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Slant Strategy and Multimedia Integration in EFL Listening: A Quantum Teaching Framework

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Abstract

This study investigates the effectiveness of integrating the SLANT strategy an active listening approach that promotes students' attention and engagement with multimedia tools within a Quantum Teaching framework to improve students' listening comprehension. A quasi-experimental design was conducted with 60 second-grade students at SMP Negeri 2 Parepare, divided into experimental and control groups. Data were obtained through listening comprehension tests, questionnaires, and observation checklists. The findings revealed a statistically significant difference in listening comprehension performance between the two groups, with students in the experimental group achieving higher scores than those in the control group. The results indicate that the integration of the SLANT strategy and multimedia within the Quantum Teaching approach effectively enhances listening comprehension in EFL classrooms. This study provides empirical support for the use of interactive and multimodal instructional strategies to strengthen students' listening skills.

1. Introduction

Listening is widely recognized as one of the most challenging skills in English as a Foreign Language (EFL) learning due to its externally regulated nature. Unlike speaking, reading, or writing, learners have limited control over the speed, content, and structure of spoken input, which requires them to process information in real time (Cheng, 2023). This characteristic makes listening a cognitively demanding skill, particularly in instructional and assessment contexts. Beyond decoding sounds, effective listening involves focusing attention, interpreting meaning, and responding appropriately within a communicative context (Ali, 2021). Consequently, listening competence plays a central role in successful communication and supports the development of other language skills, especially speaking (Waloyo, 2024).

In EFL classrooms, listening comprehension is further complicated by learners' limited exposure to authentic English input and their insufficient use of effective listening strategies. Learners with higher language proficiency are generally more capable of activating prior knowledge, maintaining attention, and monitoring comprehension during listening tasks (Shamsi & Bozorgian, 2024). However, many EFL learners, particularly in Indonesian contexts, struggle to apply such strategies systematically.

These difficulties often result in low comprehension outcomes, passive classroom participation, and reduced confidence in responding to spoken English. Previous research has emphasized the importance of strategy-based instruction in addressing these challenges; however, much of the existing literature remains general and does not focus on specific, classroom-oriented strategies that actively engage learners during listening activities (Hidayanti et al., 2022).

Classroom observation conducted at SMP Negeri 2 Parepare during the preliminary phase of this study revealed that students' average listening score was 44.5%, based on a teacher-developed listening comprehension test aligned with the school curriculum. This score was considerably below the minimum achievement standard set by the school, indicating a low level of listening proficiency among second-grade students. These findings highlight the need for instructional approaches that not only expose learners to listening input but also guide them in how to listen effectively.

One strategy that addresses this need is the SLANT strategy—an acronym for Sit, Lean, Ask, Nod, and Talk—which encourages students to demonstrate attentive listening behaviors and active engagement during classroom interaction. Originally introduced in classroom management and instructional practice contexts (Ellis, 2025), SLANT has the potential to be adapted for EFL listening instruction by promoting focus, interaction, and reflective responses. Nevertheless, empirical studies examining the application of SLANT in EFL listening classrooms remain limited, particularly when combined with technology-supported instruction.

The integration of multimedia in listening instruction offers additional

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support for learners' cognitive processing. Drawing on Cognitive Load Theory and the Cognitive Theory of Multimedia Learning, the combination of auditory and visual input can reduce extraneous cognitive load and enhance comprehension by optimizing working memory use (Cheng, 2023). When multimedia instruction is implemented within the Quantum Teaching framework, learning becomes more meaningful and engaging.

Quantum Teaching is a learner-centered pedagogical approach that emphasizes emotional involvement, structured learning experiences, positive classroom atmosphere, and metacognitive scaffolding. Previous studies suggest that Quantum Teaching has shown promise in improving students' motivation and academic achievement across disciplines when combined with interactive learning environments (Aguslimayanti et al., 2023; Tunnufus et al., 2023). However, research investigating the integration of Quantum Teaching with specific listening strategies and multimedia tools in EFL contexts is still scarce.

Despite growing interest in listening strategies, multimedia learning, and innovative pedagogical frameworks, few studies have examined the combined implementation of the SLANT strategy, multimedia-assisted instruction, and the Quantum Teaching approach in EFL listening comprehension.

Moreover, limited attention has been given to comparing this integrated approach with conventional listening instruction, such as the Three-Phase Technique commonly used in EFL classrooms. Therefore, this study aims to address this gap by investigating the effectiveness of integrating the SLANT strategy with multimedia tools within a Quantum Teaching framework in improving students' listening comprehension.

2. Method

This study employed a quasi-experimental design using a randomized control group pre-test and post-test model. Two second-grade classes from SMP Negeri 2 Parepare were randomly selected: one as the experimental group taught using the SLANT strategy with multimedia under the Quantum Teaching framework, and the other as the control group taught using the Three-Phase Technique. The instruments included a listening test, a questionnaire, and an observation checklist. Data were collected through pre-tests, treatment sessions, and post-tests, and analyzed using mean, standard deviation, and independent t-test to measure the effectiveness of the strategy in improving students' listening skills.

3. Results

1. Students' Listening Achievement

Before implementing the SLANT strategy with multimedia, a pretest was administered to both experimental and control groups to measure their listening skill. After the treatment, a posttest was conducted to evaluate the improvement. Table 1 illustrates the distribution of scores for the experimental group before and after the

treatment.

Table 1. The Frequency and Percentage of Experimental Group's Scores

Classification	Pretest (F/%)	Posttest (F/%)
Very Good	0 / 0%	9 / 30%
Good	8 / 26.7%	12 / 40%
Fair	13 / 43.3%	9 / 30%
Poor	8 / 26.7%	0 / 0%
Very Poor	1 / 3.3%	0 / 0%
Total	**30 / 100%**	**30 / 100%**

The pretest results showed that most students were classified as fair (43.3%) and poor (26.7%), with no student classified as very good. After applying the SLANT strategy with multimedia, the posttest results indicated significant improvement, with 30% of students achieving a very good classification, and 40% classified as good.

These results demonstrate a notable improvement in students' listening skills. The shift from lower to higher categories in the posttest suggests that the SLANT strategy effectively enhances listening performance.

2. Mean Score and Standard Deviation

Table 2. Mean and Standard Deviation of Pretest Scores

Group	Mean	Standard Deviation
Experimental	6.153	1.248
Control	6.110	0.966

The initial mean scores of both groups were nearly the same. A t-test was conducted to determine if the difference was statistically significant.

Table 3. Mean and Standard Deviation of Posttest Scores

Group	Mean	Standard Deviation
Experimental	7.947	0.790
Control	6.217	0.917

It shows that the score obtained by the students in experimental group 7,947 is higher than control group 6,217 It shows that the mean score of the posttest obtained by the students in the both groups are different.

Table 4. T-Test Result of Pretest and Posttest

Type	t-value	t-table
Pretest	0.139	2.000
Posttest	6.591	2.000

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3. Students' Attitude Toward SLANT Strategy

a. Questionnaire Results

Table 5. Students' Attitudes Based on Questionnaire

Category	Frequency	Percentage
Strongly Positive	17	56.7%
Positive	13	43.3%
Neutral – Negative	0	0%
Total	**30**	**100%**

All students showed positive to strongly positive attitudes toward the SLANT strategy.

b. Observation Checklist Results

Table 6. Observation Summary of Student Activities

Activity	Average
Paying attention without SLANT	16%
Sitting toward speaker attentively	81%
Leaning slightly forward	77%
Asking questions	39%
Nodding in understanding	73%
Giving arguments	28%
Unresponsive to speaker	4.5%
Passive (not paying attention)	3.8%

The observational data show that applying the SLANT strategy significantly enhanced students' listening engagement. Before SLANT, only 16% paid attention, but during its implementation, 81% sat attentively, 77% leaned forward, and 73% nodded in understanding. Verbal engagement also improved, with 39% asking questions and 28% giving arguments. Disengaged behavior was minimal, only 4.5% were unresponsive and 3.8% passive. These findings confirm SLANT's effectiveness in promoting both physical and cognitive listening engagement

4. Discussion

Manifestations of Speaking Anxiety

The findings of this study indicate that integrating the SLANT strategy with multimedia within a Quantum Teaching framework effectively enhances EFL learners' listening comprehension. Rather than merely exposing students to listening input, this integrated approach promotes active attention control, cognitive engagement, and reflective interaction, which are essential for successful listening comprehension in EFL contexts.

From a theoretical perspective, the effectiveness of the SLANT strategy can be explained through metacognitive and multimedia learning principles. SLANT

guides learners to regulate their physical focus (sit up, lean forward), monitor comprehension (ask questions, nod), and articulate understanding (talk), thereby supporting key metacognitive processes such as planning, monitoring, and evaluation. This aligns with previous research emphasizing that learners who actively manage their listening processes demonstrate better comprehension outcomes (Shamsi & Bozorgian, 2024; Sihite et al., 2024). When combined with multimedia input, these strategies further reduce cognitive load and facilitate meaning construction by presenting information through complementary auditory and visual channels.

The present findings are consistent with recent studies on multimodal listening instruction in EFL settings. Fitri et al. (2025) reported that integrating audio, video, and visual scaffolding enhances learners' ability to interpret contextual meaning. Similarly, multimedia-supported collaborative listening activities have been shown to increase both comprehension and learner motivation (Shamsi & Bozorgian, 2024). The current study extends this body of research by demonstrating that SLANT functions as an effective behavioral and cognitive scaffold within multimedia-based listening instruction, particularly when framed by the emotionally engaging and student-centered principles of Quantum Teaching.

Observational data further support these findings, revealing high levels of attentive posture, cognitive involvement, and interactive behavior among students exposed to the SLANT strategy. These behaviors suggest that SLANT not only improves listening outcomes but also transforms listening from a passive activity into an active learning process. In contrast, students taught using the Three-Phase Technique displayed limited observable engagement, indicating that conventional listening instruction may be insufficient to foster sustained attention and interaction.

In theoretical contribution, this study contributes to listening-strategy research by providing empirical evidence that combines behavioral listening strategies (SLANT), multimedia-assisted instruction, and the Quantum Teaching framework. While previous studies have examined these components separately, this research demonstrates that their integration creates a synergistic effect that supports both cognitive processing and learner engagement in EFL listening classrooms.

The findings suggest several practical implications for EFL teachers. First, listening instruction should incorporate explicit strategy training that guides students on how to listen, not merely what to listen to. Second, multimedia materials should be intentionally designed to complement listening tasks rather than serve as supplementary tools. Third, teachers can implement SLANT through simple classroom procedures, such as modeling attentive listening behaviors, prompting students to ask clarification questions, and facilitating short post-listening discussions to reinforce comprehension.

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Despite its contributions, this study has several limitations. The research was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings. Additionally, the treatment period was relatively short, and long-term effects of the strategy were not examined. Future studies are encouraged to involve multiple institutions, longer instructional durations, and additional variables such as learner proficiency levels and affective factors to further validate the effectiveness of the integrated approach.

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