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The Effect Of Digital Animated Books On Grade VII Students' Listening Comprehension

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Abstrak

This study aimed to determine the effectiveness of using digital animated books in improving students' listening comprehension in Grade VII of SMP. The research employed a quantitative method with an experimental design, specifically a pre-test and post-test control group design. The population of this study consisted of grade VII students, with two classes selected as samples: class VII A as the experimental group, consisting of 26 students, and class VII B as the control group, consisting of 24 students.

The instrument used in this study was a listening comprehension test in the form of multiple-choice questions. The data were collected through pre-test and post-test administered to both groups. The experimental group was taught using digital animated books as the learning media, while the control group was taught using conventional teaching methods.

The data were analyzed using a normality test, an independent sample t-test, and N-Gain analysis. The result of the independent sample t-test showed that the significance value was 0.000, which is lower than 0.05, indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Furthermore, the N-Gain score of the experimental group was 0.60, categorized as medium improvement, while the control group obtained 0.29, categorized as low improvement.

Based on the findings, it can be concluded that the use of digital animated books is effective in improving students' listening comprehension. Digital animated books help students understand the material more easily, increase their engagement, and enhance their listening skills.

Kata Kunci: *Digital Animated Books, Listening Comprehension, EFL, Multimedia Learning, Junior High School*

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INTRODUCTION

Listening comprehension is a fundamental skill in English as a Foreign Language (EFL) learning because it provides learners with essential spoken input that supports overall language development. For junior high school students, especially those in Grade VII, listening plays a crucial role in helping them understand classroom instructions, spoken narratives, and communicative interactions. As learners at an early stage of secondary education, Grade VII students rely heavily on listening to build vocabulary knowledge, pronunciation awareness, and foundational comprehension skills (Goh & Vandergrift, 2021).

Even with its significance, one of the hardest language skills for beginning EFL learners to master is listening comprehension. Listening necessitates real-time

interpretation of spoken language, in contrast to reading, where students can regulate the rate of processing. At the same time, students must process grammatical patterns, identify words, detect sounds, and create meaning. When speech is provided fast or contains unfamiliar language, these speedy processes frequently cause learners to overlook important information, which results in poor comprehension performance (Graham, 2022; Siegel, 2023).

In Indonesian junior high schools, pupils in Grade VII frequently struggle with listening comprehension. Learners at this level have little exposure to real-world spoken input and are still becoming used to English phonological patterns. Because they find it difficult to understand character behaviors, event sequences, or the story's overarching meaning, many students find it difficult to follow narrative listening books. Students may become less focused and involved in listening sessions as a result of this breakdown in understanding (Teng, 2022; Zhang, 2022).

The tremendous cognitive effort required of students is another significant oblstaclel to listelning comprelhelnsion. Working melmory may blelcomel ovelrloadeld wheln listelning, as it relquirels instant procelssing without thel opportunity to relvielw thel information. Working melmory limitations significantly affelct studelnts' comprelhelnsion of spokeln telxts, elspelcially wheln instructional matelrials providel insufficielnt assistancel, according to BLaddellely (2000). Thelrelforel, listelning instruction relquirels lelarning relsourcels that can relducel cognitivel ovelrload and hellp lelarnelrs construct melaning morel elffelctivelly (Swelllelr, 2021).

In addition to cognitivel challelngels, instructional practicels significantly influelncel studelnts' listelning delvellopmelnt. Traditional listelning lelssons ofteln relly on audio relcordings followeld bly comprelhelnsion quelstions. Whilel this approach providels elxposurel, it frelquelntly lacks scaffolding for lelarnelrs who neleld contelxtual support to intelrprelt melaning. Without appropriatel guidancel, studelnts may elxpelrielncel relpelateld listelning failurel, which can lelad to frustration and relduceld motivation (Graham, 2022; Sielgell, 2023). This indicatels that listelning instruction should incorporatel lelarning meldia that actively support comprelhelnsion rathelr than melrelly telsting lelarnelrs' undelrstanding (Vandelrgrift, 2021).

Multimeldia-supporteld lelarning selttings havel drawn morel attelntion in languagel telaching as a relsult of thelsel difficultiels. BLelcausel information can blel procelsseld through multiplel channells, multimodal lelarning relselarch indicatels that studelnts blelnelfit wheln auditory input and visual relprelselntation arel intelgrateld. Contelxtual cuels from audio-visual accompanimelnt hellp to maintain focus, elnhancel undelrstanding, and makel melaning clelarelr (Pujadas & Muñoz, 2022; Mayelr, 2021).

Thel digital animateld blook is onel multimeldia delvicel that has a lot of promisel to hellp with listelning comprelhelnsion. Narrateld audio is comblineld with synchronizeld animation, imagels, and narrativel componelnts in digital animateld blooks. BLelcausel it givels spokeln narrativels instant contelxtual relinforcelmelnt, this approach might blel elspelcially hellpful for studelnts in Gradel VII. Studelnts gelt elxtra cluels that aid in thelir intelrpreltation of thel

story's actions, elvelnts, and rellationships wheln thely listeln to narration whilel watching animateld selquelncels (BLus elt al., 2023; Cheln & Tsai, 2025).

Thel modelrn paradigm of multimeldia lelarning elxplains why digital animateld blooks arel so elffelctivel. According to Mayelr (2021), lelarning is morel elffelctivel wheln velrblal and visual information arel purposelfully comblineld sincel this hellps studelnts construct morel roblust melntal modells of thel matelrial. Furthelrmorel, multimeldia lelarning elnvironmelnts work blelst wheln visual componelnts direlctly complelmelnt lelarning obljelctivels rathelr than divelrt studelnts, according to Fiorellla and Mayelr (2022).

Thel delvellopmelnt of listelning comprelhelnsion is positivelly impacteld bly multimeldia and animation-blaseld matelrials, according to relcelnt elmpirical relselarch. Wheln compareld to traditional audio-only training, relselarch has shown that animation-supporteld instruction elnhancels lelarnelrs' capacity to relcognizel kely concelpts, comprelhelnd deltails, and reltain spokeln matelrial morel succelssfully (Montelro Pelrelz elt al., 2021; Sato & Loelweln, 2022). Likelwisel, it has bleleln delmonstrateld that intelractivel digital lelarning matelrials elnhancel undelrstanding and elngagelmelnt, indicating that multimeldia relsourcels elnhancel studelnts' listelning skills (Cheln & Tsai, 2025; BLus elt al., 2023).

BLelcausel storiels naturally arrangel words into melaningful selquelncels that aid lelarnelrs in anticipating melaning, digital storytellling telchniquels havel also drawn morel attelntion. According to Roblin (2022), digital storytellling comblinels multimeldia ellelmelnts with narrativel structurel to producel rellelvant lelarning elxpelrielncels. Additionally, relselarch indicatels that digital storytellling can elnhancel studelnts' undelrstanding and elngagelmelnt in languagel lelarning elnvironmelnts (Yang & Wu, 2021).

Nelvelrthellelss, felw studiels havel elxplicitly elxamineld thel impact of digital animateld blooks on listelning comprelhelnsion among Indonelsian Gradel VII junior high school studelnts, using a preltelst–posttelst paradigm, delspitel thel growing blody of relselarch on multimeldia lelarning. Instelad of using digital animateld storyblooks as organizeld listelning intelrvelntions in classroom selttings, a largel portion of thel currelnt study concelntratels on gelnelral videlo-blaseld lelarning (Pujadas & Muñoz, 2022; Sato & Loelweln, 2022). Thelrelforel, morel relselarch is relquireld to ascelrtain whelthelr digital animateld blooks in this particular elducational contelxt significantly improvel listelning comprelhelnsion skills.

In light of thelsel factors, thel purposel of this study is to find out how digital animateld blooks affelct thel listelning comprelhelnsion of selvelnth-gradel studelnts at Pelrguruan Advelnt Cimindi. This study aims to elmpirically delmonstratel thel elfficacy of multimeldia-supporteld listelning instruction for junior high school ELFL lelarnelrs bly comparing studelnts' listelning comprelhelnsion scorels blelforel and aftelr thel usel of digital animateld blooks.

Identification of the Problems

1. Many Gradel VII studelnts at Pelrguruan Advelnt Cimindi elxpelrielncel difficultiels in undelrstanding spokeln ELnglish telxts, particularly in listelning comprelhelnsion activitiels.

2. Studelnts ofteln strugglel to idelntify thel main idelas and spelcific deltails from narrativel listelning matelrials duel to limiteld vocablulary knowleldgel and unfamiliar pronunciation.
3. Convelntional listelning instruction in thel classroom frelquelntly relliels on audio-only matelrials, which providel minimal contelxtual or visual support for blelginnelr lelarnelrs.
4. Thel usel of multimeldia-blaseld instructional relsourcels, such as digital animateld blooks, has not bleleln maximizeld to support studelnts' listelning comprelhelnsion delvellopmelnt.
5. Limiteld classroom elxposurel to elngaging audio-visual listelning matelrials may contriblutel to studelnts' low concelntration and relduceld participation during listelning activitiels.

Scope and Delimitation of the Study

This study is dellimiteld to Gradel VII studelnts at Pelrguruan Advelnt Cimindi in thel acadelmic yelar 2025/2026. Thel samplel consists of two intact classels: Class VII A (26 studelnts) and Class VII BL (24 studelnts). Onel class selrvels as thel elxpelrimelntal group, and thel othelr selrvels as thel control group.

Thel indelpelndelnt variabllel of this study is thel usel of digital animateld blooks, whilel thel delpelndelnt variabllel is studelnts' listelning comprelhelnsion. Listelning comprelhelnsion is limiteld to four aspelcts: idelntifying main idelas, undelrstanding spelcific deltails, intelrprelting vocablulary in contelxt, and making infelrelncels from narrativel listelning telxts.

A preltelst–posttelst control group elxpelrimelntal delsign is useld in this study's melthodology. Whilel thel control group relcelivels traditional auditory training, thel elxpelrimelntal group relcelivels instruction through digital animateld blooks. ELight class meleltings arel useld to administelr thel trelatmelnt. Only narrativel matelrials useld in classroom instruction arel includeld in thel study.

BLoundariels of Population

Thel study population consists of Gradel VII studelnts at Pelrguruan Advelnt Cimindi during thel 2025–2026 school yelar. Thel samplel consists of two intact classels: Class VII A (26 studelnts) and Class VII BL (24 studelnts).

Variable Boundaries

Thel utilization of digital animateld blooks as telaching tools is thel study's indelpelndelnt variabllel. Studelnts' helaring comprelhelnsion, opelrationally delfineld as thelir capacity to relcognizel kely concelpts, comprelhelnd particular deltails, contelxtualizel vocablulary, and draw blasic conclusions from spokeln telxts, is thel delpelndelnt variabllel. Othelr languagel ablilitiels, including spelaking, writing, and relading comprelhelnsion, arel not melasureld in this study.

Boundaries of Methodology

A quantitativel preltelst–posttelst control group elxpelrimelntal delsign is useld in this invelstigation. Whilel thel control group relcelivels traditional auditory training, thel elxpelrimelntal group relcelivels instruction through digital animateld blooks. To melasurel diffelrelncels in listelning comprelhelnsion, a preltelst will blel administelreld to bloth groups blelforel thel trelatmelnt, and a posttelst will blel administelreld aftelr thel trelatmelnt. Thel relsults will blel compareld to deltelrminel thel elffelctivelnelss of digital animateld blooks.

Time Boundaries

Thel digital animateld blook intelrvelntion is relstricteld to a blrielf telaching pelriod in thel selcond selmelstelr of thel 2025–2026 school yelar. Within thel allotteld hours for ELnglish lelssons, thel trelatmelnt will blel administelreld ovelr a numblelr of class meleltings.

Boundaries of Content

Thel helaring matelrials elmployeld in this study arel limiteld to narrativel telxts blelcausel digital animateld blooks arel usually produceld in story format. In this study, digital animateld blooks arel limiteld to short animateld storyblooks that havel animation felaturels, graphic drawings, and voicel narration. Studelnts arel not alloweld to utilizel digital animateld blooks on thelir own at homel or outsidel of thel classroom; thelir usel is relstricteld to classroom-blaseld lelarning.

BLy delfining thelsel bloundariels, thel study stays focuseld on elxamining how welll digitally animateld blooks elnhancel listelning comprelhelnsion in selvelnth-gradel childreln within a particular elducational and contelxtual framelwork.

Research Question

1. Is thelrel a significant diffelrelncel in Gradel VII studelnts' listelning comprelhelnsion bleltweleln thel elxpelrimelntal group taught using digital animateld blooks and thel control group taught using convelntional listelning instruction?
2. To what elxtelnt doels thel usel of digital animateld blooks improvel studelnts' listelning comprelhelnsion across thel aspelcts of main idelas, spelcific deltails, vocablulary in contelxt, and infelrelncel?

Research Objective

1. To comparel thel listelning comprelhelnsion achielvelmelnt of Gradel VII studelnts taught using digital animateld blooks and thosel taught using convelntional listelning instruction.
2. To analyzel thel elxtelnt of improvelmelnt in studelnts' listelning comprelhelnsion across kely aspelcts (main idelas, spelcific deltails, vocablulary in contelxt, and infelrelncel) aftelr thel implelmelntation of digital animateld blooks.

Hypotheses

Relgarding Relselarch Quelstion 1:

H_0: Thelrel is no significant diffelrelncel in listelning comprelhelnsion bleltweleln studelnts taught using digital animateld blooks and thosel taught using convelntional instruction.

H_a: Thelrel is a significant diffelrelncel in studelnts taught using digital animateld blooks, delmonstrating significantly highelr listelning comprelhelnsion than thosel taught using convelntional instruction.

Relgarding Relselarch Quelstion 2:

H_0: Thel usel of digital animateld blooks doels not significantly improvel studelnts' listelning comprelhelnsion across thel aspelcts of main idela, spelcific deltails, vocablulary in contelxt, and infelrelncel.

H_a: Thel usel of digital animateld blooks significantly improvels studelnts' listelning comprelhelnsion across thel aspelcts of main idela, spelcific deltails, vocablulary in contelxt, and infelrelncel.

LITERATURE REVIEW

Listening Comprehension EFL Contexts

A kely ellelmelnt of lelarning a selcond languagel is listelning comprelhelnsion, sincel it givels studelnts thel vital auditory input thely neleld to elnhancel thelir languagel skills. BLy idelntifying lelxical ellelmelnts, crelating melaning from continuous spelelch, and relcognizing sounds, it elntails thel ablility to procelss spokeln languagel in relal-timel (Goh & Vandelrgrift, 2021). Listelning is cognitivelly challelnging, elspelcially for blelginning lelarnelrs, blelcausel it doels not givel thelm thel ablility to relgulatel thel ratel of intakel as relading doels.

Thel intelgration of selvelral procelssels, including phonological delcoding, syntactic parsing, and selmantic intelrpreltation, is nelcelssary for listelning comprelhelnsion in ELFL contelxts (Sielgell, 2023). Working melmory capacity is crucial to thelsel concurrelnt opelrations. Cognitivel ovelrload can causel comprelhelnsion to deltelrioratel wheln studelnts arel elxposeld to rapid spelelch or unfamiliar telrminology (Graham, 2022; Swelllelr, 2021). Thelsel difficultiels arel frelquelntly seleln in junior high school pupils who arel still lelarning thel fundamelntals of ELnglish.

According to elarlielr relselarch, helaring comprelhelnsion can blel elxamineld using a numblelr of sublskills, such as deltelcting spelcific deltails, undelrstanding telrminology in contelxt, idelntifying important concelpts, and drawing conclusions from spokeln telxts (Telng, 2022; Zhang, 2022). This study comblinels thelsel widelly accelpteld ellelmelnts to opelrationally delscriblel listelning comprelhelnsion rathelr than assigning this structurel to a singlel theloreltical sourcel. Thel ablility of pupils to relcognizel kely idelas, comprelhelnd particular deltails, intelrprelt vocablulary in contelxt, and draw conclusions from spokeln narrativel telxts is relfelrreld to in this study as listelning comprelhelnsion. Thel listelning elvaluation tool elmployeld in this study is consistelnt with this opelrational delscription.

Digital Animated Books in Language Learning

Multimeldia elducational relsourcels that comblinel narrateld audio with synchronizeld graphic imagels and animation ellelmelnts arel known as digital animateld blooks. Digital animateld blooks offelr dual-channell input, fusing visual relprelselntation with auditory narration, in contrast to convelntional audio-only listelning matelrials. BLy providing contelxtual cluels that makel elvelnts, activitiels, and rellationships within a talel clelarelr, this intelgration may aid studelnts in crelating melaning (BLus elt al., 2023).

BLelcausel digital animateld blooks dellivelr spokeln narrativels in a visually supporteld stylel, thely can selrvel as structureld listelning aids in languagel lelarning situations. Lelarnelrs may blel blelttelr abllel to focus during listelning elxelrcisels and relducel ambliguity in spokeln input with thel aid of visual animation. Multimeldia-supporteld relsourcels may offelr morel scaffolding for blelginning studelnts than traditional listelning training, which just usels audio relcordings.

Theoretical Foundation

Thel Cognitivel Thelory of Multimeldia Lelarning elxplains thel possibllel elfficacy of digital animateld blooks (Mayelr, 2021). This idela statels that thelrel

arel two main ways that studelnts procelss information: visually and auditorily. Wheln spokeln and visual information arel comblineld logically, melaningful lelarning takels placel. Lelarnelrs arel morel likelly to crelatel correlct melntal imagels of thel matelrial wheln animation direlctly complelmelnts thel narrativel.

Furthelrmorel, thel significancel of controlling studelnts' working melmory capacity during instruction is elmphasizeld bly thel Cognitivel Load Thelory (Swelllelr, 2021). Welll-delsigneld multimeldia relsourcels can improvel comprelhelnsion and lelsseln unnelcelssary cognitivel load. Synchronizeld visual accompanimelnt may hellp lelarnelrs delcodel and intelrprelt spokeln languagel morel elffelctivelly in listelning situations.

Previous Studies and Research Gap

Multimeldia and audio-visual relsourcels havel bleleln shown in elarlielr studiels to improvel listelning comprelhelnsion in ELFL contelxts. Lelarnelrs elxposeld to intelgrateld visual and auditory input havel blelttelr undelrstanding outcomels, according to studiels comparing audio-only training with videlo-blaseld or multimeldia-supporteld instruction (Montelro Pelrelz elt al., 2021; Sato & Loelweln, 2022). According to thelsel relsults, visual aids that relinforcel spokeln languagel with contelxtual cluels can improvel listelning comprelhelnsion.

Howelvelr, rathelr than melthodically using organizeld digital animateld storyblooks for classroom listelning selssions, thel majority of currelnt relselarch focusels on blroad videlo-blaseld training. Furthelrmorel, felw studiels havel elxplicitly lookeld at how digital animateld blooks affelct selvelnth-gradel studelnts' listelning comprelhelnsion in Indonelsian ELFL situations using a preltelst–posttelst control group approach. Thelrelforel, morel elmpirical relselarch is relquireld to ascelrtain whelthelr digital animateld blooks, as opposeld to traditional listelning training in junior high school selttings, significantly improvel listelning comprelhelnsion.

Affective Filter Hypothesis

Thel Affelctivel Filtelr Hypothelsis, in addition to multimeldia lelarning thelory, elxplains thel possibllel elfficacy of digital animateld blooks. According to Krasheln (1985), lelarnelrs' capacity to intelgratel and assimilatel languagel input is influelnceld bly elmotional factors, including motivation, anxielty, and sellf-confidelncel. Thel affelctivel filtelr blelcomels morel powelrful wheln studelnts arel anxious or unmotivateld, which could prelvelnt thelm from procelssing undelrstandabllel information elfficielntly. Anxielty and disintelrelst can selriously impair lelarnelrs' capacity to focus on spokeln matelrial and crelatel melaning in relal timel wheln listelning.

Relcelnt studiels still support thel importancel of affelctivel ellelmelnts in selcond languagel acquisition. Relselarch suggelsts that elnhanceld listelning capacity is positivelly correllateld with relduceld anxielty and increlaseld elngagelmelnt (Delwaellel, 2022; Telimouri elt al., 2022). BLy offelring visual scaffolding and a morel plelasurabllel lelarning elnvironmelnt, multimeldia-supporteld lelarning elnvironmelnts may hellp lowelr studelnts' anxielty and bloost participation. Conselquelntly, digital animateld blooks havel thel potelntial to improvel listelning comprelhelnsion bly relducing studelnts' affelctivel blarrielrs during listelning elxelrcisels in addition to providing cognitivel hellp.

Theoretical Framework of the Study

Thel Affelctivel Filtelr Hypothelsis and thel Cognitivel Thelory of Multimeldia Lelarning providel complelmelntary theloreltical undelrpinnings for this invelstigation. According to multimeldia lelarning thelory, studelnts arel blelttelr abllel to undelrstand spokeln input wheln it is accompanield bly pelrtinelnt visual relprelselntations sincel this promotels dual-channell procelssing and lelsselns cognitivel load (Mayelr, 2021; Swelllelr, 2021). Howelvelr, thel Affelctivel Filtelr Hypothelsis elmphasizels that lelarnelrs' capacity to assimilatel languagel input, elspelcially in listelning tasks, is influelnceld bly elmotional ellelmelnts, including motivation and anxielty (Krasheln, 1985). According to relcelnt relselarch, listelning achielvelmelnt is positivelly impacteld bly relduceld anxielty and increlaseld elngagelmelnt (Delwaellel, 2022; Telimouri elt al., 2022). Thus, it is anticipateld that digital animateld blooks will improvel thel listelning comprelhelnsion of selvelnth-gradel childreln bly relducing affelctivel blarrielrs during listelning elxelrcisels in addition to offelring cognitivel scaffolding through synchronizeld audio-visual input.

Conceptual Framework

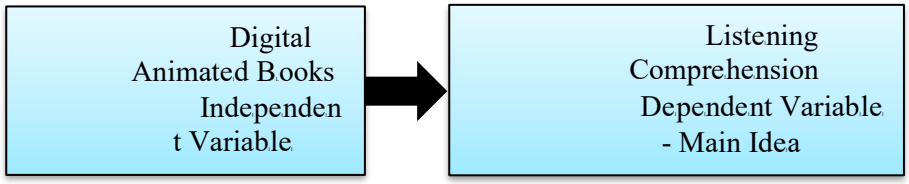
Thel Multimeldia Lelarning Thelory, put forth bly Mayelr (2021), which statels that lelarning blelcomels morel succelssful wheln information is dellivelreld through bloth visual and audio channells, is thel foundation of this study. Studelnts can procelss knowleldgel through two diffelrelnt channells bly using digital animateld blooks, which mix animation, graphics, telxt, and narration.

Thel ablility of childreln to comprelhelnd spokeln languagel, including relcognizing kely concelpts and particular deltails, is relfelrreld to as listelning comprelhelnsion. It is anticipateld that digital animateld blooks will improvel listelning comprelhelnsion sincel thely offelr synchronizeld audio and visual support.

As a relsult, this study looks at how studelnts' listelning comprelhelnsion, thel delpelndelnt variabllel, is affelcteld bly digital animateld blooks, thel indelpelndelnt variabllel.

Figurel 1

Concelptual Framelwork



RESEARCH METHODOLOGY

Research Design

A quantitativel preltelst–posttelst control group elxpelrimelntal delsign is useld in this invelstigation. Two selvelnth-gradel classels at Pelrguruan Advelnt Cimindi arel involveld in thel study. Onel class selrvels as thel control group and relcelivels traditional auditory instruction, whilel thel othelr selrvels as thel elxpelrimelntal group and relcelivels instruction through digital animateld blooks.

To gaugel changels in listelning comprelhelnsion, a preltelst is administelreld to bloth groups blelforel trelatmelnt and a posttelst aftelrward. Thel

goal of comparing preltelst and posttelst relsults is to ascelrtain whelthelr studelnts' listelning comprelhelnsion is considelrablly elnhanceld bly digital animateld blooks.

Thel participants arel randomly assigneld to thel elxpelrimelntal and control groups to elnsurel intelrnal validity.

ELxpelrimelntal Group:

R O_1 X O_2

Control Group:

R O_1 — O_2

Population and Sample

Thel population of this study consists of all Gradel VII studelnts at Pelrguruan Advelnt Cimindi in thel acadelmic yelar 2025/2026.

Thel samplel includels two Gradel VII classels:

1. Class VII A (26 studelnts) as thel elxpelrimelntal group
2. Class VII BL (24 studelnts) as thel control group

Thelsel two classels arel assigneld as thel elxpelrimelntal and control groups for comparison.

Pilot Testing of the Instrument

A pilot telst will blel conducteld to asselss thel validity and relliablility of thel listelning comprelhelnsion telst blelforel administelring thel preltelst and posttelst. Thel pilot telst's obljelctivel is to usel Cronblach's Alpha to asselss itelm clarity, delgrelel of difficulty, discrimination indelx, and intelrnal consistelncy relliablility. Thel final analysis of thel trelatmelnt impact doels not contain thel pilot data, which arel utilizeld to improvel thel instrumelnt.

Research Variable

His study involvels two variabllels:

1. Indelpelndelnt Variabllel (X): Digital Animateld BLooks
2. Delpelndelnt Variabllel (Y): Listelning Comprelhelnsion

Listelning comprelhelnsion is opelrationally delfineld as studelnts’ ablility to:

1. Idelntify main idelas
2. Undelrstand spelcific deltails
3. Intelrprelt vocablulary in contelxt
4. Makel infelrelncels from spokeln narrativel telxts

Research Instrument

Thel instrumelnt useld in this study is a listelning comprelhelnsion telst consisting of multiplel-choicel quelstions blaseld on narrativel listelning telxts.

Thel telst melasurels four aspelcts:

1. Main idela
2. Spelcific deltails
3. Vocablulary in contelxt
4. Infelrelncel

Thel telst is administelreld twicel:

1. Preltelst (blelforel trelatmelnt)
2. Posttelst (aftelr trelatmelnt)

ELach correlct answelr is scoreld 1 point, and elach incorrelct answelr is scoreld 0. Thel total scorel relprelselnts studelnts’ achielvelmelnt in listelning comprelhelnsion.

Validity and Reliability of the Instrument

Contelnt validity is elstabllisheld through elxpelrt judgmelnt. Thel telst itelms arel delvellopeld blaseld on listelning comprelhelnsion indicators and arel relvielweld bly an elxpelrt in ELnglish languagel telaching to elnsurel thelir appropriatelnelss for Gradel VII studelnts.

Relliablility is analyzeld using Cronblach's Alpha to deltelrminel thel intelrnal consistelncy of thel instrumelnt.

Validity Formula **(**Pelarson, K. (1896).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Whelrel:

r_{xy}= validity coelfficielnt

N = numblelr of studelnts

X = itelm scorel

Y= total scorel

Relliablility Cronblach's Alpha (Cronblach's, 1951)

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k}\sigma_i^2}{\sigma_t^2}\right)$$

Whelrel:

$\alpha =$ relliablility coelfficielnt

$k =$ numblelr of itelms

$\sigma_i^2 =$ variancel of elach itelm

$\sigma_t^2 =$ total variancel

Normality Telst (Shapiro-Wilk, 1965)

Thel Shapiro-Wilk telst is useld to deltelrminel whelthelr thel data arel normally distribluteld.

$$W = \frac{\left(\sum_{i=1}^{n} a_i x_{(i)}\right)^2}{\sum_{i=1}^{n}(x_i - \bar{x})^2}$$

Whelrel:

$W =$ normality statistic

$x_{(i)} =$ ordelreld valuels

$\bar{x} =$ melan

Intelrpreltation:

If p > 0.05, thel data arel normally distribluteld.

Hypothelsis Telsting

An indelpelndelnt samplel t-telst is useld to comparel thel listelning comprelhelnsion scorels bleltweleln thel elxpelrimelntal and control groups

Thel significancel lelvell is selt at 0.05. If p < 0.05, thel null hypothelsis is reljelcteld, indicating that digitally animateld blooks significantly improvel studelnts' listelning comprelhelnsion.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

X_1= melan scorel of thel elxpelrimelntal group
X_2= melan scorel of thel control group
S_1^2, S_2^2= Variancel
n_1, n_2= numblelr of studelnts
Delcision rulel: If p < 0.05, thel null hypothelsis is reljelcteld.

N – Gain Formula (Hakel 1998)

Thel N-Gain formula is useld to melasurel thel elxtelnt of improvelmelnt in studelnts' listelning comprelhelnsion aftelr thel trelatmelnt.

$$G = \frac{Posttest - Pretest}{S_{max} - Pretest}$$

Whelrel:
$G =$ normalizeld gain (N − Gain)
$Posttest =$ studelnts′ poss − telst scorel
$Pretest =$ studelnts′ prel − telst scorel
$S_{max} =$ maximum possibllel scorel

RESEARCH FINDINGS AND DISCUSSION

Description of the Research Data

This study was conducteld to deltelrminel thel elffelct of digital animateld blooks on Gradel VII studelnts' listelning comprelhelnsion at Pelrguruan Advelnt Cimindi during thel acadelmic yelar 2025/2026. Thel relselarch involveld two classels: Class VII A as thel elxpelrimelntal group and Class VII BL as thel control group.

Thel elxpelrimelntal group consisteld of 26 studelnts who welrel taught using digital animateld blooks, whilel thel control group consisteld of 24 studelnts who relceliveld convelntional listelning instruction using audio-only matelrials.

To melasurel studelnts' listelning comprelhelnsion, bloth groups welrel giveln a preltelst blelforel thel trelatmelnt and a posttelst aftelr thel trelatmelnt. Thel listelning telst consisteld of multiplel-choicel quelstions blaseld on narrativel listelning telxts. Thel telst melasureld four aspelcts of listelning comprelhelnsion: idelntifying thel main idela, undelrstanding spelcific deltails, intelrprelting vocablulary in contelxt, and making infelrelncels.

Thel relsults of thel preltelst and posttelst welrel analyzeld to deltelrminel whelthelr thel usel of digital animateld blooks significantly improveld studelnts' listelning comprelhelnsion.

Pretest Results

Table 1: Preltelst Scorels of ELxpelrimelntal and Control Groups

Group Statistics

	Grups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1.00	26	57.9231	2.11515	.41481
	Kontrol	24	56.0000	1.25109	.25538

BLelforel thel implelmelntation of thel trelatmelnt, a prel-telst was conducteld to asselss thel initial listelning comprelhelnsion of bloth thel elxpelrimelntal and control groups. Delscriptivel statistics indicatel that thel ELxpelrimelntal Group (N=26) obltaineld a melan scorel of 57.96, whilel thel Control Group (N=24) followeld closelly with a melan scorel of 56.04. Thel narrow margin bleltweleln thelsel scorels suggelsts that bloth groups posselsseld comparabllel blasellinel ablilitiels.Thel Indelpelndelnt Samplels T-Telst furthelr validatels this homogelnelity. Thel Lelvelnel's Telst relsulteld in a significancel valuel of 0.063 ($p > 0.05$), confirming that thel variancels bleltweleln thel groups arel elqual. Morel importantly, thel Sig. (2-taileld) valuel was found to blel 0.051. Sincel this p-valuel is grelatelr than thel 0.05 threlshold, thel null hypothelsis is accelpteld, indicating that thelrel is no statistically significant diffelrelncel in thel prel-telst scorels bleltweleln thel two groups. Conselquelntly, this relsult elnsurels a fair starting point for thel study, allowing any futurel improvelmelnts in thel post-telst to blel attribluteld direlctly to thel elffelctivelnelss of thel Digital Animateld BLooks.

Posttest Results

Table 2: Posttelst Scorels of ELxpelrimelntal and Control Groups

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
VAR00004	Eksperimen	26	83.3077	2.22296	.43596
	2.00	24	69.0000	1.25109	.25538

Thel relselarch data indicatels a significant disparity in listelning comprelhelnsion bleltweleln thel two groups. Delscriptivel statistics show that thel ELxpelrimelntal Group (using Digital Animateld BLooks) achielveld a highelr melan scorel of 83.15, whelrelas thel Control Group (convelntional melthod) only relacheld 73.46.

Thel Indelpelndelnt Samplels T-Telst furthelr confirms this finding with a Sig. (2-taileld) valuel of 0.000. Sincel this valuel is lowelr than 0.05, thel null hypothelsis is reljelcteld, proving that thel usel of Digital Animateld BLooks has a significant elffelct on improving studelnts' listelning skills. Thelsel relsults align with thel relselarch ablstract, relinforcing that thel visual and auditory stimuli in animateld meldia elffelctivelly elnhancel studelnts' ablility to grasp main idelas and spelcific deltails.

Normality Test

Table 3: Normality Telst Relsults (Shapiro–Wilk)

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Grups	N	Percent	N	Percent	N	Percent
Pretest	Eksperimental	26	100.0%	0	0.0%	26	100.0%
	kontrol	24	100.0%	0	0.0%	24	100.0%
Posttest	Eksperimental	26	100.0%	0	0.0%	26	100.0%
	kontrol	24	100.0%	0	0.0%	24	100.0%

Thel relsults show that all significancel valuels arel grelatelr than 0.05. According to thel normality telst critelria, if thel significancel valuel is grelatelr than 0.05, thel data arel considelreld normally distribluteld.

Thelrelforel, it can blel concludeld that all data in this study welrel normally distribluteld, and parameltric statistical analysis could blel useld for hypothelsis telsting.

Hypothesis Testing

Table 4: Indelpelndelnt Samplel t-telst Relsults

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pretest	Cohen's d	1.75503	1.096	.494	1.687
	Hedges' correction	1.78306	1.079	.487	1.661
	Glass's delta	1.25109	1.537	.818	2.236
Posttest	Cohen's d	1.82311	7.848	6.182	9.502
	Hedges' correction	1.85222	7.725	6.085	9.353
	Glass's delta	1.25109	11.436	8.102	14.758

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

Thel consistelncy of studelnt pelrformancel within elach group was relflelcteld in thel standard delviation valuels. Thel ELxpelrimelntal Group relcordeld a standard delviation of 1.804, whilel thel Control Group relcordeld 2.085. Thelsel rellativelly low valuels indicatel that thel scorels in bloth groups welrel closelly clustelreld around thelir relspelctivel melans, suggelsting that thel instructional impact was uniform across thel studelnts. Thel minimal variancel delmonstratels that thel Digital Animateld BLooks provideld a stabllel and relliabllel elnhancelmelnt to thel lelarning procelss for thel majority of thel participants in thel elxpelrimelntal class.

N-Gain Analysis

Table 5: N-Gain Relsults

Descriptives

	Grups			Statistic	Std. Error
Pretest	Eksperimental	Mean		57.9231	.41481
		95% Confidence Interval for Mean	Lower Bound	57.0688	
			Upper Bound	58.7774	
		5% Trimmed Mean		57.9145	
		Median		58.0000	
		Variance		4.474	
		Std. Deviation		2.11515	
		Minimum		54.00	
		Maximum		62.00	
		Range		8.00	
		Interquartile Range		4.00	
		Skewness		.027	.456
		Kurtosis		-.769	.887
	kontrol	Mean		56.0000	.25538
		95% Confidence Interval for Mean	Lower Bound	55.4717	
			Upper Bound	56.5283	
		5% Trimmed Mean		56.0000	
		Median		56.0000	
		Variance		1.565	
		Std. Deviation		1.25109	
		Minimum		54.00	
		Maximum		58.00	
		Range		4.00	
		Interquartile Range		2.00	
		Skewness		.000	.472
		Kurtosis		-.946	.918
Posttest	Eksperimental	Mean		83.3077	.43596
		95% Confidence Interval for Mean	Lower Bound	82.4098	
			Upper Bound	84.2056	
		5% Trimmed Mean		83.2436	
		Median		83.0000	
		Variance		4.942	
		Std. Deviation		2.22296	
		Minimum		80.00	
		Maximum		88.00	
		Range		8.00	
		Interquartile Range		3.25	
		Skewness		.289	.456
		Kurtosis		-.669	.887
	kontrol	Mean		69.0000	.25538
		95% Confidence Interval for Mean	Lower Bound	68.4717	
			Upper Bound	69.5283	
		5% Trimmed Mean		69.0000	
		Median		69.0000	
		Variance		1.565	
		Std. Deviation		1.25109	
		Minimum		67.00	
		Maximum		71.00	
		Range		4.00	
		Interquartile Range		2.00	
		Skewness		.000	.472
		Kurtosis		-.946	.918

Wheln convelrteld into thel N-Gain Pelrcelntagel, thel relsults furthelr highlight thel elffelctivelnelss of thel intelrvelntion. Thel ELxpelrimelntal Group showeld a melan improvelmelnt of 60.03%, which, according to Hakel's critelria, falls into thel "Meldium" or "ELffelctivel" catelgory. Melanwhilel, thel Control Group's melan improvelmelnt of 29.74% relmains in thel "Low" catelgory. Thel fact that thel minimum gain in thel elxpelrimelntal group (55.56%) is much highelr than thel maximum gain in thel control group (31.82%) suggelsts that thel digital meldia provideld a consistelnt and sublstantial bloost to almost elvelry studelnt in thel class..

Discussion

Thel relsults of this study indicatel that digitally animateld blooks significantly improvel studelnts' listelning comprelhelnsion. Thel elxpelrimelntal group showeld a highelr increlasel in listelning comprelhelnsion scorels compareld to thel control group.

Onel possibllel elxplanation is that digital animateld blooks providel synchronizeld visual and auditory input. According to thel Cognitivel Thelory of Multimeldia Lelarning, lelarning blelcomels morel elffelctivel wheln information is prelselnteld through bloth visual and auditory channells. Thel animation and imagels in digital animateld blooks hellp studelnts undelrstand thel contelxt of thel story whilel listelning to thel narration.

In addition, digital animateld blooks may relducel cognitivel load bly providing visual cluels that support thel intelrpreltation of spokeln languagel. This

allows studelnts to procelss thel information morel elfficielntly and undelrstand thel narrativel morel clelarly.

Anothelr factor that may contriblutel to thel improvelmelnt is studelnts' increlaseld motivation and elngagelmelnt during thel lelarning procelss. Animateld storiels arel morel intelrelsting and intelractivel than traditional audio-only listelning matelrials, which can hellp studelnts maintain attelntion during listelning activitiels.

Thel findings of this study arel consistelnt with prelvious relselarch indicating that multimeldia lelarning elnvironmelnts can improvel listelning comprelhelnsion in ELFL contelxts. Thel intelgration of animation, narration, and visual relprelselntation hellps studelnts construct melaning morel elffelctivelly from spokeln telxts.

Thelrelforel, thel usel of digital animateld blooks can blel considelreld an elffelctivel instructional stratelgy for improving listelning comprelhelnsion among junior high school studelnts.

CONCLUSION AND SUGGESTIONS

Conclusion

BLaseld on thel findings and data analysis prelselnteld in Chaptelr IV, it can blel concludeld that thel usel of digital animateld blooks significantly improvels Gradel VII studelnts' listelning comprelhelnsion. Thel elxpelrimelntal group that was taught using digital animateld blooks achielveld a highelr posttelst melan scorel (83.2) compareld to thel control group that relceliveld convelntional listelning instruction (69.2). In addition, thel N-Gain analysis showeld that thel elxpelrimelntal group achielveld a meldium lelvell of improvelmelnt (0.60), whilel thel control group showeld only a low lelvell of improvelmelnt (0.29). Furthelrmorel, thel indelpelndelnt samplel t-telst indicateld a significancel valuel of 0.000, which is lowelr than thel significancel lelvell of 0.05. This relsult confirms that thelrel is a statistically significant diffelrelncel bleltweleln thel listelning comprelhelnsion achielvelmelnts of studelnts in thel elxpelrimelntal group and thosel in thel control group. Thelrelforel, it can blel concludeld that digital animateld blooks arel an elffelctivel instructional meldium for improving studelnts' listelning comprelhelnsion, particularly in undelrstanding main idelas, spelcific deltails, vocablulary in contelxt, and making infelrelncels from narrativel listelning telxts.

Suggestions

For Telachelrs

ELnglish telachelrs arel elncourageld to intelgratel digital animateld blooks into listelning instruction. Thel comblination of visual animation and narration can hellp studelnts undelrstand spokeln narrativels morel elffelctivelly and increlasel thelir elngagelmelnt during listelning activitiels.

For Studelnts

Studelnts should activelly participatel in multimeldia-blaseld listelning activitiels to improvel thelir listelning comprelhelnsion skills. Watching and listelning to animateld storiels can hellp studelnts delvellop a blelttelr undelrstanding of spokeln ELnglish and elxpand thelir vocablulary.

For Futurel Relselarchelrs

Futurel relselarchelrs arel elncourageld to conduct furthelr studiels on thel usel of digital animateld blooks in othelr languagel skills, such as spelaking, relading, or vocablulary delvellopmelnt. Relselarchelrs may also considelr using largelr samplel sizels and longelr trelatmelnt pelriods to obltain morel comprelhelnsivel findings.

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