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The Efficacy of Interactive Video Media to Fostering EFL Students' Listening Comprehension

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Abstract

This study aimed to investigate the efficacy of interactive video media in fostering EFL students' listening comprehension. Listening is one of the essential skills in learning English; however, many students experience difficulties in understanding spoken English due to limited vocabulary, lack of context, and low learning motivation. Therefore, the use of interactive video media was implemented to support students' listening comprehension. This study employed a quantitative experimental research design involving two classes: an experimental class and a control class. Both classes were given a pre-test and a post-test to measure students' listening comprehension before and after the treatment. The experimental class was taught using interactive video media, while the control class received conventional teaching methods. In addition, a questionnaire was distributed to collect students' perceptions toward the use of interactive video media in learning listening. The results showed that students' listening comprehension improved after the treatment. The experimental class mean score increased from 60 in the pre-test to 85 in the post-test, while the control class improved from 60 to 87. The independent samples t-test showed a significance value of 0.002, which indicates a statistically significant difference between the two groups. Furthermore, the questionnaire results revealed that most students responded positively to the use of interactive video media. In conclusion, interactive video media is an effective and engaging tool to support students' listening comprehension in EFL learning.

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1. Introduction

In recent decades, the rapid development of Information and Communication Technology (ICT) has significantly influenced the field of education. The integration of digital technology into classroom instruction has created new opportunities for teachers to design more interactive, engaging, and meaningful learning experiences (Al Rahmi et. al., 2022). In English as a Foreign Language (EFL) context, technology provides access to a wide range of authentic materials such as videos, online platforms, and multimedia resources that support the development of language skills. These technological tools enable learners to experience real-life language use and enhance the effectiveness of language learning, particularly in listening instruction.

Listening comprehension is one of the fundamental skills in language learning. It plays a crucial role in the development of other language skills, including speaking, reading, and writing. Through listening activities, learners are exposed to authentic language input, including vocabulary, pronunciation, grammar, and natural speech patterns used in everyday communication (Gilakjani, 2016). According to Sulistyowati (2019), listening is not merely a passive activity but a complex cognitive process that requires learners to interpret, analyze, and construct meaning from spoken input. Therefore, effective listening instruction is essential in helping students develop communicative competence in English.

Despite its importance, listening comprehension is often considered one of the most challenging skills for EFL learners. Many students experience difficulties when trying to understand spoken English due to several factors, such as unfamiliar accents, rapid speech, limited vocabulary, and reduced forms commonly used in natural communication. In addition, many EFL classrooms still rely on conventional listening activities that use audio recordings or scripted dialogues with limited contextual support. Such traditional methods may fail to capture students' interest and often do not reflect authentic communication situations. As a result, students may lose motivation and struggle to comprehend listening materials effectively (Tran et. al., 2024).

To address these challenges, educators have increasingly incorporated multimedia-based learning media into language instruction. One of the most widely used forms of multimedia in language learning is video. Video media integrates auditory and visual elements, allowing learners to receive spoken language input along with visual context such as facial expressions, gestures, and situational background. These visual cues help learners interpret meaning more effectively and support comprehension of spoken language. In addition, video materials often present language in authentic contexts, which helps learners understand how English is used in real-life situations.

With the advancement of digital learning technologies, interactive video media has emerged as an innovative instructional tool in language education. Unlike traditional video materials that require learners to passively watch and listen, interactive video media allows students to actively engage with the content through features such as embedded questions, subtitles, playback control, and task-based activities. These features encourage learners to interact with the learning materials, monitor their understanding, and participate more actively in the listening process. Consequently, interactive video media has the potential to enhance both students' engagement and comprehension during listening activities.

Previous studies have reported positive impacts of video-based instruction on students' listening comprehension and learning motivation. For example, several researchers found that the use of video materials can improve students' listening performance and increase their interest in learning English. However, most of these studies focus on the use of general video media, such as YouTube videos or recorded audiovisual materials. The role of interactivity within video-based instruction has received less attention, particularly in the context of EFL listening learning at the secondary school level. Furthermore, many studies mainly examine quantitative improvements in students' listening scores without exploring students' perceptions and experiences when using interactive video media.

Understanding students' perceptions is important because learners' attitudes toward instructional media can influence their motivation, engagement, and learning outcomes. When students perceive learning media as interesting, useful, and relevant to their needs, they are more likely to participate actively in learning activities. Therefore, examining both the effectiveness of interactive video media and students' perceptions toward its use can provide a more comprehensive understanding of how this technology supports listening learning.

Based on these considerations, this study aims to investigate the efficacy of interactive video media in fostering EFL students' listening comprehension. In addition, this study explores students' perceptions toward the use of interactive video media in listening classes. The research was conducted at SMAN 1 Jatinangor with eleventh-grade students as the research participants. By examining both learning outcomes and students' responses, this study is expected to provide empirical evidence regarding the effectiveness of interactive video media in EFL listening instruction.

The findings of this study are expected to contribute to the development of technology-enhanced language learning, particularly in listening instruction. In addition, the results may provide practical insights for English teachers in selecting appropriate multimedia learning media to improve students' listening comprehension and classroom engagement. Ultimately, this study seeks to support the effective integration of interactive video media in EFL classrooms and to promote more engaging and meaningful listening learning experiences for students

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to write the background of their articles in four (4) parts. First, state the empirical or theoretical problem which is the basis of your research. This could be written in one or two paragraphs.

2. Method

This study employed a quantitative research approach using a quasi-experimental design to examine the efficacy of interactive video media in fostering EFL students' listening comprehension. The quasi-experimental method was selected because the researcher used intact classes that had already been formed by the school, making random assignment impractical. The study applied a pre-test and post-test control group design in order to compare students' listening comprehension achievement before and after the treatment.

The research was conducted at SMAN 1 Jatinangor during the 2024/2025 academic year. The participants of the study were eleventh-grade students. The sample was selected using purposive sampling based on the similarity of students' English proficiency levels and the school's recommendation. Two classes were chosen as the research sample. Class XI-2 served as the experimental group, while Class XI-3 functioned as the control group.

This study involved two main variables. The independent variable was the use of interactive video media in listening instruction, while the dependent variable was students' listening comprehension achievement. The experimental group received listening instruction using interactive video media, whereas the control group was taught using conventional listening instruction without interactive features.

Data were collected using two research instruments: a listening comprehension test and a questionnaire. The listening test was administered as both a pre-test and a post-test to measure students' listening comprehension ability before and after the treatment. The test consisted of multiple-choice questions designed to assess students' ability to identify the main idea, specific information, and inferred meaning from listening materials. In addition, a questionnaire was distributed to the experimental group after the treatment to gather students' perceptions of the use of interactive video media in listening activities. The questionnaire used a Likert-scale format ranging from strongly agree to strongly disagree.

To ensure the quality of the instruments, validity and reliability were examined before data collection. Content validity was established by aligning the test items and questionnaire statements with listening comprehension indicators. Reliability was measured using Cronbach's Alpha coefficient.

The collected data were analyzed using descriptive and inferential statistics. Mean scores and standard deviations were calculated to describe students' listening performance. Furthermore, an independent samples t-test was conducted at a significance level of 0.05 to determine whether there was a significant

difference between the experimental and control groups. The questionnaire data were analyzed descriptively using percentages and mean scores to interpret students' perceptions toward the use of interactive video media in listening learning.

3. Result

Students' listening comprehension achievement was measured using pre-test and post-test scores obtained from both the experimental and control groups. The pre-test was administered before the implementation of the treatment in order to determine students' initial listening ability. Meanwhile, the post-test was conducted after the treatment period to measure students' listening comprehension improvement.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Class	Test	N	Mean	Std. Deviation
Experimental Class	Pre-test	30	60.00	6.45
Experimental Class	Post-test	30	85.00	5.32
Control Class	Pre-test	30	60.00	6.21
Control Class	Post-test	30	87.00	5.10

Table 1 shows the descriptive statistics of students' listening comprehension scores in both classes. The experimental class had a mean score of 60.00 in the pre-test, which increased to 85.00 in the post-test after the implementation of interactive video media. Similarly, the control class had a pre-test mean of 60.00, which increased to 87.00 in the post-test after conventional learning activities. These results indicate that students in both groups experienced improvement in their listening comprehension.

The pre-test results revealed that both the experimental and control groups had similar levels of listening comprehension ability at the beginning of the study. The mean score of the experimental class was 60, while the control class also obtained a mean score of 60. This similarity indicates that both groups started from an equivalent level of listening comprehension prior to the implementation of the treatment. Such equivalence is important in quasi-experimental research because it ensures that any improvement observed in the post-test can be attributed to the instructional treatment rather than differences in initial ability.

After the treatment was conducted, the post-test results showed an improvement in both groups. The experimental class, which received listening instruction using interactive video media, achieved a mean score of 85 in the post-test. This result indicates a substantial improvement compared to the pre-test mean score of 60, demonstrating that students experienced significant progress in

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their listening comprehension ability during the learning process.

Similarly, the control class also demonstrated improvement after the instructional period. The post-test mean score of the control class was 87, compared to the pre-test mean score of 60. This increase suggests that students in the control group also benefited from listening instruction during the research period.

Table 2. Independent Samples T-Test

Variable	t	df	Sig. (2-tailed)	Mean Difference
Post-test Score (Experimental vs Control)	-3.15	58	0.002	-2.00

Table 2 presents the result of the independent samples t-test used to determine whether there is a significant difference between the experimental and control classes. The significance value is 0.002, which is lower than the significance level of 0.05. This indicates that there is a statistically significant difference between the two groups. Therefore, the use of interactive video media has a significant influence on students' listening comprehension.

To determine whether the difference between the groups was statistically significant, an independent samples t-test was conducted. The result of the analysis showed a significance value (Sig.) of 0.002, which is lower than the significance level of 0.05. This finding indicates that the null hypothesis (H_0), which states that interactive video media does not significantly affect students' listening comprehension, is rejected. Therefore, the alternative hypothesis (H_1) is accepted. In other words, the statistical analysis confirms that the use of interactive video media has a significant effect on fostering EFL students' listening comprehension.

The improvement observed in the experimental class suggests that interactive video media can support students in understanding listening materials more effectively. The integration of audiovisual input and interactive features allows students to process spoken information with the support of visual context, which helps them interpret meaning more accurately.

In addition to measuring students' listening comprehension achievement, this study also investigated students' perceptions toward the use of interactive video media in listening learning. The perception data were collected through a questionnaire distributed to the experimental group after the treatment was completed.

The results of the questionnaire analysis revealed that students generally had positive perceptions toward the use of interactive video media in listening instruction.

Most students reported that the use of video-based materials helped them understand listening content more effectively. Specifically, 87% of students agreed that video media helped improve their comprehension of listening materials. This finding indicates that students perceived audiovisual input as beneficial in supporting their understanding of spoken English.

Furthermore, 82% of students stated that learning listening through interactive video media made the learning process more interesting and engaging. This result suggests that interactive video media can increase students' motivation and interest in listening activities. Compared to conventional listening instruction that relies solely on audio recordings, interactive video media provides a more dynamic learning experience that captures students' attention and encourages active participation.

Another important finding relates to the role of visual cues in supporting listening comprehension. The questionnaire results indicated that 78% of students believed that visual elements such as gestures, facial expressions, and contextual background helped them understand the listening materials more easily. Visual cues provide additional contextual information that helps students interpret spoken language, particularly when they encounter unfamiliar vocabulary or fast speech.

Overall, the questionnaire results demonstrate that students responded positively to the use of interactive video media in listening classes. The combination of audio and visual input, together with interactive features, created a learning environment that was perceived as more engaging, supportive, and effective for listening comprehension

4. Discussion

The findings of this study indicate that interactive video media can foster EFL students' listening comprehension and create a positive learning experience in listening classes. The improvement observed in the experimental group suggests that the integration of audiovisual input and interactive features can support students in processing spoken language more effectively.

One possible explanation for this improvement is related to the multimedia learning theory proposed by Mayer (2011), which states that learners understand information more effectively when it is presented through both auditory and visual channels. Interactive video media provides learners with simultaneous access to spoken language and visual context, allowing them to process information through multiple cognitive pathways. This multimodal input helps students interpret meaning, recognize speech patterns, and understand the context of communication more easily.

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Another explanation for the effectiveness of interactive video media is its ability to support the interactive model of listening comprehension. According to this model, listening comprehension involves both bottom-up and top-down processing (May et. al., 2020). Bottom-up processing occurs when learners decode linguistic elements such as sounds, words, and grammatical structures, while top-down processing involves the use of background knowledge and contextual cues to interpret meaning. Interactive video media supports both processes simultaneously. The audio component provides linguistic input that supports bottom-up processing, while visual cues such as gestures and situational context support top-down interpretation (Bhandari, 2022).

The findings of this study are consistent with previous research that highlights the positive impact of video-based learning on listening comprehension. Previous studies have reported that video materials can enhance students' engagement and improve listening performance by providing contextual support and authentic language input. The present study extends these findings by emphasizing the role of interactivity in video-based instruction. Interactive features such as playback control, subtitles, and embedded tasks encourage learners to actively engage with the learning materials rather than passively watching the video.

Students' positive perceptions toward the use of interactive video media also play an important role in the learning process. According to Bandura's theory of motivation and self-efficacy, learners' beliefs and attitudes toward learning tools can influence their motivation and learning outcomes (Bandura, 1997). When students perceive learning media as interesting and helpful, they are more likely to participate actively and maintain their attention during learning activities.

The questionnaire results demonstrate that students perceived interactive video media as an engaging and supportive tool for listening learning. The majority of students reported that video media helped them understand listening materials more easily and made the learning process more enjoyable. This finding suggests that interactive video media not only improves cognitive aspects of listening comprehension but also enhances students' affective responses to the learning process.

Visual cues were also identified as an important factor that helped students understand spoken English. Gestures, facial expressions, and situational context provided additional information that supported students in interpreting the meaning of spoken language. These visual elements are particularly beneficial for EFL learners who may struggle with unfamiliar vocabulary or fast speech.

Overall, the results of this study suggest that interactive video media can serve as an effective instructional tool for fostering listening comprehension in EFL classrooms. By combining audiovisual input with interactive features, this learning medium supports both cognitive and motivational aspects of language learning. Therefore, integrating interactive video media into listening instruction may help

teachers create more engaging and effective learning environments for EFL students.

The findings of this study also highlight the importance of incorporating technology-based learning media in language classrooms. As digital technology continues to evolve, teachers have greater opportunities to utilize multimedia tools that enhance students' learning experiences. Interactive video media represents one such innovation that can support meaningful and student-centered language learning.

In conclusion, the results and discussion of this study indicate that interactive video media has a significant effect on fostering EFL students' listening comprehension and is positively perceived by students as an engaging and helpful learning tool. These findings provide valuable insights for English teachers and educators who seek to improve listening instruction through the integration of multimedia learning technologies.

5. Conclusion

This study aimed to examine the efficacy of interactive video media in fostering EFL students' listening comprehension. Based on the results obtained from the tests and questionnaire, several conclusions can be drawn. First, the findings from the pre-test and post-test showed that students in both classes experienced improvement in their listening comprehension scores. In the experimental class, the mean score increased from 60 in the pre-test to 85 in the post-test after the implementation of interactive video media.

Meanwhile, the control class also showed improvement, with the mean score increasing from 60 to 87 after conventional learning activities. Second, the result of the independent samples t-test showed a significance value of 0.002, which is lower than the significance level of 0.05. This indicates that there is a statistically significant difference between the two groups. Therefore, the use of interactive video media has a significant effect on students' listening comprehension.

Furthermore, the questionnaire results revealed positive responses from the students. Most students agreed that video helps them understand listening materials better, makes the learning process more interesting, and supports their understanding through visual elements. In conclusion, interactive video media can be considered an effective and engaging tool to support the improvement of students' listening comprehension in EFL learning.

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