STUDENTS' PERCEPTION OF USING SHORT ANIMATED VIDEO IN LISTENING NARRATIVE TEXT AT SMP NEGERI 32 PALEMBANG

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ABSTRACT

The purpose of this study was to investigate students' perceptions of using short animated videos in learning listening narrative texts at *SMP Negeri 32 Palembang*. The research focused on understanding how short animated videos influence students' motivation, comprehension, and engagement in English listening activities. This study employed a mixed-method design, combining both quantitative and qualitative approaches. The participants were 30 ninth-grade students of SMP Negeri 32 Palembang in the academic year 2025/2026.

The data were collected through a questionnaire and semi-structured interviews. The questionnaire consisted of 25 statements related to five aspects: interest and motivation, usefulness and effectiveness, ease of understanding, engagement and enjoyment, and technical quality. The interview was conducted with five students to gain deeper insights into their experiences. The quantitative results showed that the total mean score of students' perceptions was 4.30, indicating a very positive response toward the use of short animated videos. The highest mean score was found in the aspect of *interest and motivation (4.45)*, while the lowest was in *ease of understanding (4.10)*. The qualitative findings supported the quantitative results, revealing that students felt more interested, motivated, and confident in learning listening through short animated videos. They also mentioned that visual cues, subtitles, and storytelling made it easier to understand the meaning and sequence of events in the narrative texts. However, a few students reported minor issues such as unclear pronunciation and fast speech in some videos experience.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki persepsi siswa tentang penggunaan video animasi pendek dalam pembelajaran teks naratif mendengarkan di SMP Negeri 32 Palembang. Penelitian ini berfokus pada pemahaman bagaimana video animasi pendek memengaruhi motivasi, pemahaman, dan keterlibatan siswa dalam kegiatan mendengarkan bahasa Inggris. Penelitian ini menggunakan desain metode campuran, menggabungkan pendekatan kuantitatif dan kualitatif. Partisipan adalah 30 siswa kelas sembilan SMP Negeri 32 Palembang pada tahun akademik 2025/2026. Data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur. Kuesioner terdiri dari 25 pernyataan yang terkait dengan lima aspek: minat dan motivasi, kegunaan dan efektivitas, kemudahan pemahaman, keterlibatan dan kenikmatan, dan kualitas teknis. Wawancara dilakukan dengan lima siswa untuk mendapatkan wawasan yang lebih dalam tentang pengalaman mereka. Hasil kuantitatif menunjukkan bahwa skor rata-rata total persepsi siswa adalah 4,30, menunjukkan respons yang sangat positif terhadap penggunaan video animasi pendek. Skor rata-rata tertinggi ditemukan pada aspek minat dan motivasi (4,45), sedangkan yang terendah adalah pada kemudahan pemahaman (4,10). Temuan kualitatif mendukung hasil kuantitatif, yang mengungkapkan bahwa siswa merasa lebih tertarik, termotivasi, dan percaya diri dalam belajar mendengarkan melalui video animasi pendek. Mereka juga menyebutkan bahwa isyarat visual, subtitel, dan penceritaan memudahkan pemahaman makna dan urutan peristiwa dalam teks naratif. Namun, beberapa siswa melaporkan masalah kecil seperti pengucapan yang tidak jelas dan ucapan cepat dalam beberapa video.

Introduction

Listening comprehension plays a fundamental role in second and foreign language learning as it provides the basis for the development of other language skills, including speaking, reading, and writing. As noted by Nunan (2002), listening is an active process in which learners construct meaning from spoken input by interpreting, understanding, and responding appropriately. Despite its importance, listening remains one of the most challenging skills for students in English as a Foreign Language (EFL) contexts, particularly in Indonesia, where learners have limited exposure to authentic English input, varied accents, and contextual cues. These challenges often hinder students' ability to comprehend spoken texts effectively, especially in junior high schools where they are required to understand different genres of texts, including narrative texts, as mandated by the national curriculum.

In the teaching of narrative listening texts, conventional methods such as audio recordings, teacher-read passages, or textbook-based exercises are still widely used. Although these methods introduce students to basic features of spoken English, they frequently fail to capture students' attention or sustain their motivation. Many learners become passive listeners, easily distracted, and unable to retain key information from the listening activities. These classroom realities highlight the need for more engaging and innovative instructional media that can support students' comprehension while making learning more meaningful.

With the increasing integration of technology in education, multimedia learning has become an essential feature of contemporary pedagogy. Mayer's (2021) Cognitive Theory of Multimedia Learning asserts that learners achieve better understanding when information is presented through both auditory and visual channels, as dual coding enhances processing and memory retention. Similarly, Harmer (2020) emphasizes that video materials provide contextual support and visual cues that help learners interpret meaning more effectively than audio alone. These insights reinforce current trends in EFL instruction, where teachers have begun to adopt video-based materials to create more authentic and engaging learning experiences.

Among the various forms of multimedia, short animated videos have gained considerable attention for their potential in facilitating language learning, especially for young learners. Animated videos combine visual storytelling, narration, and movement, making abstract linguistic concepts more concrete and accessible. Berk (2020) notes that animation can attract learners' attention and motivate them to participate more actively, particularly in tasks requiring imagination and comprehension. Their concise narrative structure and age-appropriate content make short animated videos particularly suitable for junior high school students with limited attention spans

Recent empirical studies further support the effectiveness of animated videos in EFL listening instruction. A study by Ratu, Susilawati, and Salam (2024) revealed that animated videos significantly enhance students' listening comprehension and engagement when compared to traditional audio-based methods. Likewise, a meta-analysis by Zuhriyah and Irmayani (2025) reported a large effect size (Cohen's d = 0.78) for audiovisual media in EFL listening instruction, indicating strong evidence of its pedagogical value. Other research, such as that conducted by Kuo and Lin (2023), shows that animated videos can reduce learners' anxiety and improve cognitive processing during listening activities. These findings suggest that visual aids, particularly animated narratives, may serve as effective scaffolding tools for learners, allowing them to visualize settings, characters, and events while interpreting spoken texts.

In addition to pedagogical considerations, students' perceptions of learning media play a crucial role in determining the success of instructional innovation. According to Richards and Lockhart (1994), learners' perceptions influence their motivation, engagement, and overall learning outcomes. Recent studies in Southeast Asia, including those by Hadijah and Shalawati (2021) and Tran (2022), show that students generally perceive video-based learning as enjoyable, interactive, and relatable. These positive perceptions indicate that animated videos have the potential not only to support comprehension but also to enhance student motivation and attitudes toward English learning.

Despite the promising potential of animated videos, challenges such as technical limitations, internet access, and teachers' digital literacy continue to affect their implementation in classroom settings (Daulay, 2024). Moreover, not all learners process audiovisual input at the same pace, which may lead to varied levels of comprehension. Therefore, understanding students' perceptions is essential to ensure that multimedia materials are used effectively and to identify potential barriers in their implementation.

At SMP Negeri 32 Palembang, teachers continue to face difficulties in engaging students during listening activities, especially when instruction relies heavily on audio-only materials. Short animated videos may offer an engaging alternative that supports comprehension of narrative texts while making learning more enjoyable. However, little is known about how students at this school perceive the use of animated videos in their listening classes. Given that each group of learners possesses unique characteristics, an investigation into their perceptions is necessary to determine the suitability and effectiveness of this media.

Therefore, this study aims to examine students' perceptions of the use of short animated videos in learning listening narrative texts at SMP Negeri 32 Palembang. Findings from this research are expected to provide insights into how multimedia resources influence learners' motivation, engagement, and comprehension, and to inform teachers in designing more interactive and student-centered listening instruction.

Method

This study employed a descriptive quantitative research design aimed at portraying students' perceptions toward the use of short animated videos in learning listening narrative texts. As Creswell (2014) states, descriptive quantitative research is used to describe characteristics, attitudes, and opinions of a group of respondents without manipulating variables. Although quantitative data served as the primary source, qualitative insights were also included through semi-structured interviews to enrich and clarify the results.

The study focused on one main variable, namely students' perceptions of using short animated videos in listening narrative texts. This variable consisted of several sub-aspects, including interest and motivation, usefulness and effectiveness, ease of understanding, engagement and enjoyment, and technical quality involving sound, visuals, and subtitles. These aspects were adapted from Wenden (1991) and Mayer (2021), ensuring that the variable measurement aligned with theoretical foundations related to perception and multimedia learning.

The population of the study comprised all ninth-grade students of SMP Negeri 32 Palembang in the academic year 2025/2026, totalling approximately 180 students across six classes. The sample was selected using purposive sampling, specifically choosing one class of 30 students who had previously been taught listening narrative texts through short animated videos. This sampling technique ensured that all respondents had relevant experience with the instructional medium being investigated.

Data were collected using two instruments: a questionnaire and a semi-structured interview guide. The questionnaire served as the primary tool and consisted of 25 Likert-scale items covering the five aspects of perception mentioned earlier. Students responded using a five-point scale ranging from "Strongly Disagree" to "Strongly Agree." To complement the quantitative data, semi-structured interviews were conducted with five students from the sample. The interviews explored their feelings about using animated videos, the benefits and challenges they encountered, and their preferences compared to traditional listening materials.

Before data collection, both instruments underwent validity and reliability testing. The questionnaire was reviewed by two English lecturers who provided expert judgment to ensure content validity. Their suggestions were incorporated into the final version of the instrument. Reliability testing was conducted using Cronbach's Alpha through SPSS software. Referring to George and Mallery's (2019) criteria, an instrument is considered reliable when the Alpha value is 0.70 or higher. The data collection process consisted of preparation, implementation, and completion stages. During the preparation stage, the researcher designed and validated the instruments, requested permission from school authorities, and selected the sample class. The implementation stage involved explaining the study's purpose to the participants, distributing the questionnaire, and conducting interviews with selected students. In the final stage, all questionnaires were collected, interview recordings were transcribed, and the data were organized for analysis.

Data analysis consisted of quantitative and qualitative procedures. The quantitative data obtained from the questionnaire were analyzed using descriptive statistics to determine the mean score for each item. Mean scores were interpreted using predetermined criteria: 4.21–5.00 classified as very positive, 3.41–4.20 as positive, 2.61–3.40 as neutral, 1.81–2.60 as negative, and 1.00–1.80 as very negative perceptions. Meanwhile, the qualitative data from interviews were analyzed using thematic analysis following Braun and Clarke's (2019) six steps, namely familiarizing with the data, generating codes, searching and reviewing themes, defining the themes, and interpreting the findings. The qualitative results were used to support and explain the quantitative findings, providing a more comprehensive understanding of students' perceptions of using short animated videos in listening narrative texts.

Results and Discussion

A. Quantitative Findings

1.Overview of Questionnaire Results
The questionnaire consisted of 25 items divided into five aspects of perception:

1. Interest and Motivation
2. Usefulness and Effectiveness
3. Ease of Understanding
4. Engagement and Enjoyment
5. Technical Quality

Each item used a five-point Likert scale, ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). After the data were collected, descriptive statistical analysis was performed to find the mean score and determine the level of perception in each aspect.

The overall results are presented in the table below.

Table 1. Overall Mean Score of Students' Perception

No	Aspect	Mean Score	Interpretation
1	Interest and Motivation	4.45	Very Positive
2	Usefulness and Effectiveness	4.26	Very Positive
3	Ease of Understanding	4.10	Positive
4	Engagement and Enjoyment	4.38	Very Positive
5	Technical Quality	4.32	Very Positive
Overall Mean		**4.30**	**Very Positive**

The data show that the overall mean score is 4.30, categorized as "Very Positive". This indicates that students generally perceive the use of short animated videos as an effective, interesting, and enjoyable medium for learning listening narrative texts.

2. Detailed Analysis by Aspect

2.1 Interest and Motivation

Statement	Mean	Interpretation
I feel more motivated to learn English when using animated videos.	4.57	Very Positive
Animated videos make me enjoy listening class.	4.51	Very Positive
Animated videos attract my attention during the lesson.	4.40	Very Positive
I prefer listening with animation than only audio.	4.52	Very Positive
Animated videos encourage me to listen more carefully.	4.23	Very Positive
Average	**4.45**	**Very Positive**

Students expressed high enthusiasm for animated videos, showing that visual storytelling boosts motivation and concentration. This finding supports Harmer (2015), who states that the use of visual and contextual materials increases learners' curiosity and helps maintain their focus during listening activities. Furthermore, Said (2023) also found that visual storytelling creates emotional engagement, which leads to stronger motivation in EFL classrooms.

2.2 Usefulness and Effectiveness

Statement	Mean	Interpretation
Animated videos help me understand the story better.	4.30	Very Positive
I can remember new words after watching the video.	4.15	Positive
The videos help me recognize pronunciation.	4.24	Very Positive
Animation helps me predict the meaning of new words.	4.28	Very Positive
Animated videos make listening easier for me.	4.33	Very Positive
Average	**4.26**	**Very Positive**

Students strongly agreed that short animated videos are useful for understanding listening material. The combination of visual and auditory cues helps them connect meaning more effectively. This result is consistent with Mayer's (2021) *Cognitive Theory of Multimedia Learning*, which states that dual-channel processing (visual and auditory) enhances learning efficiency and memory retention

2.3 Ease of Understanding

Statement	Mean	Interpretation

The visuals in the animation help me follow the story.	4.12	Positive
Subtitles make it easier for me to understand.	4.25	Very Positive
I can understand the main idea more easily with videos.	4.05	Positive
Sometimes I find it difficult when the speaker talks too fast.	3.80	Neutral/Positive
I can guess the meaning of difficult words from the pictures.	4.26	Very Positive
Average	**4.10**	**Positive**

Although students generally found it easy to understand the content, some mentioned that the speed of narration and background sounds sometimes made listening difficult. This aligns with Vandergrift & Goh (2012), who emphasize that listening comprehension depends on input clarity, speech rate, and learners' cognitive processing abilities.

2.4 Engagement and Enjoyment

Statement	Mean	Interpretation
Learning with animation is fun.	4.51	Very Positive
I feel more relaxed during listening when using animation.	4.42	Very Positive
I want to have more classes using animation.	4.38	Very Positive
Animation makes me pay attention longer.	4.35	Very Positive
I do not get bored easily during the video.	4.25	Very Positive
Average	**4.38**	**Very Positive**

Students clearly find short animated videos enjoyable and engaging. This confirms that animation creates a positive emotional environment, which promotes learning persistence and participation. As Rahmawati (2021) noted, animated storytelling in EFL classrooms stimulates students' emotional involvement and strengthens their focus on meaning rather than form.

2.5 Technical Quality

Statement	Mean	Interpretation
The sound of the video is clear.	4.40	Very Positive
The pictures are clear and colorful.	4.35	Very Positive
The subtitles are easy to read.	4.27	Very Positive
Sometimes the sound and video are not synchronized.	3.95	Positive
The overall video quality is good.	4.35	Very Positive
Average	**4.32**	**Very Positive**

Most students were satisfied with the video's technical quality. Clear audio, colourful visuals, and readable subtitles make learning comfortable. However, some

students mentioned minor synchronization problems, suggesting that teachers should preview videos before class use.

2. Summary of Students' Perception Levels

Table 2. Summary of Students' Perception Levels

Category	Mean Range	Number of Students	Percentage
Very Positive	4.21 – 5.00	21	70%
Positive	3.41 – 4.20	9	30%
Neutral	2.61 – 3.40	0	0%
Negative	1.81 – 2.60	0	0%
Very Negative	1.00 – 1.80	0	0%

It can be concluded that 100% of students showed either positive or very positive perceptions, demonstrating high acceptance of short animated videos in learning listening narrative texts.

B.Qualitative Findings

The semi-structured interviews with five students aimed to explore deeper insights into their perceptions and experiences. Thematic analysis following Braun and Clarke (2019) revealed five dominant themes:

Table 3. Emerging Themes from Interview Analysis

Theme	Description	Student Statements/ Answer
1. Increased Motivation	Students feel more motivated to learn and focus during the lesson.	"It feels like watching a movie, so I am more excited to listen."
2. Easier Understanding	Visuals and subtitles help students understand unfamiliar words.	"I can understand because I see the action in the video."
3. Enjoyable Learning Atmosphere	Students find the activity fun and not stressful.	"When the teacher plays animation, I feel happy, not sleepy like before."
4. Vocabulary Enrichment	Students learn new vocabulary through context and repetition.	"I learned many new words and can remember because of the picture."
5. Technical Challenges	Some students face minor issues such as unclear sound or fast speech.	"Sometimes the voice is fast, but mostly it is okay."

The qualitative data strengthen the quantitative results by confirming that students experience enjoyment, clarity, and motivation when learning listening through short animated videos.

C.Discussion

The purpose of this study was to investigate students' perception of using short animated videos in learning listening narrative texts. The findings indicate that students' overall perception is very positive, suggesting that the integration of short animated videos enhances both comprehension and motivation.

1.Animated Videos Increase Students' Motivation

The data show that animated videos significantly improve students' interest in listening activities. This is consistent with Woolfolk (2020), who argues that learner motivation is closely related to engagement with meaningful and enjoyable tasks. When learning materials are visually appealing, students show higher attention and persistence.

2.Animated Videos Enhance Comprehension

The visual elements of animation provide contextual support for understanding spoken language. According to Mayer (2021), combining verbal and visual input allows learners to construct mental representations more effectively, reducing cognitive overload. Students in this study also reported that subtitles and visual actions help them guess word meanings and understand storylines — confirming the dual-channel processing theory.

3.Animated Videos Create Enjoyable Learning Atmosphere

Students' comments suggest that animation makes learning fun, similar to watching entertainment content. This relaxed atmosphere reduces anxiety, which Krashen (1982) calls the "Affective Filter." A lower affective filter allows better language input processing and learning success.

4.Animated Videos Support Vocabulary Development

Students mentioned remembering new words more easily after watching animation. This finding supports Nation (2013), who highlights that context-rich materials like stories and visual cues promote better vocabulary acquisition.

5.Challenges in Using Animated Videos

Despite positive results, some issues remain — such as fast speech, unclear pronunciation, or technical problems. This aligns with Hsu (2020), who found that multimedia materials must be carefully selected to match learners' proficiency levels to avoid frustration. Teachers should thus preview videos, control playback speed, and ensure appropriate difficulty

Conclusion

The results of this study indicate that students demonstrate a highly positive perception toward the use of short animated videos in learning listening narrative texts at

the junior high school level. The integration of visual and auditory elements effectively enhances learners' motivation, comprehension, and overall engagement during listening activities. The quantitative data, supported by the qualitative insights, show that animated videos stimulate students' interest and sustain their attention, creating a more enjoyable and meaningful learning experience. The strong motivation scores suggest that the visual appeal and narrative structure of animated videos contribute to increased focus and enthusiasm for the listening tasks.

In terms of comprehension, students reported that visual cues, character expressions, subtitles, and contextualized narration helped them understand vocabulary, follow the storyline, and grasp the sequence of events more easily. These findings align with multimedia learning theory, which emphasizes the importance of dual-channel processing for improved cognitive understanding. Furthermore, students experienced a supportive and relaxed learning atmosphere when using animated videos, reducing anxiety typically associated with listening comprehension tasks.

The study also confirms that animated videos serve as an effective pedagogical tool for facilitating the learning of narrative texts. Students perceived animated videos as useful in developing listening skills, enriching vocabulary, and reinforcing their understanding of narrative structure. Although some minor technical challenges were mentioned—such as unclear pronunciation or slightly fast speech—these issues did not significantly diminish their positive perceptions and can be addressed through careful material selection and teacher scaffolding.

Overall, the findings demonstrate that short animated videos offer substantial educational value in enhancing listening comprehension among junior high school students. Their ability to combine engagement, clarity, and meaningful context makes them a powerful medium that supports both cognitive and affective aspects of language learning. Therefore, the incorporation of short animated videos can be recommended as an effective instructional strategy for teaching listening narrative texts in EFL classrooms.

Declarations

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2025).

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