

ABSTRACT

Az-Zahra, Balqis (2026): The Effect of Prosodic Cues in Short Videos on EFL Listening Comprehension Skills Among Indonesian High School Students: A Quasi-Experimental Study

This study aimed to examine students' EFL listening comprehension skills after learning with prosodic cues in short videos, examine the listening comprehension of students taught without explicit prosodic cues, and determine whether there was a significant difference between the two groups.

This study employed a quantitative approach using a quasi-experimental pretest-posttest non-equivalent control group design. The participants were 65 Grade 11 students at SMAN 26 Kota Bandung, comprising 37 in the experimental group and 28 in the control group. The experimental group received three treatment sessions using short videos with explicit instruction on word stress and intonation, while the control group received regular audio-based listening instruction. Data were collected through listening comprehension tests covering literal, inferential, and pragmatic comprehension and were analyzed using SPSS version 26.

The findings showed that the experimental group's mean score increased from 78.41 to 87.27, while the control group's mean score increased from 77.68 to 91.50. Both groups showed statistically significant improvement from pretest to posttest. The experimental group showed the greatest improvement in literal comprehension, followed by pragmatic comprehension, while inferential comprehension showed a slight decrease. The control group also showed the greatest improvement in literal comprehension, followed by inferential comprehension, whereas pragmatic comprehension showed only a small increase. The mean N-gain was 0.39 for the experimental group and 0.621 for the control group, both categorized as medium. However, the between-group difference in posttest scores was not statistically significant (Mann-Whitney U, $p = .051$).

Therefore, although both groups demonstrated significant improvement in listening comprehension, the findings did not provide sufficient statistical evidence that prosodic cues in short videos produced a significantly greater effect than regular listening instruction. Nevertheless, the greater improvement in pragmatic comprehension in the experimental group suggests a potential benefit of prosodic cues for understanding speaker intention and attitude.

Keywords: EFL listening comprehension, prosodic cues, word stress, intonation, short videos, quasi-experimental study.