

“EXPLORING VIDEO MEDIA’S IMPACT ON LISTENING COMPREHENSION ON FIFTH GRADE OF SD NEGERI 6 PALEMBANG”

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ABSTRACT

This research aimed to explore the impact of video media on the listening comprehension of fifth-grade students at SD Negeri 6 Palembang. The study was inspired by the fact that many students still struggle to understand spoken English when it is taught using traditional methods, especially audio-only materials. The researcher believes that using video media which provides both visual and auditory input can help students improve their listening skills more effectively and with greater interest. This study used a quantitative method involving two groups: the experimental group, which was taught using video media, and the control group, which received listening instruction through audio-only materials. The students who learned through video media were more engaged, more motivated, and better able to understand the content. Based on these findings, the researcher concludes that video media is an effective tool for teaching listening skills to young EFL learners. It is suggested that teachers use video materials more often in English lessons to make learning more enjoyable and successful.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dampak media video terhadap pemahaman mendengarkan siswa kelas lima di SD Negeri 6 Palembang. Studi ini terinspirasi oleh fakta bahwa banyak siswa masih kesulitan memahami bahasa Inggris lisan ketika diajarkan menggunakan metode tradisional, terutama materi yang hanya berupa audio. Peneliti percaya bahwa penggunaan media video yang menyediakan input visual dan auditori dapat membantu siswa meningkatkan keterampilan mendengarkan mereka secara lebih efektif dan dengan minat yang lebih besar. Penelitian ini menggunakan metode kuantitatif yang melibatkan dua kelompok: kelompok eksperimen, yang diajarkan menggunakan media video, dan kelompok kontrol, yang menerima pembelajaran mendengarkan melalui materi audio saja. Siswa yang belajar melalui media video lebih terlibat, lebih termotivasi, dan lebih mampu memahami konten. Berdasarkan temuan ini, peneliti menyimpulkan bahwa media video adalah alat yang efektif untuk mengajar keterampilan mendengarkan bagi peserta didik muda yang belajar bahasa Inggris sebagai bahasa asing (EFL). Disarankan agar guru lebih sering menggunakan materi video dalam pelajaran bahasa Inggris untuk membuat pembelajaran lebih menyenangkan dan berhasil.

INTRODUCTION

Listening comprehension is a fundamental skill in language learning, as it enables learners to process spoken language, construct meaning, and respond appropriately in conversations. It is considered the foundation of communication, as effective listening allows students to acquire vocabulary, understand grammar structures, and engage in meaningful interactions. According to Siegel, Kuteeva, & Siegel (2025), “listening comprehension plays a critical role in second language acquisition (SLA), influencing both spoken and written language development”. Despite its importance, many English as a Foreign Language (EFL) learners struggle with listening comprehension due to various linguistic and cognitive challenges. One of the primary difficulties in listening comprehension is processing speed. Native speakers often speak at a fast pace, using connected speech and contractions that make it difficult for learners to distinguish individual words. Zhou & Rose (2024) found that “EFL learners experience significant difficulties when processing fast and unfamiliar speech, leading to misunderstandings and reduced comprehension”.

Additionally, different accents and pronunciation variations further complicate the listening process, as learners are often trained in standardized English rather than the diverse accents they encounter in real-world interactions. Another major challenge is vocabulary limitations. Many learners struggle to understand spoken English because they lack exposure to a wide range of words and expressions used in natural speech. Rahman & Jamila (2024) explain that “listening comprehension is closely tied to lexical knowledge, and students with limited vocabulary often find it difficult to grasp the overall meaning of spoken discourse”. This highlights the need for instructional methods that provide contextualized vocabulary exposure to improve listening skills. Listening comprehension also requires effective cognitive processing. According to Mekheimer & Fageeh (2025), “students rely on working memory to retain spoken information, but when cognitive load is high, their ability to process and recall information decreases”. This means that students must balance understanding meaning, predicting content, and remembering details simultaneously, which can be overwhelming.

On the other hand, audio-based methods of teaching listening often fail to replicate real-world communication. In many classrooms, listening exercises involve audio method without visual support, making it harder for students to interpret meaning. Ginther (2002) states that “listening comprehension is not just about processing audio input; visual cues such as facial expressions and gestures significantly contribute to understanding spoken language”. This has led educators to explore alternative instructional strategies, such as video-based learning, to enhance listening comprehension. Video media has gained recognition as a valuable tool for improving listening skills. Unlike audio-only exercises, videos provide both auditory and visual input, allowing students to connect spoken words with body language, facial expressions, and contextual settings. Jácome Bernal & Vera Sarmiento (2024) found that “students who engaged with video-based instruction demonstrated higher levels of listening comprehension compared to those who relied solely on audio materials”. Beyond comprehension, video media also increases student motivation and engagement. Audio listening exercises can feel monotonous and passive, leading to decreased attention.

Moreover, video-based learning helps students develop cultural awareness. Many videos expose learners to real-world conversations, diverse speaking styles, and different social contexts, which are essential for understanding authentic language use. Nabila & Niwanto (2022) emphasize that “exposure to real-life language through video-based instruction significantly impacts students’ ability to understand spoken English in various situations”. Despite its advantages, the use of video media in language learning comes with challenges. Sattar et al. (2025) report that “technical issues, such as poor internet connectivity and lack of access to quality video content, can hinder the effectiveness of video-based instruction”. Additionally, some students may become over-reliant on subtitles, which can reduce their ability to develop independent listening skills. To address these challenges, educators must carefully select appropriate video materials and implement structured learning activities. Kim & Pilcher (2016) argue that “videos should be integrated with guided listening exercises, pre-viewing discussions, and post-viewing comprehension tasks to maximize learning outcomes”. Rubin (1994) also suggests that “teachers should encourage active listening strategies, such as note-taking and summarization, to help students process video content more effectively”.

Given the increasing role of digital media in education, it is essential to explore how video media can be effectively integrated into EFL classrooms. This study aims to examine the impact of video-based instruction on listening comprehension among students at SD Negeri 6 Palembang. By comparing students who learn with video media and those who use audio listening exercises, this research will determine whether video-based learning leads to better listening comprehension outcomes

2.1 The Role of Video Media in Language Learning

Video media has become a powerful educational tool for teaching listening skills. Jácome Bernal & Vera Sarmiento (2024) found that "videos are an effective technological aid in English as a foreign language (EFL) classroom, particularly for improving listening skills". Unlike audio-only methods, videos integrate visual and auditory elements, which help learners process spoken language more effectively. Research shows that video-based learning impacts listening comprehension. Rahman & Jamila (2024) explain that "video enhances understanding by providing visual cues such as facial expressions, body language, and environmental context".

Additionally, video-based learning increases student motivation. Akram & Li (2024) argue that "videos contribute to student motivation, vocabulary acquisition, and better engagement during language lessons". This suggests that video media not only improves comprehension but also encourages students to stay engaged in the learning process.

2.2 Advantages of Video Media for Listening Comprehension

Video media offers several advantages for enhancing students' listening comprehension, particularly in English as a Foreign Language (EFL) classroom. Unlike audio-only materials, video integrates both auditory and visual elements, creating a more engaging and context-rich learning environment. Visual cues such as facial expressions, gestures, body language, and environmental context support learners in interpreting spoken language more effectively.

2.3.1 Provides Visual Context

Listening comprehension is often challenging for language learners due to fast speech, accent variations, and unfamiliar vocabulary. Video media helps overcome these difficulties by providing visual context, which allows students to interpret meaning beyond just the spoken words. When learners watch videos, they can use facial expressions, gestures, and scene context to understand spoken language, even when they do not recognize every word. Studies have shown that visual cues significantly enhance comprehension. Rahman & Jamila (2024) found that "students who watched video-based lessons were better able to infer meaning from non-verbal cues, which reduced their reliance on direct translation and increased their ability to process spoken English naturally." This aligns with Mekheimer & Fageeh (2025), who argue that "multimodal learning, where auditory and visual inputs are combined, reduces cognitive load and allows learners to retain information more effectively." Moreover, video media helps students understand cultural and contextual aspects of communication. Nabila & Niwanto (2022) explain that "exposure to real-life language situations through video improves learners' ability to interpret meaning through context, body language, and social interactions." This suggests that visual support is not only beneficial for language decoding but also for understanding implicit meanings, such as sarcasm, humor, and emotional tone. By integrating visual and auditory elements, video-based learning ensures that students engage more deeply with the material and develop stronger listening comprehension skills.

2.3.2 Exposes Students to Authentic Language

Yazdankulova & Andersan (2025) state that "video media exposes learners to natural speech patterns, including intonation, accent variations, and speed differences". One of the biggest challenges for EFL learners is understanding natural spoken English, which often differs from the scripted dialogues used in textbooks and audio listening exercises. Yazdankulova & Andersan (2025) state that "video media exposes learners to natural speech patterns, including intonation, accent variations, and speed differences." This exposure is essential because, in real-world communication,

speakers use reductions, contractions, and informal expressions that are rarely found in classroom materials. Research shows that authentic language exposure improves listening comprehension by familiarizing learners with different accents, tones, and conversational speeds. Rahman & Jamila (2024) found that "students who regularly engaged with video-based lessons adapted more quickly to different English accents, demonstrating improved comprehension in real-life listening tasks". Similarly, Nabila & Niwanto (2022) argue that "authentic speech input helps learners build confidence in listening and responding appropriately in diverse conversational settings".

Additionally, video media provides learners with real-life cultural and social contexts. This is especially beneficial for learners who plan to use English in international settings, where they may encounter a variety of native and non-native English accents. Furthermore, exposure to authentic language improves listening fluency and automaticity. Mekheimer & Fageeh (2025) explain that "students who listen to naturally spoken language in videos develop a stronger ability to process speech in real time, reducing their dependency on translation". This means that video-based learning helps students transition from word-by-word listening to understanding whole phrases and sentences in context. By integrating authentic speech patterns and real-world communication, video media makes listening comprehension more practical, engaging, and effective. It prepares learners to interact confidently in academic, professional, and everyday conversations, reinforcing the importance of using multimedia tools in language education.

- a. Impacts Retention and Recall, Akram & Abdelrady (2023) found that "students retain information better when learning through video-based content compared to audio-only lessons".
- b. Encourages Active Engagement, Al-Ghazu & Bani Abdelrahman (2024) conducted a study on YouTube-based learning and found that "students were more engaged and showed higher motivation when using video lessons".

2.3.3 Impacts Retention and Recall

Research suggests that video media impacts students' ability to retain and recall information better than audio-only methods. This advantage is closely related to how the brain processes and stores multimodal content. When learners are exposed to both verbal and visual input simultaneously, it creates stronger neural connections that help in storing vocabulary and meaning in long-term memory. According to Akram & Abdelrady (2023), "students retain information better when learning through video-based content compared to audio-only lessons." The visual repetition in videos, such as recurring gestures, object visuals, or facial expressions, reinforces the spoken message. This reinforcement allows students to build stronger associations between words and their meanings.

Furthermore, Paivio's Dual Coding Theory supports this view by suggesting that encoding information in both verbal and non-verbal formats enhances memory retention. When learners form visual and auditory representations simultaneously, they are more likely to recall the information accurately, especially during comprehension tasks. The dynamic nature of video content makes it easier for learners to re-watch and review key points, which aids in rehearsal and memory strengthening. Unlike traditional classroom activities that may be fleeting, video lessons can be paused, replayed, and slowed down to match the learner's pace. This flexibility encourages students to revisit complex vocabulary or unfamiliar expressions until they are fully understood and retained.

Additionally, video-based learning also contributes to stronger mental imagery, which is a well-established strategy for vocabulary acquisition. When students see a character drinking water while hearing the phrase "She is drinking water," they create a mental image that binds the phrase to the action. This image stays in memory longer than a definition alone would. Studies show that learners who engage in mental visualization during language activities perform better in both vocabulary tests and real-life listening situations. Bravo et al. (2011) stated "Audiovisual contents promote dynamism in classes, helping subjects' comprehension, making contents more attractive and reducing absenteeism in classrooms, because many students prefer short videos rather than long paragraphs written in response to particular questions." Moreover, students with different learning styles benefit from the multimodal format. Visual learners gain from seeing context and images, while auditory learners benefit from hearing native pronunciation and intonation. This broadens the range of students who can retain new vocabulary effectively.

In diverse classrooms, this approach ensures that more students have access to tools that match their cognitive strengths, leading to better retention across varying ability levels.

2.3.4 Encourages Active Engagement

Another key benefit of using video media is its ability to keep students engaged during the learning process. Engagement is essential in language learning because it affects attention, participation, and willingness to practice. Al-Ghazu & Bani Abdelrahman (2024) found that “students were more engaged and showed higher motivation when using video lessons.”. In a typical classroom using only audio recordings, students may passively listen without interaction. In contrast, videos demand active observation, interpretation of visuals, and anticipation of dialogue. This leads to improved concentration and stronger emotional involvement with the material. When students enjoy the learning process, they tend to stay focused and put in more effort, which contributes to better learning outcomes.

Moreover, engaged students are more likely to ask questions, participate in follow-up activities, and retain vocabulary and sentence structures. Teachers who use video in class often observe that students become curious about the setting, characters, and storyline, which opens opportunities for natural language use and discussion. Increased engagement also reduces behavioral problems and distractions during listening sessions. When learners are deeply focused on an interesting video, they are less likely to engage in off-task behavior. This creates a more conducive learning environment, especially in large or mixed-ability classrooms. Teachers report that video lessons foster a sense of classroom excitement and anticipation, encouraging students to participate more fully. Additionally, video media supports the development of emotional connections with the content. When learners see characters expressing emotions such as happiness, surprise, or sadness, they relate to the story and become emotionally involved. This emotional engagement supports memory and understanding. Research has shown that emotionally connected learners perform better in comprehension and vocabulary retention.

Furthermore, video content often includes storytelling, humor, or dramatic situations that naturally stimulate students’ curiosity. This encourages learners to pay attention to details, anticipate outcomes, and make predictions all of which are important cognitive processes in language comprehension. Teachers can build on this engagement by

designing creative tasks such as role-plays or script completion, making students active participants in the learning process.

2.4 Theories of Learning Related to Video Media

The effectiveness of video media in enhancing listening comprehension and vocabulary mastery can be understood through several well-established learning theories. These theories provide a cognitive and pedagogical foundation that explains why video-based instruction is beneficial, especially in EFL (English as a Foreign Language) settings.

2.4.1 Cognitive Theory of Multimedia Learning (Mayer, 2001)

Richard Mayer's Cognitive Theory of Multimedia Learning posits that individuals learn more effectively when information is presented through both visual and auditory channels. According to this theory, learners process information through two separate pathways verbal (spoken or written words) and visual (images, animations, or videos). When both channels are engaged simultaneously and coherently, students are more likely to integrate and retain new information.

2.4.2 Dual Coding Theory (Paivio, 1986)

Allan Paivio's Dual Coding Theory suggests that cognitive processing involves two systems: a verbal system for language and a non-verbal system for imagery. When information is encoded both verbally and visually, it forms multiple representations in memory, making it easier to recall. Video media naturally supports this dual coding process. Learners not only hear the vocabulary used in context but also see visual representations of the words objects, actions, people, or scenarios which strengthen memory through dual encoding. A study was done by Mayer and Sims (1994) involved two experiments to see how students with different spatial abilities (high and low) learn from animations combined with narration. In both experiments, students were divided into two groups: one group watched an animation while listening to the explanation at the same time (concurrent group), while the other group watched the animation first and then listened to the explanation separately (successive group). The topics of the animations were a bicycle tire pump and the human respiratory system.

The goal was to find out which learning method helped students better apply what they learned to new problem-solving situations (called transfer problems).

The results showed that students who received the animation and narration at the same time (concurrent group) performed better in solving new problems compared to those who received them separately (successive group). However, this advantage called the "contiguity effect" was most noticeable among students with high spatial ability. These students could more effectively connect the visuals and words in their minds, allowing them to understand and apply the information more creatively. In contrast, students with low spatial ability did not benefit as much from receiving the information at the same time. This finding supports the dual-coding theory, which suggests that people learn better when they can form strong mental links between visual and verbal information. High-spatial ability learners can manage their mental resources better and use them to connect what they see and hear at the same time. On the other hand, low-spatial ability learners need to use more effort just to understand the visual content, so they have fewer resources left to make connections between what they see and hear. As a result, the way information is presented affects learners differently depending on their individual spatial skills.

2.4.3 Multimodal Learning Theory

Multimodal learning theory builds on the idea that learners absorb information better when multiple sensory modes are engaged during the learning process. In the context of language learning, integrating listening with visual input helps learners decode meaning more accurately, especially when dealing with unfamiliar vocabulary or accents. Massaro (2012) "This type of learning is traditionally emphasized for children with learning challenges and can include a variety of visual inputs in addition to text. Some examples include pictures, art, film, video, and graphic organizers."

METHOD

Respondents

The population of this study consisted of all fifth-grade students at SD Negeri 6 Palembang for the 2023/2024 academic year, totaling 59 students. Using a purposive sampling technique, two intact classes were selected as the sample. Class 5A (20 students) was assigned as the experimental group, and Class 5B (20 students) served as the control group. The sample was selected based on similar academic backgrounds and prior exposure to the English curriculum to minimize confounding variables.

Instruments

The primary instrument was a listening comprehension test consisting of 15 short listening sections with fill-in-the-blank items, totaling 60 items. The test items were designed to measure accuracy, vocabulary recognition, and inference skills. To ensure validity and reliability, the instrument was piloted and evaluated to reflect the students' proficiency level as fifth-grade EFL learners.

Procedures

The research was conducted over 14 instructional meetings, with each session lasting 45 minutes. The teaching procedure followed a three-stage framework:

Pre-Listening Stage: The teacher introduced the topic, activated prior knowledge through pictures or gestures, and conducted prediction activities.

While-Listening Stage: The experimental group watched videos from educational platforms, while the control group listened to audio-only recordings of the same content. Both groups completed identical fill-in-the-blank worksheets. In the experimental group, students utilized visual cues (facial expressions and body language) to interpret meaning, whereas the control group relied solely on auditory processing.

Post-Listening Stage: Students participated in follow-up discussions, role-plays, or summarization tasks to reinforce the vocabulary and grammar structures encountered.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics via SPSS (Statistical Package for the Social Sciences). Descriptive statistics, including mean and standard deviation, were used to summarize overall student performance. A paired sample t-test was subsequently applied to determine whether the differences between pre-test and post-test scores within and between the groups were statistically significant at a 0.05 significance level.

RESULT AND DISCUSSION

4.1.1.1 THE RESULTS OF THE EXPERIMENTAL GROUP

The table below titled “Score Distribution in the Experimental Group” shows the categorized vocabulary scores of 20 students who received video-based learning interventions. The score intervals and performance categories follow the same standard as used in the control group: Failed (0–40), Poor (41–55), Average (56–70), Good (71–85), and Excellent (86–100). Frequencies and percentages are provided for both pretest and posttest data.

TABLE 4.1
SCORE DISTRIBUTION IN THE EXPERIMENTAL GROUP

Score Interval	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
0–40	Failed	8	40%	2	10%
41–55	Poor	9	45%	5	25%
56–70	Average	0	0	2	10%
71–85	Good	2	10%	3	15%
86–100	Excellent	1	5%	8	40%
Total		20	100%	20	100%

In the pretest, the majority of students demonstrated a low level of vocabulary proficiency. Specifically, 8 out of 20 students, or 40%, were classified as Failed, showing significant difficulties in vocabulary comprehension and use. Additionally, 9 students (45%) fell into the Poor category, suggesting only minimal command of vocabulary. These two categories combined accounted for 85% of the group, indicating that most students were at risk of academic underperformance without appropriate intervention. Only 2 students (10%) performed at the good level, while just 1 student (5%) reached the Excellent category. Notably, no students were categorized as Average, highlighting a polarizing distribution in which students either performed poorly or marginally well.

Following the implementation of video-based instruction, the posttest scores revealed a substantial improvement in student performance. The number of students in the Failed category dropped significantly from 8 to 2, reducing the proportion from 40% to 10%. This suggests that the intervention had a powerful remedial effect for the lowest-performing students. Likewise, the Poor category decreased from 45% to 25%, showing that many of those who were previously struggling improved enough to leave this lower category. The Average category, which had previously been unoccupied, now included 2 students (10%), indicating moderate progress among some learners. The Good category increased from 10% to 15%, while the Excellent category experienced the most dramatic

change, increasing from only 1 student (5%) to 8 students (40%). This jump reflects a remarkable transformation in high-achieving performance, where nearly half of the class reached a superior level of vocabulary proficiency after receiving the treatment.

These shifts in performance categories provide compelling evidence of the positive impact of video media on vocabulary learning. The movement of students from the lower to the higher categories, especially from Failed to Excellent, highlights the instructional power of visual and auditory input. Video media enables students to experience vocabulary in context, hear correct pronunciation, and engage with language through dynamic, real-world examples. These benefits align closely with Mayer's Cognitive Theory of Multimedia Learning (2001), which emphasizes that meaningful learning occurs when verbal and visual information are presented together. The use of video activates both channels of the brain's information processing system, leading to improved understanding and retention.

Furthermore, the results also support Paivio's Dual Coding Theory, which suggests that information encoded both visually and verbally is more easily recalled. Video-based instruction offers this dual modality, allowing learners to form mental images that correspond to the vocabulary words they are learning. This is particularly beneficial for young or lower-proficiency learners who struggle with abstract concepts or rote memorization. The significant growth in the Excellent category shows that the multimedia format did not only support low-achieving students but also allowed capable learners to excel further.

Overall, the score distribution of the experimental group illustrates that video media is not merely a supplementary tool but an effective core strategy for teaching vocabulary. It fosters improvement across all performance levels, reduces the number of students in the lowest categories, and dramatically increases those achieving mastery. These results demonstrate that integrating multimedia content into the learning process can lead to real and meaningful gains in language development, especially for fifth-grade students at the elementary school level.

4.1.1.2 THE RESULTS OF THE CONTROL GROUP GROUP

The table below “Score Distribution in the Control Group” illustrates the classification of student vocabulary scores based on the results of both the pretest and posttest, administered before and after the implementation of instruction using audio based teaching methods. The scores are grouped the same way in the experimental score distribution table, Failed (0–40), Poor (41–55), Average (56–70), Good (71–85), and Excellent (86–100). Each category presents the number and percentage of students whose scores fall within the respective interval. This table serves to assess the extent of vocabulary improvement or lack thereof among students who did not receive multimedia-based instruction

TABLE 4.2
SCORE DISTRIBUTION IN THE CONTROL GROUP

Score Interval	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
0 – 40	Failed	11	55%	12	60%
41 – 55	Poor	1	5%	0	0%
56 – 70	Average	4	20%	2	10%
71 – 85	Good	2	10%	3	15%
86 – 100	Excellent	2	10%	3	15%
Total		20	100%	20	100%

The pretest results reveal that most students in the control group were performing at a low level in vocabulary mastery. Out of 20 students, 11 students (55%) were classified in the Failed category. This indicates that more than half of the participants scored below the minimum standard required to demonstrate basic vocabulary understanding. A further 1 student (5%) fell into the Poor category, suggesting that 60% of the class had significant difficulty recalling or applying basic English vocabulary. Four students (20%) were grouped into the Average category, reflecting a somewhat competent but still limited level

of vocabulary proficiency. Only 2 students (10%) attained Good status, and a similarly small number, 2 students (10%) reached the Excellent category. This distribution shows that prior to instruction, the majority of students struggled to grasp the vocabulary content effectively, with only a small fraction performing at or above a satisfactory level.

In the posttest, the distribution of scores underwent some changes, although the overall pattern remained similar. The number of students in the Failed category actually increased slightly from 11 to 12 students (60%). This suggests that at least one student regressed in performance or that the instruction did not adequately support improvement for those already struggling. The Poor category was eliminated entirely, as no students were recorded within the 41–55 score range. This might indicate that students in that range either improved slightly to reach Average or higher, or declined into the Failed category. The Average category decreased from 4 students to 2 students (10%), showing that only a small group achieved modest gains. On the other hand, there were slight increases in the Good and Excellent categories, with each increasing from 2 to 3 students (15%). These gains are minor but noteworthy, especially in the absence of multimedia support.

Despite these changes, the overall pattern of score distribution remained largely skewed toward the lower performance levels. A combined total of 85% of the students were categorized as Failed, Poor, or Average in the pretest. After audio-based instruction, this number remained high, with 12 students (60%) still categorized as Failed and only 25% reaching the top two levels of performance. The fact that only 15% of students reached the Excellent category even after instruction further supports the notion that conventional methods may not provide the engagement or contextual richness needed for significant vocabulary improvement in young learners.

The limited improvement in the control group can be interpreted through the lens of instructional design and learner engagement. Audio based teaching methods, such as lecture-based vocabulary lists, textbook drills, and dictionary memorization, may not sufficiently stimulate interest or aid in long-term retention especially for visual or kinesthetic learners. In contrast to the experimental group, which benefitted from video media, students in the control group were likely exposed to a more passive and less interactive learning experience. The small gains seen in the Good and Excellent categories

may have been the result of independent study, natural aptitude, or prior exposure, rather than the direct result of the teaching approach used.

From a pedagogical perspective, these findings suggest that while audio based instruction can yield minimal improvement for some students, it is generally insufficient in addressing the needs of lower-achieving learners. The slight increase in students at the higher performance bands does not compensate for the stagnation or decline of those in the lower bands. Furthermore, the rise in the Failed category from pretest to posttest points to a potential disengagement or lack of support for struggling students, highlighting the need for instructional innovation.

In conclusion, the score distribution in the control group reflects the limited effectiveness of audio-based instruction. Although a small number of students improved, the majority did not experience meaningful gains, and some may have even regressed. Compared with the experimental group, which showed dramatic increases in performance following video-based instruction, the control group's results reinforce the value of integrating multimedia elements into vocabulary teaching. The data underscores the necessity of adopting more engaging, interactive, and visually enriched strategies to support vocabulary acquisition in elementary education settings.

CONCLUSION

This study was conducted to investigate the effectiveness of using video media in enhancing students' listening comprehension and vocabulary mastery in an English as a Foreign Language (EFL) classroom, specifically among fifth-grade students at SD Negeri 149 Palembang. The results provide strong empirical support for the positive impact of video-based instruction. From the findings in Chapter IV, it was evident that the experimental group, which received video-based instruction, demonstrated a substantial improvement in their vocabulary scores. The shift in performance from lower to higher categories, especially the significant increase in the number of students categorized as "Excellent", clearly indicates the effectiveness of video media as a teaching tool. On the contrary, the control group, which was taught using conventional audio-only methods, showed minimal or statistically insignificant improvement. This contrast highlights the

superiority of video media in facilitating vocabulary acquisition and listening comprehension among young learners.

Furthermore, the success of video media in this study is supported by several learning theories. According to Mayer's Cognitive Theory of Multimedia Learning, students learn more deeply when they receive information through both visual and auditory channels.

This dual-channel input reduces cognitive overload and allows learners to form stronger mental connections. Similarly, Paivio's Dual Coding Theory asserts that information presented both visually and verbally is easier to recall and understand. These theories help explain why students exposed to videos performed significantly better than those who relied solely on auditory information. Video media enhances the authenticity of the language learning experience. Unlike traditional audio method, videos offer rich visual context such as facial expressions, gestures, and real-life environments, which help students interpret meaning more intuitively. This aligns with the real-world nature of communication, where listeners often rely on both spoken words and visual cues to understand the speaker's intent. For young EFL learners, especially those with limited vocabulary and grammar knowledge, visual support bridges the gap between unfamiliar language and meaningful comprehension.

On the other hand, motivation also played an important role in this study. Students in the experimental group showed increased interest, enthusiasm, and engagement during the lessons. The use of colorful, dynamic, and context-rich video content made the learning process more enjoyable and interactive. This finding is consistent with Akram and Li (2024), who reported that students exposed to video-based learning tend to be more motivated and actively involved in classroom activities. Enhanced motivation, in turn, contributes to better focus, higher retention, and a more positive attitude toward learning English.

In conclusion, the data from this research strongly supports the hypothesis that the use of video media significantly impacts students' listening comprehension and vocabulary mastery. The combination of visual and auditory elements in video-based instruction not only aids understanding but also increases retention, engagement, and confidence. This method proves to be especially beneficial for young learners in elementary school settings,

where visual stimulation plays a critical role in maintaining attention and supporting cognitive development

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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 (2026)