

ABSTRACT

Dermawati, Yessa Putri (2025): The Effectiveness of Using Animated Movie Clips in Improving Students' Listening Comprehension.

Listening comprehension is an essential skill in EFL learning, yet many Indonesian students struggle to identify main ideas, recognize specific information, and interpret spoken English when taught through conventional materials. Animated movie clips offer contextualized visual support, authentic dialogue, and multimodal input that may enhance comprehension and engagement.

This study was conducted to investigate the listening comprehension of eighth-grade students at SMPN 63 Bandung before and after the use of animated movie clips as a learning medium. Specifically, the research aimed to identify the students' initial listening comprehension prior to the treatment, to determine their listening comprehension performance after being taught through animated movie clips, and to examine the overall effectiveness of using animated movie clips in improving students' listening comprehension. Through these objectives, the study sought to provide empirical evidence regarding the contribution of animated visual materials to enhancing students' understanding of spoken English.

A quantitative pre-experimental one-group pre-test–post-test design was employed, involving 35 students. The instruments consisted of a pre-test, four treatment sessions using selected animated clips, and a post-test. The treatments focused on helping students understand main ideas, specific details, and overall meaning through visually supported listening tasks.

The findings showed a notable improvement in students' listening comprehension after the intervention. The pre-test scores ranged from 20 to 90, with a mean of 67.3, while the post-test scores increased to a range of 60 to 95, with a mean of 83.71. A paired samples t-test indicated a statistically significant difference between the pre-test and post-test scores ($t = -6.286, p < 0.001$). The N-Gain score of 0.48 fell within the moderate category, confirming that animated movie clips contributed meaningfully to students' listening development.

In conclusion, animated movie clips proved to be an effective medium for enhancing students' listening comprehension. The combination of visual cues, contextual storytelling, and authentic spoken language supported learners in processing and interpreting spoken input more effectively. The study recommends integrating animated clips into English listening instruction to provide engaging, multimodal learning experiences that support comprehension.

Keywords: Animated Movie Clips; Listening Comprehension; EFL; Pre-Experimental Design; Junior High School; Audio-Visual Media.