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ANIMATED VIDEO MEDIA USED TO IMPROVE GRADE VIII STUDENTS' LISTENING COMPREHENSION OF DESCRIPTIVE TEXTS: A CLASSROOM ACTION RESEARCH AT SMP AL UMAR, OGAN ILIR REGENCY IN THE YEAR OF 2025

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Abstract
This research examines the effectiveness of animated video media in enhancing Grade VIII students' listening comprehension of descriptive texts at SMP Al Umar, *Ogan Ilir* Regency, during the 2025 academic year. A classroom action research (CAR) design was implemented over two cycles, each consisting of planning, implementation, observation, and reflection stages. Data were obtained through listening comprehension tests, classroom observations, and student interviews. In the pre-cycle stage, only 12 students (40%) achieved the Minimum Mastery Criteria (MMC) score of 70, while 18 students (60%) fell below the standard. In Cycle I, the number of students meeting the MMC increased to 22 (73%), with 8 students (27%) still underperforming. By Cycle II, mastery rose substantially to 27 students (90%), leaving only 3 students (10%) below the benchmark. These results demonstrate that the integration of animated video media significantly improves students' listening comprehension and fosters greater engagement in English language learning, particularly in the context of descriptive text instruction.

Keywords— Animated Video, CAR, Descriptive, Listening

Introduction

In the 21st century, English language learning requires a shift toward developing core skills, among which listening plays a crucial role as the foundation for speaking and writing (Brown, 2015). Listening involves not only hearing but also understanding messages, contexts, and meanings. In junior high school, effective listening enables students to comprehend descriptive texts that contain detailed and vivid information. Despite its importance, many students struggle to process spoken information, especially when learning materials are monotonous or lack relevance to their learning styles. Such difficulties often result from limited contextual learning experiences and insufficient exposure to authentic spoken input (Vandergrift & Goh, 2012). In the case of descriptive texts, students require media that integrate verbal and visual elements to strengthen comprehension. Research suggests that animated videos can improve retention and understanding by combining audio and visual cues (Mayer, 2021) and by providing engaging, meaningful input (Richards & Schmidt, 2014).

Animated video media not only simplify complex concepts but also increase student motivation through dynamic and interactive presentation (Berk, 2019; Anderson & Krathwohl, 2016). This approach supports Communicative Language Teaching (CLT), which emphasizes meaningful interaction through activities such as discussions and oral presentations (Richards, 2017). Preliminary observations in Grade VIII at SMP Al Umar Talang Seleman revealed low listening comprehension, with only 16.6% of students meeting the school's minimum mastery

criterion (70). Most students scored between 40 and 65 (average 61.3), reflecting difficulties in identifying key details and overall meaning. Contributing factors include reliance on conventional lectures, minimal use of digital media, low motivation, and lack of confidence in retelling information.

These challenges highlight the need for innovative strategies, such as the integration of animated videos, to enhance students' listening skills in descriptive texts by engaging both auditory and visual processing in a more effective and enjoyable way.

Literature Review

The foundational language ability of listening is the first step toward mastering other language skills like speaking, reading, and writing. According to Brown (2015), listening comprehension is an active process in which students engage with preexisting cognitive schemas to generate meaning in addition to seeing spoken words. Developing listening skills becomes a major problem for both students and teachers, particularly in English as a Foreign Language (EFL) environments when exposure to actual spoken English is limited.

According to Vandergrift and Goh (2012), listening entails higher-order cognitive processes like judgment, inference, and prediction. Through these processes, students must do more than just decode sounds; they must also create meaning using linguistic signals and contextual information. However, a lack of real-life listening chances, a limited vocabulary, and foreign accents make it difficult for many EFL learners to meet these standards. As a result, systematic pre-, while-, and post-listening activities that promote strategic learning must be used to scaffold listening instruction.

The use of technology in the classroom has transformed listening instruction in the modern day. Anderson and Lynch (2016) stress that in order to replicate real-world listening experiences, it is crucial to provide realistic and multimodal input. In this sense, multimedia technologies that combine visual and aural stimuli aid in comprehension, context clarification, and cognitive load reduction. Maru'ao (2020), for example, discovered that visual aids greatly help pupils recognize important concepts and details, particularly when learning complicated genres like descriptive literature. In order to accommodate different learning styles and improve input comprehensibility, contextualized and engaging media must be used in EFL contexts for effective listening instruction.

Animated videos empower learners with a variety of cognitive types by combining visual and aural aspects to provide a rich language input. Dual-channel processing, which makes use of both visual and aural information, improves comprehension and memory, claims (Mayer, 2021) Particularly useful for middle school students, animated animations reduce abstract ideas and convey them in an interesting and tangible way (Wahyuni, 2023).

According to Berk (2019), audiovisual materials increase motivation and foster a more engaging learning environment. In particular, video animation engages students in ways that are not possible with conventional lecture-based methods. It provides EFL learners with dynamic and contextualized input, which is crucial for improving their listening abilities.

Accoridng to Lestari & Arfan (2025) descriptive text material aims to train students to describe people, places, or objectsin detail. Learners of descriptive texts must be able to comprehend and recognize certain information about individuals, locations, or objects. An identification part and a thorough description utilizing a rich vocabulary and sensory language are usually included in the structure (Purnamasari et al., 2021). Noprianto (2017) asserts that when combined with media that facilitates visual input, learners gain from exercises that improve their capacity to enunciate and visualize these qualities**.** By depicting the physical and behavioral traits of characters, animated movies improve students' comprehension of descriptive texts' primary ideas and illustrative details (Rakhmanina & Kusumaningrum, 2019; Yoandita, 2019).

The use of digital learning resources in language instruction has become essential. The Merdeka Belajar curriculum, which prioritizes student-centered and differentiated learning, is in line with the use of media such animated videos (Pajarwati et al., 2021). By offering real and interesting input, multimedia integration can assist overcome the lack of exposure to English in

everyday life, claim Simamora & Oktaviani (2020). The usefulness of animated media for a variety of language skills has been demonstrated in earlier research. According to Dewi (2023), animated videos helped pupils write better by strengthening their story structure and detail. In a similar vein, Putri & Hidayat (2022) showed that students were able to write more vividly about descriptive texts when they saw animated short films. Despite their writing-specific focus, these studies lend credence to the notion that visual media improves language input and comprehension. By focusing on listening, a skill that isn't as often highlighted in studies that use animated videos, this study expands on previous research. It fills a research gap on receptive abilities in multimedia language acquisition by showing how animated videos directly affect students' auditory comprehension of descriptive prose.

Research Method

Through the use of animated video content, this study used a Classroom Action Research (CAR) methodology to enhance eighth-grade students' listening comprehension of descriptive texts. The CAR model used in this study followed the framework proposed by Kemmis and McTaggart (1988), which consists of four stages: planning, action, observation, and reflection. These stages were implemented in two cycles, allowing for continuous evaluation and systematic improvement of the teaching strategies employed.

A mix of quantitative and qualitative tools were employed to gather the required data. The purpose of the listening comprehension assessments was to gauge students' comprehension of descriptive texts delivered through animated movies. They were given both before and after the interventions (pre-test and post-test). The teacher and peer observers used observation sheets to keep an eye on the involvement, engagement, and replies of the students during class activities. Furthermore, field notes and student reflections provide more in-depth understandings of the attitudes, motivations, and difficulties that students faced during the learning process. A rubric-based assessment was used to measure four important indicators in order to ensure an objective evaluation of students' listening performance: the correctness of the information, the identification of important vocabulary, the main ideas, and the appropriateness of the students' written or spoken responses..

Two cycles of the intervention were conducted. In Cycle I, the instructor used the Contextual Teaching and Learning (CTL) approach and introduced the usage of animated movies to help students efficiently process and comprehend the video content, learning activities were created that integrated guided questions, retelling assignments, group cooperation, and pre-listening vocabulary exposure. Cycle II entailed improving the teaching methods in light of Cycle I's reflections and findings. More participatory pre-listening exercises, paired conversations, and confidence-boosting activities like peer-to-peer description reading and impromptu sentence improvisation were among the modifications. Each cycle lasted two sessions of forty minutes each and was carried out within a single meeting session.

The data collected were then analyzed using both quantitative and qualitative methods. Quantitative data derived from the test results were analyzed using descriptive statistics to calculate the average scores and determine the percentage of students who met or exceeded the Minimum Mastery Criteria (MMC). The degree of improvement across the cycles was also measured to evaluate the effectiveness of the intervention. Meanwhile, qualitative data from classroom observations, field notes, and student reflections were analyzed thematically to identify patterns in student engagement, motivation, and behavioral changes throughout the implementation of the animated video media in listening instruction.

Results and Discussion

After using animated video content, students' listening comprehension of descriptive texts significantly improved, according to the results of this classroom action research. Pre-cycle (pre-test), Cycle I, and Cycle II were the three phases of the study's execution.

There are 13 out of 30 students (43.3%) met the Minimum Mastery Criterion (MMC) during the pre-cycle phase, and the remaining 17 students (56.7%) received scores below 70. The majority of pupils had difficulty understanding oral descriptive texts, as evidenced by the

average class score of 61.3. Understanding the primary concepts conveyed in spoken English, detecting important information, and identifying descriptive vocabulary were among the biggest challenges.

Table 2. Pre-Cycle Listening Comprehension Results

Score Category	Number of Students	Percentage (%)	Remarks
≥ 70 (Met MMC)	13	43.3%	Achieved minimum mastery
< 70 (Below MMC)	17	56.7%	Did not meet minimum mastery
Total	**30**	**100%**	
Average Score	—	—	**61.3**

Student performance increased throughout Cycle I following the introduction of animated video content using the CTL technique. There were only 8 pupils (26.7%) who were still below the MMC, whereas 22 students (73.3%) attained mastery. Along with a noticeable improvement in students' ability to recognize specific aspects and character traits from the movie, the average class score also increased. Still, some students had trouble connecting verbal knowledge with visual context, and some were reluctant to participate in retelling exercises.

Table 3. Student Performance in Cycle I

Score Category	Number of Students	Percentage (%)	Remarks
≥ 70 (Met MMC)	22	73.3%	Achieved minimum mastery
< 70 (Below MMC)	8	26.7%	Did not meet minimum mastery
Total	**30**	**100%**	
Observations	—	—	Improved recognition of descriptive content, but some struggled with retelling and contextual linking

Based on the previous cycle's reflection, additional improvements were implemented in Cycle II, including group discussions, paired retelling exercises, and improved pre-listening vocabulary exercises. Consequently, just three pupils (10%) stayed below the standard, while 27 students (90%) reached the mastery level. Students demonstrated better focus, vocabulary recognition, and confidence when responding to listening tasks. This confirmed the effectiveness of animated video as a tool to facilitate listening comprehension in descriptive text learning.

Table 4. Student Performance in Cycle II

Score Category	Number of Students	Percentage (%)	Remarks
≥ 70 (Met MMC)	27	90%	Achieved mastery; showed increased confidence
< 70 (Below MMC)	3	10%	Still below standard despite improvements
Total	**30**	**100%**	
Observations	—	—	Improved focus, vocabulary use, and participation

The results of this study provide compelling evidence that animated movies can improve listening comprehension, especially when used with descriptive texts. This is consistent with (Mayer, 2021) dual-channel theory of multimedia learning, which postulates that integrating auditory and visual input might improve information retention and lessen cognitive load. In this study, students were able to link spoken language to visual representations, which helped them to better understand and remember the content.

Additionally, using animated movies improved student engagement and motivation, particularly for visual and auditory learners. This supports the findings of Wahyuni (2023) and Berk (2019), who highlight the motivational value of multimedia instruction in EFL classes. The visual storytelling and contextual cues offered by the videos helped students better understand the descriptive elements, including actions, places, and physical characteristics.

The effectiveness of the Contextual Teaching and Learning (CTL) approach in combination with video media also became apparent. By integrating real-life contexts and encouraging student interaction, the CTL model helped students relate the learning material to their personal experiences, thus deepening their understanding. As pointed out by Nurhadi (2020), CTL enhances learning by bridging abstract language concepts with concrete examples through relevant media.

The progressive increase in student scores across the cycles also demonstrates the importance of reflection and instructional adjustment in action research. As highlighted by Burns (2015), the dynamic and iterative process of Classroom Action Research enables teachers to make ongoing modifications to teaching strategies based on students' real-time responses and learning outcomes. In this study, the adjustments made in Cycle II such as previewing key vocabulary and simplifying comprehension questions significantly contributed to the success of the intervention.

Finally, the findings corroborate those of Vandergrift & Goh (2012) and Gilakjani & Sabouri (2016), who emphasize the intricacy of listening as a skill requiring linguistic, cognitive, and strategic skills. When combined with organized instructional design, animated video content can meet these demands by offering interesting and contextualized input that promotes understanding on several levels.

Conclusion

The findings of this study confirm that the integration of animated video media is highly effective in improving Grade VIII students' listening comprehension of descriptive texts. The progressive increase in the number of students achieving the Minimum Mastery Criteria across the pre-cycle, Cycle I, and Cycle II demonstrates the significant impact of this media on learning outcomes. Furthermore, the use of animated videos not only enhanced students' comprehension skills but also fostered greater engagement, motivation, and participation during English lessons. These results suggest that animated video media can serve as a valuable instructional tool for English language teachers, particularly when teaching listening skills and descriptive text materials.

The results have several pedagogical implications. First, animated video media offers an engaging and effective approach to teaching listening comprehension, particularly for descriptive text materials in junior high school contexts. Its combination of visual and auditory elements facilitates better processing, retention, and recall of information, thereby supporting improved academic performance. Second, the integration of such media can increase students' motivation and active participation, creating a more dynamic and student-centered learning environment.

It is recommended that English language teachers incorporate animated videos as a regular component of listening comprehension lessons. Teachers should select videos that align with curriculum objectives, provide clear narration, and use language appropriate to students' proficiency levels. Lesson plans should integrate pre-listening, while-listening, and post-listening activities to maximize comprehension and retention. For future research, studies could investigate the long-term effects of animated video use, explore its effectiveness in teaching other language skills or text genres, and examine its application in diverse educational contexts.

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