinking, and language awareness. In junior high school English education,

narrative texts are introduced not only as reading materials but also as listening resources that expose students to natural speech, sequence markers, and meaningful storylines. The integration of animated movie clips as narrative listening materials offers learners opportunities to experience English as it is used in storytelling situations, which combine entertainment and education in equal measure.

1. Definition of Narrative Text

According to Gerot and Wignell (1994), a narrative text is a type of text that tells a story with the purpose of entertaining, informing, or teaching moral values. Similarly, Anderson and Anderson (2003) describe narrative text as a story that deals with problematic events that lead to a crisis or turning point, which in turn leads to a resolution. In language learning, narrative texts are significant because they mirror the way humans communicate experiences and emotions through stories.

In the context of listening comprehension, narrative texts help students recognize the structure of spoken discourse and understand how ideas are linked through sequencing and cause-effect relationships. As Derewianka (1990) explains, narrative texts are ideal for teaching comprehension because they use predictable structures and repetitive patterns, allowing students to follow storylines even when vocabulary is unfamiliar. When presented through animated movies, narratives become even more accessible, as visual cues such as character actions and facial expressions aid understanding.

2. Generic Structure of Narrative Text

Gerot and Wignell (1994) identify four main components of narrative text: Orientation, Complication, Resolution, and Re-orientation (optional). Each part contributes to the logical and emotional flow of the story.

a. Orientation – introduces the characters, setting, and time of the story.

For instance, in *Up – Meet Russell*, the orientation introduces Carl and Russell as two contrasting characters: an elderly widower and an eager young boy scout.

The initial setting establishes their journey, capturing the listener's attention through humor and curiosity.

b. Complication – presents the problem or conflict that drives the narrative.

In *Tangled – Rapunzel Heals Flynn's Hand*, the complication emerges when Flynn is injured while trying to escape. Rapunzel's decision to use her magical hair introduces emotional tension and reveals her internal conflict about trusting him.

c. Resolution – describes how the problem is solved.

In *Ratatouille – Remy and Emile in the Field*, the resolution occurs when Remy finds a way to share food with Emile despite the danger, symbolizing trust and family loyalty. The scene's dialogue and background music guide learners in identifying the resolution stage.

d. Re-orientation (optional) – provides moral or reflective closure.

In *Wreck-It Ralph 2 – Vanellope Meets the Disney Princesses*, the re-orientation occurs through humor and acceptance, as Vanellope learns to appreciate differences and friendship. The use of light-hearted dialogue and visual cues reinforces positive values for students.

Through these structures, animated movie clips provide students with clear models for understanding story progression, cause-and-effect logic, and emotional development all of which are crucial for building listening comprehension.

3. Language Features of Narrative Text

Narrative texts have distinctive linguistic characteristics that make them effective tools for teaching language comprehension. According to Derewianka (1990), their typical features include the use of past tense, action verbs, time connectives, and adverbs of time and place.

a. Past Tense

Narrative texts are generally written or spoken in the past tense to describe completed actions. For example, in *Inside Out 2 – Meet Anxiety*, the characters

often use the past form to narrate emotions and events (“I was worried,” “We thought...”). The consistent use of past tense helps learners recognize grammatical markers of time and sequence.

b. Action Verbs

Action verbs convey dynamic events in the story. In *Ratatouille*, verbs like run, smell, and taste vividly describe the protagonist’s experiences, allowing students to associate language with visible actions. Such connections reinforce vocabulary acquisition and verb usage comprehension.

c. Time Connectives

Words like then, after that, suddenly, and finally organize the narrative logically. In *Up*, the transition markers guide the sequence of events, enabling learners to follow the story while identifying relationships between actions and outcomes.

d. Adverbs of Time and Place

Adverbs such as later, here, and everywhere situate events in time and space, enhancing clarity. In *Tangled*, adverbs like here and now are repeated in dialogue, providing learners with listening cues to interpret the ongoing action.

By listening to animated movie clips that employ these features, students can internalize both grammatical patterns and discourse structures, making it easier for them to understand spoken English and produce narrative language.

4. Examples of Narrative Text in Animated Movies

The animated movie clips selected for this study were carefully chosen to align with the narrative structure taught in junior high school and to represent universal moral values. Each clip presents a short, self-contained narrative with clear orientation, complication, and resolution, making it ideal for listening comprehension activities.

a. Ratatouille – Remy and Emile in the Field

This scene introduces the characters Remy and Emile as they explore their surroundings in search of food, providing a rich context for students to engage with the narrative. The story emphasizes themes of curiosity, caution, and problem-solving, which can capture learners' attention and stimulate critical thinking. Linguistically, the scene includes descriptive vocabulary related to the environment, actions, and sensory experiences, as well as dialogues written in the simple past tense, making it suitable and accessible for middle school learners. Additionally, the combination of visual cues from the animated scene and the spoken dialogues helps students understand context, infer meaning, and connect language to actions, thereby enhancing both comprehension and vocabulary acquisition. This makes the scene an effective tool for practicing listening skills while reinforcing grammatical structures in an authentic and meaningful context.

b. Tangled – Rapunzel Heals Flynn's Hand

This clip demonstrates important values such as compassion, trust, and courage, providing students with a meaningful context to explore emotional interactions between characters. It serves as an effective model for understanding emotional dialogue, allowing learners to observe how feelings are expressed verbally and non-verbally. Linguistically, the clip highlights the sequencing of action verbs such as “touch,” “heal,” and “explain,” which can help students recognize cause-and-effect relationships and improve their understanding of narrative progression. Additionally, the clear intonation patterns and shifts in tone make the clip particularly suitable for listening tasks that involve inference, empathy, and interpretation of the characters' attitudes and emotions. By combining visual and auditory cues, this scene encourages learners to engage both cognitively and emotionally, enhancing their listening comprehension as well as their ability to interpret nuanced language in authentic contexts.

c. Inside Out 2 – Meet Anxiety

This recent animation provides valuable insight into human emotions and inner dialogue, offering students an engaging way to explore psychological and social

aspects of characters' experiences. The scene allows learners to recognize and understand abstract vocabulary related to feelings, such as “worried,” “anxious,” and “confused,” which are often challenging for middle school EFL learners. Moreover, it demonstrates how stress, emotion, and attitude are expressed through voice modulation, intonation, and contextual cues, helping students link language forms with communicative meaning. By observing the characters' expressions, tone of voice, and situational context, learners can develop their ability to infer emotional states, interpret subtle language nuances, and improve both listening comprehension and empathetic understanding. This makes the animation an effective tool for teaching not only vocabulary and grammar but also pragmatic and socio-emotional aspects of language use.

d. Up – Meet Russell

This humorous and heartwarming scene centers on themes of friendship and adventure, providing students with an engaging and relatable context for language learning. The scene helps learners understand how characters interact, including the use of politeness expressions, conversational cues, and proper turn-taking in dialogue, which are essential components of effective communication. Linguistically, the clip features a clear American accent, making it easier for learners to follow pronunciation, intonation, and rhythm patterns. Additionally, the contextual humor and situational comedy offer authentic listening input, encouraging students to infer meaning, appreciate cultural nuances, and develop both comprehension and pragmatic skills. By combining visual storytelling with natural speech, this scene creates a rich, motivating environment for students to practice listening in an enjoyable and meaningful way.

e. Wreck-It Ralph 2 – Vanellope Meets the Disney Princesses

This clip presents an engaging combination of humor, intertextual references, and themes of empowerment, providing students with a dynamic context to explore language in use. The dialogue features both casual and polite registers, enabling learners to observe how different speech styles are used appropriately in various

social situations. Linguistically, the clip exposes students to a variety of voices, tones, and personalities, which helps train their auditory discrimination and attention to nuances in pronunciation, intonation, and speech rhythm. Furthermore, the interaction among characters encourages learners to infer meaning, understand social cues, and recognize how language conveys emotion and intention. By integrating these elements, the clip offers a rich, authentic listening experience that supports comprehension, pragmatic awareness, and the development of critical listening skills.

Each of these clips provides rich linguistic input supported by visual storytelling. They were selected not only for their accessibility and cultural familiarity but also for their alignment with the narrative structure outlined in the English junior high curriculum (Kemendikbudristek, 2022). The emotional tone, contextual visuals, and authentic dialogues make them effective materials for developing both comprehension and critical listening skills.

E. Problem-Based Learning (PBL)

The selection of an appropriate teaching methodology is a decisive factor in determining the success of students' listening comprehension, particularly when dealing with complex genres like narrative texts. In this research, Problem-Based Learning (PBL) is employed as the primary pedagogical framework to shift the classroom dynamic from a passive-receptive model to an active-investigative one. By positioning students as active problem solvers, PBL provides a structured yet flexible environment where students can utilize multimodal inputs—such as animated movie clips—to decode spoken language and construct meaning collaboratively. The following sections provide an in-depth exploration of the definition, theoretical foundations, and the practical implementation of PBL within the context of English Language Teaching (ELT).

1. Definition of Problem-Based Learning (PBL)

The Problem-Based Learning (PBL) is defined as a comprehensive and transformative pedagogical approach that situates the learning process within

complex, ill-structured, and meaningful problem-solving contexts. According to Duch, Groh, and Allen (2001), PBL is a methodology that fundamentally challenges students to "learn how to learn," shifting the instructional focus from rote memorization of facts to the proactive development of critical thinking, analytical reasoning, and self-directed learning skills. Unlike traditional teacher-centered instruction, where information is disseminated linearly through lectures and passive reception, PBL initiates the learning cycle with a specific, authentic problem that serves as the catalyst for students to acquire new knowledge through collaborative investigation.

In the modern educational landscape, Tan (2003) describes PBL as more than just a teaching method; it is a holistic philosophy that emphasizes the use of "problems" as the primary stimulus for prying open students' curiosity and fostering the "cognitive conflict" necessary for deep learning. Hmelo-Silver (2004) further elaborates that PBL is an inquiry-based instructional method where students learn through the experience of solving an open-ended problem. In this model, students are not mere recipients of information; instead, they are active participants who engage in a cycle of stating what they know, identifying what they need to know, and developing hypotheses to reach a resolution.

Furthermore, Savin-Baden (2007) asserts that the essence of PBL in the 21st century is its ability to facilitate "the ability to navigate uncertainty." This is particularly relevant in English as a Foreign Language (EFL) listening classes, where students often feel overwhelmed by the ambiguity of spoken English. By adopting PBL, the classroom is transformed into a social-interactive environment where the target language is acquired naturally as a byproduct of solving interpretative tasks (Graaff & Kolmos, 2003).

For the purpose of this research, PBL is conceptualized as a strategic, multimodal framework that directs students to utilize animated movie clips as primary data sources. Within this framework, students are positioned as "active investigators" who must navigate through the auditory and visual cues provided by the animation to reconstruct the plot, understand character motivations, and identify

the resolution of the narrative's conflict. Consequently, the definition of PBL in this study encompasses the integration of critical listening skills, collaborative problem-solving, and multimedia interpretation, all of which converge to enhance the students' overall listening comprehension.

The conceptual underpinnings of Problem-Based Learning (PBL) are deeply rooted in several major psychological and educational theories that emphasize the active construction of knowledge. These foundations provide a robust framework for understanding how students acquire language through problem-solving activities:

a. Social Constructivism

Commencing with the seminal work of Lev Vygotsky (1978), the core of PBL lies in the Vygotskian belief that knowledge is a social product constructed through meaningful interaction. Modern scholars such as Hmelo-Silver (2004) assert that PBL is the premier model for implementing "Scaffolding" within complex learning environments. In the context of this study, animated movie clips serve as a visual scaffold, while group interactions within the PBL cycle allow students to move through their Zone of Proximal Development (ZPD). This zone represents the gap between a student's independent listening ability and their potential comprehension when supported by peers and multimodal media input.

b. Cognitive Constructivism

Closely related to the social aspect is the theory of Cognitive Constructivism proposed by Jean Piaget (1977). This theory posits that learners actively build mental frameworks, known as *schemata*, to organize and interpret information. Schmidt et al. (2011) explain that PBL serves as a catalyst that triggers the activation of prior knowledge. This activation is essential for students to bridge the gap between what they hear in the audio track and what they already understand about narrative plotlines. Through the process of "accommodation" and "assimilation," students refine their linguistic understanding as they encounter new data in the movie clips.

c. Self-Directed Learning (SDL)

Furthermore, the implementation of PBL is fundamentally built on the pillars of self-directed learning. Research by Loyens, Magda, and Rikers (2008) highlights that PBL promotes autonomy by requiring students to take responsibility for their own learning trajectory. In a listening classroom, this means students are granted the agency to decide which segments of the animated clip they need to analyze more deeply to resolve the narrative "problem." This self-directedness not only increases their cognitive engagement but also fosters a deeper sense of ownership over the language acquisition process.

d. Cognitive Theory of Multimedia Learning

Finally, when PBL is integrated with digital media, the Cognitive Theory of Multimedia Learning (Mayer, 2009) provides a crucial technical foundation. This theory suggests that humans process information through separate auditory and visual channels, each with a limited capacity. Mayer (2009) explains that presenting problems through these dual channels—using both the spoken dialogue and the visual animation—effectively manages the students' cognitive load. This prevents the "mental overload" that often occurs when EFL students attempt to process audio-only tracks without the support of contextual visual cues, thereby facilitating smoother listening comprehension.

2. Problem-Based Learning in ELT and Its Application in Listening via Animated Movie Clips

The implementation of Problem-Based Learning (PBL) in English Language Teaching (ELT) represents a shift from traditional instruction to a more practical and communicative approach. In this model, the English language is not just a subject to be memorized, but a functional tool used to solve specific, meaningful tasks. When PBL is integrated with the use of animated movie clips in listening classes, it creates a powerful learning experience through the following aspects:

a. Encouraging Authentic Communication and 21st-Century Skills

In a typical EFL classroom, students often lack the motivation to speak or listen because the topics feel disconnected from reality. PBL solves this by creating a situation where students have a genuine "need to communicate" to find a solution to a problem. According to Larsson (2001), this environment encourages students to negotiate meaning and share diverse perspectives with their peers. Furthermore, this process directly supports the development of 21st-century skills, often known as the 4Cs: Critical Thinking, Collaboration, Communication, and Creativity. As argued by Ali (2019), when students work together to solve a linguistic problem, they are practicing real-world social skills while simultaneously improving their English proficiency.

b. Transforming Listening from a Passive to an Active Process

Traditional listening activities often involve students listening to an audio track and simply ticking boxes or answering multiple-choice questions. This can be repetitive and passive. In contrast, PBL transforms students into "active investigators." Mathews-Aydinli (2007) suggests that when students are given a "mystery" or a "problem" to solve within a story, their listening becomes "purposeful." They are no longer just hearing sounds; they are actively searching for clues, identifying character motives, and analyzing the situation to reach a conclusion. This goal-oriented listening helps students stay focused and engaged with the material for a longer period.

c. Providing Multimodal Scaffolding through Animated Clips

One of the biggest challenges for eighth-grade students is understanding spoken English without any visual help. Animated movie clips provide essential "multimodal scaffolding" that supports the students' ears through their eyes. Based on the theory by Mayer (2009), humans learn better when information is presented through dual channels: auditory and visual. In animation, the characters often have clear facial expressions, body language, and dramatic actions that act as "visual anchors." These visuals help students guess the meaning of difficult words or phrases they hear in the dialogue. By reducing the "mental effort" required to understand the audio, animated clips make the listening task less stressful and more successful for learners.

d. Integrating Narrative Conflicts with the Problem-Solving Cycle

Narrative texts are naturally suited for PBL because the heart of every story is a "Complication" or a conflict. In this research, the conflict shown in the animated clip is used as the "core problem" for the students to investigate. To solve the problem, students must identify the cause of the conflict and predict or explain the Resolution (how the problem is fixed). As explained by Graaff and Kolmos (2003), this approach helps students not only understand individual words but also the overall structure of the text. By connecting the story's problem with the PBL steps, students gain a deeper understanding of how narrative stories are built and how language is used to resolve conflicts in a story.

