



The Effectiveness of Audiovisual Media on Students' Listening Comprehension of Inspirational Stories at Ban Yaning School Narathiwat Thailand

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Article Info	Abstract
Received: 2026-04-22 Revised: 2026-06-29 Accepted: 2026-06-30 Keywords: <i>Listening skills;</i> <i>Inspirational stories;</i> <i>Audiovisual media;</i> <i>Thailand.</i> DOI: 10.24256/ideas.v14i1.10267 Corresponding Author: Khatib Lubis khatib.lubis@um-tapsel.ac.id Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Tapanuli Selatan, Padangsidempuan, Sumatra Utara	This study aims to analyse the effectiveness of audiovisual media on students' ability to listen to inspirational stories at Ban Yaning School, Narathiwat, Thailand. Students' low levels of focus and comprehension in listening lessons, which are still dominated by conventional methods, lead to difficulties in understanding story details and cause-and-effect relationships. The study employed a quantitative approach using a quasi-experimental design with a nonequivalent control group, utilising pre-test-post-test measurements. The research subjects comprised Year 7 as the control group (n=17) and Year 8 as the experimental group (n=18). The intervention was conducted over four sessions (two weeks) with a duration of 2×45 minutes per session. The research instrument consisted of a multiple-choice test to measure listening comprehension. The results showed an improvement in listening skills in both groups. The mean score of the control group increased from 58.65 to 81.82 (an increase of 23.18 points), whilst the experimental group increased from 59.50 to 82.89 (an increase of 23.39 points). Inferential analysis using ANCOVA with control for baseline scores indicated that the difference in final achievement between the groups was not significant; thus, audiovisual learning has not yet been proven to be superior to conventional learning over this duration of intervention. Analysis of the indicators revealed a more pronounced improvement in the aspects of detailed information ($\pm 45\%$), sequence of events ($\pm 43\%$), and cause and effect

($\pm 42\%$), whilst the lowest improvement was observed in the message indicator ($\pm 35\%$). These findings confirm that structured listening exercises improve listening skills, whilst the use of audiovisual media needs to be combined with active processing tasks to ensure a more balanced impact.

1. Introduction

Listening skills are essential in language learning as learners first build meaning from oral input before being able to respond through speaking and develop reading and writing skills. The Simple View of Reading model asserts that oral language comprehension, operationalised through listening comprehension, is a key component that strongly contributes to reading comprehension; thus, strengthening listening skills has a direct impact on the development of literacy and other language skills (Sánchez-Vincitore et al., 2022).

Listening skills also play a role in capturing the information, ideas, messages, and values contained within inspirational stories, enabling learners to build a comprehensive understanding of the story's content and message. The perception that listening is a passive activity still frequently arises in second language learning, yet research indicates that oral comprehension occurs in real time and demands attention as well as the use of cognitive and metacognitive strategies to overcome difficulties during the listening process (Madarbakus-Ring & Ring, 2025; Wakamoto & Rose, 2021).

Ban Yaning School in Narathiwat Province, Thailand, is at the lower secondary level, equivalent to junior high school. Within the Thai education system, this level comprises Mattayom 1–3, which forms part of the six-year secondary education (Mattayom 1–6) for students aged approximately 12–18 years (Ministry of Education Thailand, 2008). The participants in this study comprised Year 7 pupils as the control group (17 pupils) and Year 8 pupils as the experimental group (18 pupils), with Pattani Malay being the dominant language of daily communication, whilst the use of English was relatively limited.

This linguistic environment reflects the learning situation in southern Thailand, where the language is in a minority position; consequently, the need for learning support that accommodates the pupils' linguistic and cultural backgrounds is a key consideration. The observed socio-economic constraints also have the potential to influence learning experiences, including access to learning resources and the variety of learning strategies, given that socio-economic status is linked to learning outcomes through the availability of resources and learning opportunities (Suharbiani & Lestari, 2025; Tan, 2024).

Based on observations at Ban Yaning School, Narathiwat, Thailand, listening lessons are still dominated by conventional methods such as the use of printed texts, oral explanations by teachers, and the blackboard. This situation means that

pupils tend to lack focus during lessons, are easily distracted, and struggle to understand the content and message of the inspirational stories they hear. In particular, pupils face difficulties in identifying detailed information, understanding the sequence of events, and determining cause-and-effect relationships within the story.

Furthermore, pupil engagement in the learning process remains relatively low due to the lack of variety in the presentation of the material. Therefore, there is a need for alternative learning media that are more engaging and capable of helping pupils understand the material more effectively. The symptoms observed in this study include students quickly losing focus, being easily distracted, and struggling to grasp the content and message of the inspirational stories whilst listening during the learning session. A pre-test was conducted in both classes to map initial listening abilities before the intervention was implemented; a summary of the pre-test scores was used as a benchmark for analysing the results.

Audiovisual media is a relevant choice for listening instruction as it can present information simultaneously through both audio and visual channels. Several studies over the past five years have shown that the use of audiovisual media can enhance listening comprehension, particularly in understanding context, the sequence of events, and details of information (Shaojie et al., 2020; Liu & Aryadoust, 2024). Furthermore, the use of videos supported by images that align with spoken information has been shown to increase learner engagement and help them process information more effectively (Zheng et al., 2022). Nevertheless, these research findings also indicate that the effectiveness of audiovisual media is significantly influenced by the method of delivery, the characteristics of the media, and the active engagement of learners during the learning process.

Based on this literature review, there remains a research gap regarding the use of audiovisual media in listening instruction within learning environments involving learners from minority language backgrounds, particularly the Pattani Malay community in Southern Thailand. Research specifically testing the effectiveness of audiovisual media through a quasi-experimental design with a direct comparison between conventional and audiovisual methods over a relatively short learning period is also scarce. Therefore, this study was conducted to address this gap by testing the effectiveness of audiovisual media on students' ability to listen to inspirational stories at Ban Yaning School, Narathiwat, Thailand.

This study addresses this gap by presenting a measurable comparative test within the context of Mattayom 1–3 at Ban Yaning School, Narathiwat, through a comparison of conventional learning and audiovisual-assisted learning during a short intervention period in the local subject of Rumi Language. The scientific contribution offered consists of classroom-based empirical evidence regarding the effectiveness of audiovisual media on the ability to listen to inspirational stories

among students of Pattani Malay background, thereby expanding research findings that have hitherto not frequently placed the Narathiwat context as the focus of learning intervention studies.

This study aims to (1) describe students' ability to listen to inspirational stories in the conventional and audiovisual groups based on pre-test and post-test scores, (2) test the difference in listening ability on post-test scores between the two groups after the intervention, (3) to test differences in the improvement of listening skills between the audiovisual group and the conventional group, and (4) to identify the aspects of listening skills that showed the most significant improvement following the implementation of audiovisual media. The research results are expected to provide classroom-based empirical evidence from Mattayom schools in Narathiwat, offer practical recommendations for the use of short videos in structured listening instruction, and enrich the study of audiovisual media utilisation within a multilingual learning context

2. Method

The study employed a quantitative approach using a quasi-experimental nonequivalent control group design with pretest-posttest measures to compare listening comprehension between a treatment group and a comparison group without random assignment (Courtney & Wulczyn, 2021; Creswell & Creswell, 2023). The research was conducted at Ban Yaning School, Narathiwat Province, Thailand, at the Mattayom 1-3 level. Participants were drawn from two intact classes: Grade VII served as the control group (17 students), and Grade VIII served as the experimental group (18 students).

The intervention was implemented over four meetings across two weeks, with each meeting lasting 2×45 minutes. The control group received conventional listening instruction using printed texts, teacher-led oral explanations, and the board. The experimental group received audiovisual-assisted listening instruction using a YouTube video of approximately 7-8 minutes with subtitles; the video was played twice for different purposes, with the first viewing targeting global understanding and the second reinforcing detailed comprehension by focusing on keywords, event sequencing, and moral lessons. The reporting of research procedures followed transparency principles for nonrandomized evaluations to ensure that the design, intervention, and measurement procedures are clearly traceable (CDC, 2025).

Data were collected using a four-option multiple-choice listening test on inspirational stories, developed from an indicator blueprint covering main ideas, detailed information, event sequencing, cause effect relations, and moral lessons. Content validity was established through expert judgment and quantified using Aiken's *V* to confirm alignment between items and indicators (Aiken, 1985; Nurjanah et al., 2023). Internal consistency reliability was estimated using KR-20 because the items were dichotomously scored (correct/incorrect) (Kuder &

Richardson, 1937).

Data analysis included descriptive statistics for pretest and posttest scores, followed by an effectiveness test comparing between-group posttest performance while controlling for pretest scores using ANCOVA, given that the design involved groups that were not equivalent at baseline (Creswell & Creswell, 2023). Effect sizes were reported using standard formulas commonly applied in educational evaluation to clarify the practical significance of the findings, including small-sample corrections when appropriate (What Works Clearinghouse, 2021). The completeness of quantitative reporting followed the Journal Article Reporting Standards to support analytical replicability.

3. Results

Baseline Profile Based on the Pretest

The pre-test involved students at Ban Yaning School in Mattayom 1–3, where the dominant language of daily communication was Pattani Malay and the use of other languages was limited. The research subjects comprised two existing classes: Class VII as the control group (17 students) and Class VIII as the experimental group (18 students). The pre-test was conducted prior to the intervention in each class under regular learning conditions, with direct supervision by the subject teacher to maintain order and procedural consistency. Students received brief instructions regarding the purpose of the pre-test as a mapping of initial ability, rules for completing the task, and a prohibition on discussion during the test. The listening material and time allocation were made equivalent in both classes. The students then completed a multiple-choice test after the listening session had finished.

The results of the pre-test indicated that the students' initial ability in listening to inspirational stories averaged 58.65 for the control group and 59.50 for the experimental group. The maximum score in the control group was 64, whilst the minimum was 53. Conversely, the experimental group had a highest score of 65 and a lowest of 54. Overall, the pre-test scores for both groups fell within the moderate category and were fairly close, suggesting that the students' initial comprehension was not yet optimal in grasping the full content of the inspirational stories. This is thought to be because previous learning was still dominated by conventional methods without the use of audiovisual media, resulting in students being less engaged and struggling to understand the story's details and the overall sequence of events.

An analysis of the pupils' answers shows that the majority of pupils were able to grasp the main idea of the story. However, pupils still faced challenges in identifying details, the sequence of events, and the cause-and-effect relationships within the story they had listened to. Errors most frequently occurred in questions

requiring an understanding of chronological details and the extraction of key messages from the story. For example, in one question from the YouTube video titled “Don’t Judge a Book by Its Cover”, which asked students to choose the character’s attitude worth emulating, some students selected option (A): retaliating against others’ bad behaviour. The correct answer, however, was option (B): being patient and continuing to do good to others. Furthermore, in a question from the YouTube video titled “Ploy the Fighter” regarding the moral message contained in the video, some students selected option (B), namely that problems should be avoided. The correct answer, however, is option (C), namely not to give up easily when facing life’s difficulties. Some students experienced confusion in determining the sequence of events due to a lack of attention to the transitions in time within the story.

In addition to the test results, the data was further supported by the results of a questionnaire administered to the students. The questionnaire results showed that the majority of students fell into the high to very high categories regarding their response to the use of audiovisual media. This was evident from the students’ questionnaire responses, in which they stated that learning using audiovisual media was more engaging and less tedious. Students also stated that they were more focused during lessons compared to traditional methods.

Furthermore, students revealed that audiovisual media helped them understand the story’s content, particularly in recognising the sequence of events, details of occurrences, and cause-and-effect relationships. However, some students stated they still experienced difficulties in comprehending the story’s message or deeper meaning. This indicates that although audiovisual media aids in improving comprehension, more sustained practice is still required for students’ listening skills to develop optimally.

The initial listening ability profile for inspirational stories was obtained through a pre-test in the control group (Year 7, $n = 17$) and the experimental group (Year 8, $n = 18$). A summary of descriptive statistics shows that the mean pretest score for the control group was 58.65 ($SD = 3.10$; min-max = 53–64), whilst the mean pretest score for the experimental group was 59.50 ($SD = 3.07$; min-max = 54–65). The presentation of the mean and standard deviation at this initial stage is necessary to describe the baseline conditions of the students prior to the intervention and to facilitate the reader’s assessment of the initial equivalence between groups.

Table 1. Descriptive Statistics of Pretest Scores for Listening Comprehension of Inspirational Stories

Group	n	Mean	SD	Min	Max
Control	17	58.65	3.10	53	64
Experimental	18	59.50	3.07	54	65

A comparison of baseline abilities between groups showed a mean difference of 0.85 points (the experimental group was higher), with a non-significant difference based on Welch's independent t-test, $t(32,85) = -0.82$, $p = 0.420$. The standardised effect size at baseline was small (Hedges' $g = -0.27$), meaning that, in practical terms, the baseline abilities of the two groups were relatively close. The baseline equivalence standard in quasi-experimental studies emphasises that when baseline differences are around the small-to-moderate threshold, researchers need to make statistical adjustments to ensure that estimates of the treatment effect are more accurate.

Posttest Performance After the Intervention

Post-test scores were used to assess the ability to listen to inspirational stories after the intervention was administered to both groups. The control group (Year 7, $n = 17$) achieved a mean post-test score of 81.82 ($SD = 3.21$; min-max = 75–88). The experimental group (Year 8, $n = 18$) achieved a mean post-test score of 82.89 ($SD = 5.11$; min-max = 71–91). The distribution of scores in the experimental group appeared wider than that of the control group, indicating greater variation in achievement among students following audiovisual-assisted learning.

*Table 2. Descriptive Statistics of Posttest Scores for Listening Comprehension
 of Inspirational Stories*

Group	n	Mean	SD	Min	Max
Control	17	81.82	3.21	75	88
Experimental	18	82.89	5.11	71	91

General changes can be observed by comparing the pretest and posttest means for each group. Table 2 shows that the control group's mean increased from 58.65 to 81.82, representing an average increase of 23.18 points. The mean for the experimental group increased from 59.50 to 82.89, resulting in an average increase of 23.39 points. This pattern indicates that after two weeks of learning (four sessions), both groups experienced a clear improvement in listening skills.

This improvement aligns with the CTML framework, which emphasizes that multimodal (audio-visual) input can facilitate more focused information processing when learners receive visual cues that align with spoken information (Cavanagh & Kiersch, 2023), as well as research findings confirming that subtitles can aid comprehension compared to conditions without subtitles (Black, 2021). The discussion of differences in effectiveness between groups and the magnitude of their effects is explored in greater depth in the subsection on effectiveness testing.

Improvement in Listening Comprehension (Gain Score)

Improvements in listening skills were calculated using gain scores, i.e. the difference between post-test and pre-test scores for each participant. Gain scores were used to describe the magnitude of improvement in each group prior to confirming effectiveness through inferential testing, as is customary in pre-test-post-test designs in quasi-experiments (Courtney & Wulczyn, 2021) .

The results of the calculations show that both groups experienced a clear improvement. The control group (Year 7) had an average gain of 23.18 points (SD = 3.92; min-max = 14–30). The experimental group (Year 8) had an average gain of 23.39 points (SD = 6.08; min-max = 11–35). The difference in average gain between the groups was 0.21 points, so descriptively, the average improvements of the two groups appeared to be close.

The variation in improvement within the experimental group was greater, as reflected by the higher SD and wider range of gains. This variation is to be expected in multimedia learning, as learning outcomes can be influenced by differences in how learners manage their attention and integrate verbal and visual information whilst listening (Noetel et al., 2021) . The initial ability scores of learners in both groups prior to the intervention can be seen in Table 3.range.

Table 3. Gain Score Summary for Listening Comprehension

Group	N	Mean Pretest	Mean Posttest	Mean Gain	SD Gain	Min-Max Gain
Control	17	58.65	81.82	23.18	3.92	14-30
Experimental	18	59.50	82.89	23.39	6.08	11-35

The improvement can also be expressed as the average percentage increase, i.e. $(\text{gain/pre-test}) \times 100$. The control group showed an average percentage increase of 39.82%, whilst the experimental group showed 39.67%. These percentages indicate that a substantial increase in scores occurred in both groups over the two-week intervention period, although the variation in improvement within the experimental group was more heterogeneous. The initial ability profiles of the students in the control and experimental groups, based on pretest scores prior to the intervention, are visualised in Figure 1.

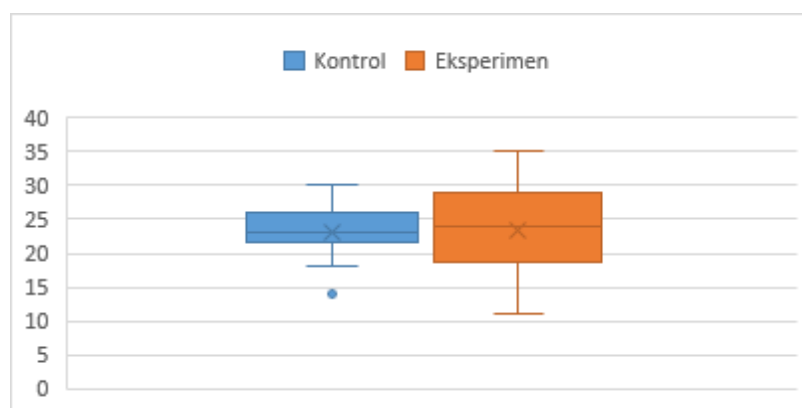


Figure 1. Distribution of Gain (Post-test – Pre-test) in Listening Ability

Based on Figure 1, the initial listening ability of the students in the control group and the experimental group was almost the same before receiving the treatment. The average pretest scores in both groups did not show a clear difference, so it can be said that the students' initial conditions were at a nearly similar level. This indicates that both groups had comparable initial abilities and were suitable for comparison in the next stage to observe the impact of the treatment administered.

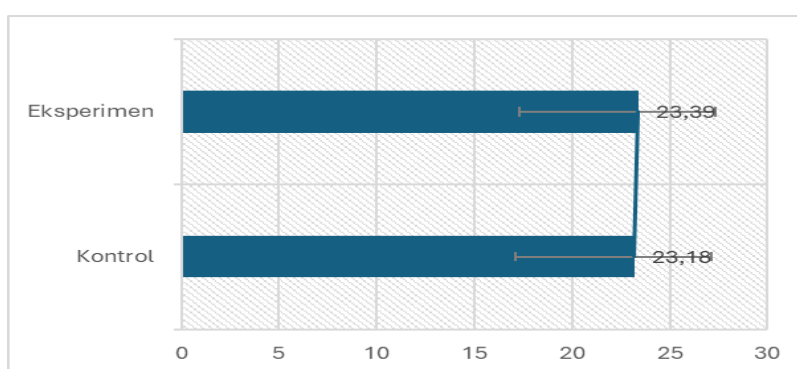


Figure 2. Mean Gain Scores (Posttest-Pretest) for Listening Comprehension

Based on Figure 2, it can be seen that the listening skills of students in both groups improved after the intervention was administered. The experimental group achieved a slightly higher average post-test score compared to the control group. However, the difference in improvement between the two groups was quite small, so descriptively it did not show a clear difference. This finding indicates that both learning methods produced almost the same improvement in students' listening skills.

Effectiveness Test (Between-Group Difference) and Effect Size

An effectiveness test was conducted to determine whether audiovisual-assisted learning is more effective than conventional learning in improving the ability to listen to inspirational stories. Given that the groups were drawn from different year groups (Year 7 vs Year 8), the main analysis employed an ANCOVA with post-test scores as the dependent variable and pre-test scores as a covariate to control for differences in initial ability, as is commonly recommended in pre-test–post-test quasi-experimental designs (Creswell & Creswell, 2023; Courtney & Wulczyn, 2021). The model's suitability was examined via residual normality tests, tests of homogeneity of variances, and tests of homogeneity of regression slopes (pre-test $\times$ group). Statistical reporting and effect sizes followed quantitative reporting principles (American Psychological Association, 2025).

Table 4. Residual Normality Test (Shapiro-Wilk)

Statistic	Value
W	0.976
Sig. (p)	0.619

Table 5. Levene's Test of Equality of Error Variances (Posttest)

F	df1	df2	Sig. (p)
3.477	1	33	0.071

Table 6. Test of Homogeneity of Regression Slopes

Source	F	df1	df2	Sig. (p)
Pretest $\times$ Group	0.387	1	31	0.539

Assumption tests were conducted to ensure the suitability of using ANCOVA in a quasi-experimental pretest–posttest design with two non-randomised groups. The results of the Shapiro–Wilk test for the normality of the residuals showed a p-value of 0.619, indicating that the residuals can be considered normally distributed. The results of Levene's test on the variance of errors were also non-significant (Sig. = 0.071), indicating that the variance between groups was relatively homogeneous.

The test of homogeneity of regression slopes via the pretest $\times$ group interaction was non-significant (Sig. = 0.539), so the relationship between pretest and posttest scores can be considered to be in the same direction and equivalent across both groups. These three findings support the use of the ANCOVA model to compare posttest scores whilst controlling for pretest scores, as recommended in quasi-experimental studies where groups are not equivalent from the outset (Courtney & Wulczyn, 2021; Creswell & Creswell, 2023).

Table 7. Tests of Between-Subjects Effects (ANCOVA)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11.746	2	5.873	0.310	0.736	0.019
Intercept	542.564	1	542.564	28.630	0.000	0.472
Pretest	1.823	1	1.823	0.096	0.758	0.003
Group	8.576	1	8.576	0.453	0.506	0.014
Error	606.425	32	18.951			
Total	238095.000	35				
Corrected Total	618.171	34				

The ANCOVA results in Table 7 show that the corrected post-test mean in the audiovisual group was higher than that in the conventional group; however, this difference was not statistically significant at the 0.05 level (Sig. = 0.506) with a small effect size (partial $\eta^2 = 0.014$). This finding indicates a tendency towards a small advantage in the audiovisual group, but the magnitude of its effect on test scores is not yet strong enough to be detected given the sample size and duration of the intervention in this study.

The wider variation in improvement within the audiovisual group suggests differences in student responses, consistent with multimedia learning theory that the benefits of audiovisual input are influenced by active processing and cognitive load management (Alshaikh et al., 2024; Mayer, 2024; Mishra, 2025). Quantitative reporting standards also emphasise the importance of presenting effect sizes and confidence intervals to interpret the practical implications of findings, rather than focusing solely on significance (American Psychological Association, 2025).

Analysis by aspect of listening comprehension

Analysis by aspect was conducted to identify the listening comprehension indicators that showed the most significant improvement following the learning intervention. The listening comprehension scores in this study were broken down into five indicators: comprehension of main ideas, detailed information, sequence of events, cause-and-effect relationships, and message/conclusion.

Breaking down the scores by indicator is necessary because the total score may mask changes in specific aspects; an improvement in one indicator may be greater than in others even though the total scores between groups appear similar. Scores per indicator were calculated from the percentage of correct answers on the items representing each indicator, and then compared between the pre-test and post-test to determine the increase in scores for each indicator.

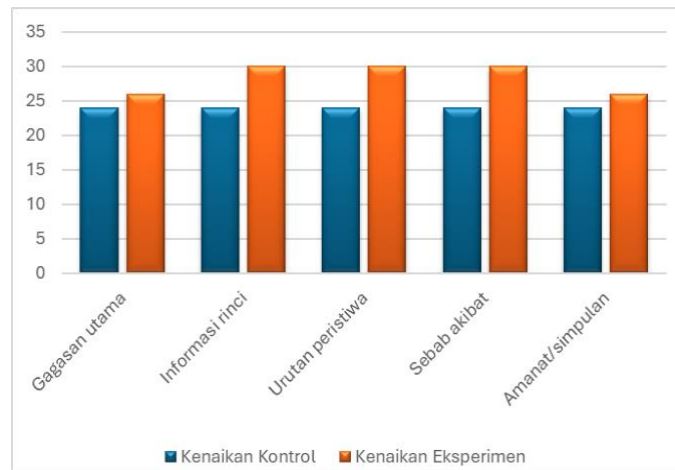


Figure 3. Score Increase by Listening Indicator

Figure 3 shows a comparison of the improvement in listening skills between the control group and the experimental group following the intervention. Both groups showed an increase in scores from the pre-test to the post-test. However, the difference in improvement between the two groups was quite small, with the experimental group showing a slightly higher increase than the control group. Nevertheless, this difference was not statistically significant, suggesting that the improvement in listening skills in both groups occurred with a similar trend.

This indicates that the use of audiovisual media has not yielded a markedly different improvement compared to traditional methods within a limited learning duration. This finding suggests that improvements in listening skills are influenced not only by the learning medium but also by other factors such as student engagement and the learning strategies employed. This aligns with the view et al., 2021), which states that the effectiveness of learning is influenced by various factors that support the students' learning process.

4. Conclusion

Based on the research results, a comparison was made between the control group, which used conventional methods, and the experimental group, which used audiovisual media in learning to listen to inspirational stories. The results showed that both groups experienced an improvement in listening skills. The control group saw an increase from an average pre-test score of 58.65 to 81.82 on the post-test, with a gain of 23.18, whilst the experimental group increased from 59.50 to 82.89, with a gain of 23.39. Thus, the experimental group showed a slightly higher improvement compared to the control group, although the difference was only 0.21 points.

The results of the statistical test using ANCOVA showed that the difference in improvement between the two groups was not significant, with a significance value of 0.506 ($p > 0.05$). This indicates that the use of audiovisual media has not yet

provided a better effect than conventional methods in improving students' listening skills. One possible explanation for these findings is the relatively short duration of the intervention, as well as the students' lack of active engagement in utilising audiovisual media during the learning process.

Thus, it can be concluded that although audiovisual media are capable of improving listening skills, their effectiveness is not yet significantly better than conventional methods under the conditions of this study. The novelty of this research lies in the finding that, in the context of students with a minority Malay Pattani language background in Southern Thailand, the use of audiovisual media over a short period has not yet had a significant impact on improving listening skills.

Therefore, further research is recommended to employ longer learning durations, develop more interactive learning designs, and enhance students' active engagement so that the potential of audiovisual media can be maximized

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