

Developing Audio-Visual Materials of Narrative Texts to Improve Listening Skills for Tenth-Grade Students

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Abstract

This study aimed to develop audio-visual narrative text materials to improve the listening skills of tenth-grade students at SMK Kesehatan Surya Global Cimahi. It was motivated by students' difficulties in understanding spoken narrative texts, particularly in recognizing vocabulary, pronunciation, and main ideas. This was compounded by limited classroom listening practice, which typically relied only on teacher read-alouds or simple audio recordings lacking visual support. As a result, students received minimal contextual aid and showed low motivation to engage in listening activities. The study used a Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), involving 16 tenth-grade students and two expert validators. Data were collected through observation sheets, expert validation sheets, a product try-out observation sheet, and an open-ended questionnaire. The resulting product was an animated instructional video integrating English narration, visual illustrations, subtitles, and animations. It was deemed feasible for classroom use, with a feasibility rate of 75.9%, and successfully encouraged students' active participation in listening activities. Qualitative findings showed that audio narration, visual illustrations, and animations helped students understand narrative texts more easily and made learning more enjoyable. Despite some technical limitations, the developed materials proved to be a feasible and engaging resource for EFL listening instruction.

Keywords: ADDIE Model; Audio-visual Material; EFL Learners; Listening Skills; Narrative Text

INTRODUCTION

The implementation of the Merdeka Curriculum has shifted English language learning toward a more student-centered and competency-based approach. Students are expected to develop communicative competence through meaningful learning experiences that integrate listening, speaking, reading, viewing, writing, and presenting skills. In addition, the curriculum encourages the use of technology and contextual learning materials to support students' language development and active participation in the learning process (Mutmainah & Rosadi, 2024).

However, preliminary observation conducted at SMK Kesehatan Surya Global Cimahi revealed several problems in English listening instruction. Many tenth-grade students experienced difficulties in understanding narrative texts delivered orally. Students often struggled to identify the main ideas, understand the sequence of events, and interpret the overall meaning of spoken texts. In addition, listening activities were conducted infrequently, and the learning materials used in the classroom were still limited, resulting in low student engagement during listening lessons.

These findings are consistent with previous studies indicating that listening remains one of the most challenging skills for EFL learners. Limited exposure to authentic spoken English and the lack of engaging listening materials often hinder students' comprehension of spoken texts. Furthermore, digital-based and audio-visual materials have been recommended as effective alternatives to support listening comprehension because they provide both auditory and visual cues that facilitate meaning construction (Elawati & Khalifatunnisa, 2025; Purnama et al., 2025). This is particularly relevant in vocational high schools, where language learning often competes with vocational subjects for instructional time and resources (Anwas et al., 2025).

Previous studies have demonstrated the effectiveness of audio and audio-visual media in improving students' listening achievement. Arbain et al. (2024) found that animated dialogue video in English significantly improved students' listening comprehension. Similarly, Maulidia and Tampubolon (2024) reported that animation video effectively enhanced students' listening skills because visual and auditory support helped learners comprehend spoken texts more easily. Despite these advantages, audio-visual materials specifically designed for narrative text listening activities for tenth-grade vocational high school students are still limited. Narrative text was selected as the material focus because its structured stages, orientation, complication, and resolution, make it suitable for genre-based, sequential audio-visual adaptation (Trivani et al., 2025).

Based on the problems identified during the preliminary observation and the limited availability of audio-visual materials specifically designed for narrative text listening activities, this study aimed to develop audio-visual materials of narrative texts to support tenth-grade students' listening skills. In addition, the study sought to evaluate the feasibility of the developed materials and explore students' responses toward their use in learning activities. Therefore, the study was guided by the following research questions:

1. How is the process of developing audio-visual materials of narrative texts to improve listening skills for tenth-grade students?
2. How is the feasibility of the developed audio-visual narrative listening materials based on expert validation results?
3. What are students' responses toward the use of audio-visual materials in learning narrative texts?

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Zamsiswaya et al., 2024; LaMarca & LaMarca, 2024). The ADDIE model was selected for this study because of its systematic and iterative stages, which allow revision at each step based on feedback before proceeding to the next stage (Siregar & Rhamayanti, 2025; Meihami & Malmir, 2024). The study aimed to develop audio-visual materials of narrative texts to improve the listening skills of tenth-grade students.

The study was conducted at SMK Kesehatan Surya Global Cimahi. The participants were 16 tenth-grade students, representing the entire population of one class, and two expert validators, consisting of one material expert and one media expert. Four instruments were used in this study: an observation sheet, expert validation sheets, a product try-out observation sheet, and an open-ended questionnaire. The observation and validation instruments were adapted from

Zebua & Riana (2023), the try-out observation sheet was adapted from Irsan et al. (2025), and the open-ended questionnaire was adapted from Janati et al. (2024).

ADDIE Procedures

1. **Analysis:** At this stage, the researcher conducted classroom observations to identify students' needs, learning difficulties, curriculum requirements, and learning objectives related to narrative listening activities. The results of this analysis served as the basis for developing appropriate audio-visual materials (Zamsiswaya et al., 2024; LaMarca & LaMarca, 2024).
2. **Design:** In the design stage, the researcher designed the audio-visual materials based on the results of the analysis. This stage involved determining learning objectives, selecting narrative texts, preparing storyboards, organizing learning content, and designing listening activities to support students' listening comprehension (LaMarca & LaMarca, 2024).
3. **Development:** At this stage, the designed materials were developed into audio-visual learning materials. The researcher created instructional videos by integrating visual elements, narration, subtitles, and supporting media. The developed materials were then validated by one material expert and one media expert to ensure their quality and feasibility before implementation (Zamsiswaya et al., 2024).
4. **Implementation:** In the implementation stage, the developed materials were tried out with 16 tenth-grade students at SMK Kesehatan Surya Global Cimahi. During this stage, the researcher observed students' interaction with the materials and collected their responses through an open-ended questionnaire to evaluate the practicality and usefulness of the product (Irsan et al., 2025; Janati et al., 2024).
5. **Evaluation:** At the evaluation stage, the researcher assessed the feasibility and quality of the developed audio-visual materials based on the results of expert validation, product try-out observations, and student responses. The evaluation was conducted to determine whether the developed product had met students' learning needs and could support the improvement of listening skills.

Data Analysis

The data in this study were analyzed using quantitative and qualitative approaches. Quantitative data were obtained from expert validation sheets, which were analyzed using a percentage formula to determine the feasibility level of the developed audio-visual materials. The formula used was as follows:

$$P = (\text{Total Score Obtained} / \text{Maximum Score}) \times 100\%$$

The feasibility percentage was then interpreted based on the following criteria (Fuadi & Nurjanah, 2025):

Percentage	Category
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Less Feasible
21% - 40%	Not Feasible
0% - 20%	Very Not Feasible

Qualitative data were obtained from open-ended student response questionnaires, which were analyzed through data categorization and theme identification to identify patterns in students' perceptions toward the developed materials.

RESULTS AND DISCUSSION

Results

This study followed the five stages of the ADDIE model to develop audio-visual materials of narrative texts for improving listening skills of tenth-grade students at SMK Kesehatan Surya Global Cimahi. The results are presented according to the three research questions guiding this study.

1. The Process of Developing Audio-Visual Materials of Narrative Texts

Analysis Stage

The analysis stage was conducted through classroom observations and interviews with the English teacher at SMK Kesehatan Surya Global Cimahi on October 20 and 23, 2025. The results revealed that many tenth-grade students experienced difficulties in understanding narrative texts delivered orally, particularly in identifying vocabulary, pronunciation, and main ideas. Students also showed stronger engagement when learning involved moving images, sound, and animation. Furthermore, curriculum analysis indicated that students are expected to comprehend meaning and information from narrative texts through listening activities, in line with the Merdeka Curriculum requirements. Based on these findings, the development of audio-visual materials was considered appropriate and necessary to address students' learning needs.



Figure 1. Classroom Observation During the Needs Analysis Stage

Design Stage

The design stage was carried out from November 11 to 25, 2025. At this stage, learning objectives were formulated so that students could identify characters, plot, setting, and moral messages from narrative texts heard. Narrative texts were selected based on vocabulary difficulty, sentence structure, and suitability for tenth-grade students. The researcher also designed storyboards integrating English narration, illustrations, supporting text, and simple animation. Listening activities were designed to guide students in comprehending story content, identifying key information, and answering questions related to the narrative text presented.



Figure 2. Story Design of the Audio-Visual Materials

Development Stage

The development stage was conducted from January 15 to April 8, 2026. At this stage, the storyboard that had been designed in the previous stage was developed into a complete audio-visual instructional video incorporating English narration, visual illustrations, supporting text, and animation. The development process was carried out through five stages, following the generic structure of a narrative text: theory, storytelling, complication, resolution, and closing.

a. Theory

The first stage focused on developing the opening section of the video, which presented a brief theoretical explanation of narrative text, including its definition and generic structure (orientation, complication, and resolution). This section was designed to activate students' background knowledge before the story was presented, so that they would already have a basic understanding of the elements of narrative text prior to listening to the story.

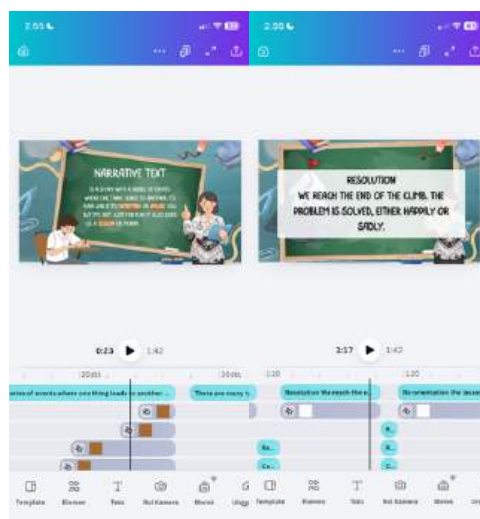


Figure 3. Theory Section of the Audio-Visual Material

b. Storytelling

The second stage was the development of the storytelling section, which introduced the setting, characters, and initial situation of the story through English narration accompanied by animated illustrations. This part was developed to help students

recognize the characters and background of the story as a foundation for comprehending the plot in the following sections.

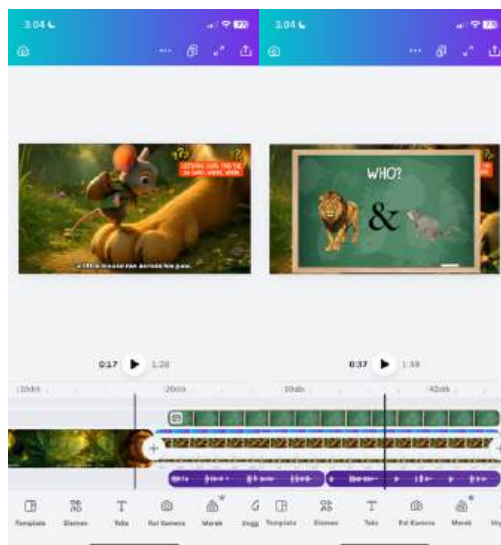


Figure 4. Storytelling Section of the Audio-Visual Material

c. Complication

The third stage was the development of the complication section, which presented the rising action or the core problem faced by the characters in the story. This section was designed to deliver the main conflict of the narrative in an engaging audio-visual form, aiming to strengthen students' listening comprehension of how the plot develops.

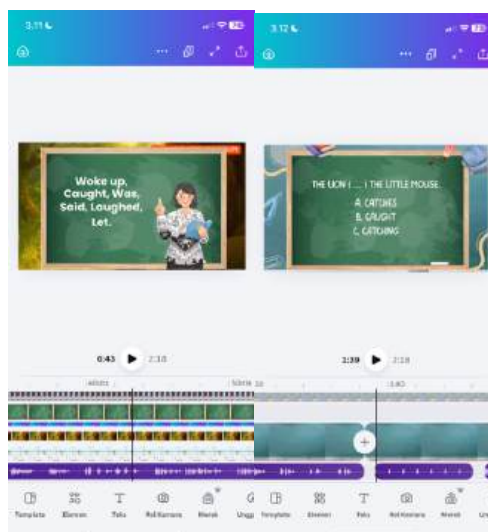


Figure 4. Complication Section of the Audio-Visual Materials

d. Resolution

The fourth stage was the development of the resolution section, which showed how the conflict faced by the characters was solved. This part was developed to help students follow the sequence of events and understand how the storyline reaches its solution.

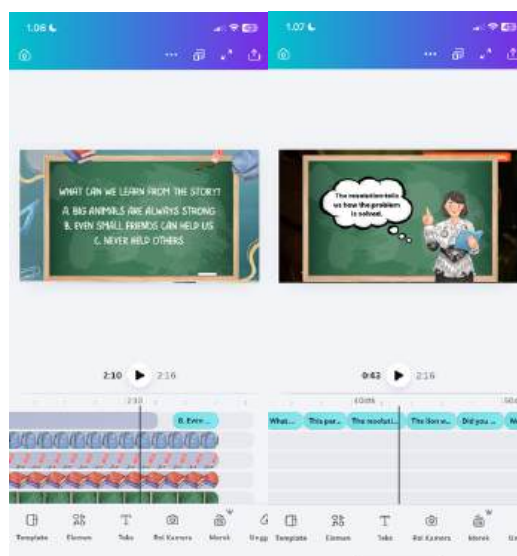


Figure 5. Resolution Section of the Audio-Visual Materials

e. Closing

The fifth and final stage was the development of the closing section, which presented a summary or moral message of the story along with the ending scene, supported by closing text and background music. This part was designed to reinforce students' overall understanding of the content and message of the narrative text they had just listened to.

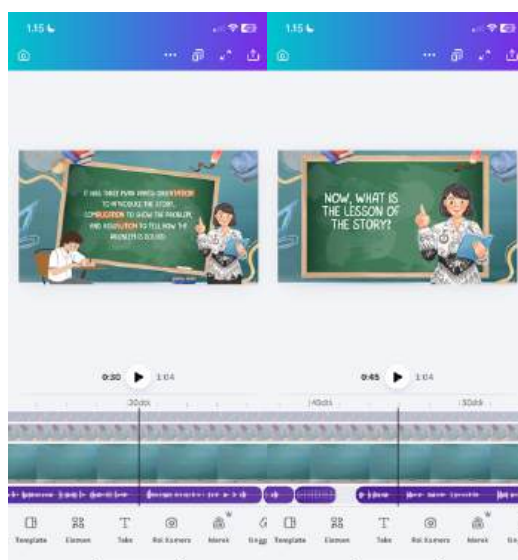


Figure 6. Closing Section of the Audio-Visual Materials

After the product was designed through all of these development stages, it was then validated by two expert validators, consisting of a material expert and a media expert, whose evaluation focused on the visual and content aspects of the developed product. This validation process was intended to assess the feasibility of the product before it proceeded to the implementation stage. Based on the validators' suggestions, several revisions were made to improve the quality of the product prior to implementation in the classroom.

Implementation Stage

The implementation stage was carried out with 16 tenth-grade students across three sessions on April 9, 16, and 23, 2026. During the implementation, the researcher conducted a structured observation to assess students' responses and engagement while using the audio-visual materials. The results of the product try-out observation are presented in Table 1 below.



Figure 7. Students Watching the Audio-Visual Materials during Implementation

Table 1. Product Try-Out Observation Result (Adapted from Fitria & Iswahyuni, 2023)

No	Indicator	Yes	No	Notes
1.	Students can hear the audio clearly.	✓		Audio was heard clearly through students' personal devices. However, some students experienced delays in accessing the media at the beginning of the lesson due to limited school internet connectivity.
2.	Students understand the content of the narrative text.	✓		The majority of students were able to understand the story content and answer the comprehension questions provided after listening to the audio-visual media.
3.	The media is easy to use by students.			Students were able to access and operate the media independently through their personal devices. The main obstacle encountered was related to limited internet connectivity.
4.	Students show interest.	✓ ✓		Students showed interest and attention while watching the audio-visual media and participated in the learning activities enthusiastically.

Based on the observation results, all four indicators were met. The majority of students demonstrated attention and enthusiasm during listening activities using the audio-visual materials. Students were actively engaged in answering comprehension questions and were able to identify narrative text elements after listening. Although some students experienced delays in accessing the media at the beginning due to limited school internet connectivity, the materials were generally easy to access and operate through students' personal devices.

Evaluation Stage

The evaluation stage was conducted on May 5, 2026. Based on expert validation results, product try-out observations, and student responses, the developed audio-visual materials demonstrated strength in improving students' learning motivation, focus, and comprehension of narrative texts in listening activities. However, it was identified that some students still needed audio repetition to understand certain vocabulary in the story.

2. The Feasibility of the Developed Audio-Visual Materials Based on Expert Validation

Material Expert Validation

The material expert validation was conducted by a lecturer from IKIP Siliwangi. The validation instrument consisted of 13 items covering three aspects: material quality, material usefulness, and language aspect, adapted from Zebua & Riana (2023). The results are presented in Table 2 below.

Table 2. Material Expert Validation Results (adapted from Zebua & Riana, 2023)

No	Statement	SB (4)	B (3)	K (2)	SK (1)	Score
Material Quality						
1.	Appropriateness of narrative text material with the Class X curriculum		✓			3
2.	Appropriateness of material with Class X students' listening competence		✓			3
3.	Completeness of narrative text elements (orientation, complication, resolution)		✓			3
4.	Clarity of audio in delivering narrative text content		✓			3
5.	Depth of material suitable for Class X students		✓			3
Material Usefulness						
6.	Helps students understand narrative texts through listening		✓			3
7.	Facilitates text comprehension through audio-visual		✓			3
8.	Increases students' focus in listening activities		✓			3
9.	Increases students' knowledge of narrative texts		✓			3
10.	Improves students' listening skills		✓			3
Language Aspect						
11.	Clarity of pronunciation in the audio		✓			3
12.	Appropriateness of vocabulary for Class X students		✓			3
13.	Clarity of intonation in supporting listening comprehension		✓			3
Total						39
Maximum Score						52
Percentage						75% (Feasible)

Based on the validation results, the material expert gave a total score of 39 out of a maximum score of 52, yielding a feasibility percentage of 75%. This result indicates that the developed materials fall within the feasible category, meaning the content, language use, and overall usefulness of the materials were considered appropriate for supporting students' listening comprehension of narrative texts.

Media Expert Validation

The media expert validation was conducted by a lecturer from IKIP Siliwangi. The validation instrument consisted of 14 items covering four aspects: video presentation, development procedure, script preparation, and usefulness, adapted from Zebua & Riana (2023). The results are presented in Table 3 below.

Table 3. Media Expert Validation Results (adapted from Zebua & Riana, 2023)

No	Statement	SB (4)	B (3)	K (2)	SK (1)	Score
Video Presentation						
1.	Image quality in the audio-visual media	✓				4
2.	Audio/narration quality for listening		✓			3
3.	Integration of audio and visual in presenting narrative text		✓			3
4.	Layout of the media		✓			3
5.	Font size of the supporting text		✓			3
6.	Font style is easy to read by students		✓			3
Development Procedure						
7.	Conformity of media with development stages (ADDIE)		✓			3
Script Preparation						
8.	Clarity of audio elements (narration/dialogue)		✓			3
9.	Clarity of visual elements (images/video)		✓			3
10.	Systematic presentation of media		✓			3
Usefulness						
11.	Facilitates narrative text listening instruction		✓			3
12.	Draws students' attention during listening activities		✓			3
13.	Synchronization between audio and visual in the media		✓			3
14.	Media duration suits students' attention span		✓			3
Total						43
Maximum Score						56
Percentage						76.79% (Feasible)

Based on the validation results, the media expert gave a total score of 43 out of a maximum score of 56, yielding a feasibility percentage of 76.79%. This result indicates that the developed

media fall within the feasible category, meaning the visual presentation, development procedures, script preparation, and usefulness of the media were considered appropriate for classroom implementation.

Overall Feasibility

Based on both expert validation results, the overall feasibility of the developed audio-visual narrative listening materials was calculated as follows:

Table 4. Overall Feasibility Results

Validator	Total Score	Maximum Score	Percentage	Category
Material Expert	39	52	75.00%	Feasible
Media Expert	43	56	76.79%	Feasible
Average			75.90%	Feasible

Based on these findings, the average feasibility percentage of 75.90% was obtained from both expert validators. The results obtained provide an answer to the research question regarding the feasibility of the developed audio-visual narrative listening materials based on expert validation results, indicating that the materials fall within the feasible category for use in English listening instruction for tenth-grade students.

3. Students' Responses Toward the Use of Audio-Visual Materials

Students' Responses

Data from the open-ended questionnaire distributed to 16 students were analyzed qualitatively through data categorization and theme identification. The questionnaire consisted of five questions addressing students' overall perceptions, the most helpful components, the appeal of the media, difficulties encountered, and suggestions for improvement, adapted from Janati et al. (2024). The analysis revealed four main themes in student responses, as summarized in Table 5 below.

Table 5. Summary of Student Response Themes

Theme	Description	Student Quote (Original)	Translation
Overall Perceptions	Most students described the learning experience as enjoyable, interesting, and easier to understand compared to conventional listening activities.	"Terbantu dan lebih paham untuk memahami materi yang diberikan mengenai narrative text" (Asyifa M.)	"I was helped and better understood the narrative text material provided"
Most Helpful Components	Audio and visual elements were most frequently cited as the features that aided comprehension. Audio helped students understand pronunciation and intonation, while	"Suara/audio karena biasanya dengan mendengarkan orang yang fasih bahasa Inggris membuat kita ingin pengucapan juga seperti orang Inggris yang sudah bagus pengucapannya" (Salsabila K.)	"Audio, because listening to fluent English speakers makes us want to pronounce words like

	visuals supported story comprehension.		native English speakers"
Appeal of the Media	Nearly all students agreed that the audio-visual materials made listening lessons more engaging, increasing focus, motivation, and enthusiasm.	<i>"Iya karena penggunaan audio-visual terbukti signifikan membuat pelajaran menarik dan tidak membosankan"</i> (Sera D.)	"Yes, because the use of audio-visual is proven to significantly make lessons interesting and not boring"
Difficulties Encountered	The main challenges were related to internet connectivity and AI-generated audio that felt slightly rigid or too fast.	<i>"Audionya lambat, kaku, dan kurang comfort untuk didengar"</i> (Khansa T.)	"The audio is slow, stiff, and not comfortable to listen to"

First, regarding overall perceptions, the majority of students expressed positive views toward the developed audio-visual materials. Students described the learning experience as enjoyable, interesting, and easier to understand compared to conventional listening activities. They noted that the combination of audio and visual elements helped them follow the story and comprehend narrative content more effectively.

Second, in terms of the most helpful components, audio and visual elements were most frequently cited as the features that aided comprehension the most. Several students highlighted that the audio helped them understand English pronunciation and intonation, while the visual illustrations supported them in imagining the story. Animation was also mentioned by some students as an engaging element that made learning more enjoyable.

Third, concerning the appeal of the media, nearly all students agreed that the audio-visual materials made listening lessons more engaging. Students reported increased focus, motivation, and enthusiasm during the learning sessions. The use of moving images, sound, and animation was considered effective in maintaining students' attention throughout the activity.

Fourth, with respect to difficulties encountered, the main challenges reported were related to internet connectivity, which occasionally caused buffering and reduced video quality. A few students also noted that the narration speed was sometimes too fast and that the AI-generated audio felt slightly rigid. Suggestions from students included improving audio quality, slowing down the speech rate, adding optional subtitles, providing Wi-Fi access in each classroom, and incorporating more variety in narrative story content.

Based on these findings, the results obtained provide an answer to the research question regarding students' responses toward the use of audio-visual materials in learning narrative texts, indicating that students generally responded positively to the developed materials, particularly in terms of engagement, motivation, and comprehension, while also identifying areas such as audio quality and internet accessibility that could be further improved.

Discussion

In terms of the process of developing audio-visual materials of narrative texts, the findings of this study show that the materials were developed through five systematic stages following the ADDIE model. During the Analysis stage, classroom observation revealed that students struggled to understand spoken narrative texts and showed stronger engagement with moving images and animation, a need that directly shaped the Design and Development stages, in which the video was structured into five sections, theory, storytelling, complication, resolution, and closing, corresponding to the generic structure of narrative text. This finding supports Zamsiswaya et al. (2024) and LaMarca and LaMarca (2024), who emphasized that each ADDIE stage must be grounded in an accurate analysis of learner needs to ensure that the resulting product addresses actual classroom problems rather than assumed ones. This is further supported by Trivani et al. (2025), who found that the structured, stage-based nature of narrative text makes it particularly compatible with systematic instructional design processes such as ADDIE. Furthermore, the try-out observation results in Table 1 showed that all four indicators, audio clarity, content comprehension, ease of use, and student interest, were met, which is in line with Mutmainah, and Rosadi (2024), who argued that technology-based and contextual materials aligned with the Merdeka Curriculum tend to generate higher student engagement compared to conventional listening activities.

In terms of the feasibility of the developed audio-visual materials based on expert validation results, the findings show that the material expert gave a score of 39 out of 52 (75%), while the media expert gave a score of 43 out of 56 (76.79%), resulting in an overall feasibility percentage of 75.90%, categorized as feasible. The material expert's evaluation, which covered material quality, usefulness, and language aspects, indicated that the narrative text content and vocabulary were appropriately matched to the listening competence of tenth-grade students. The media expert's evaluation, which covered visual presentation, development procedures, and media usefulness, indicated that the animation and audio quality were sufficient to support classroom implementation, although not yet at an optimal level. This result is consistent with Elawati and Khalifatunnisa (2025), who found that digital-based listening materials combining audio and visual elements tend to receive feasible-to-highly-feasible validation scores because they provide learners with multiple channels for constructing meaning, though scores in the feasible rather than highly feasible range often reflect areas such as audio naturalness that still require refinement. This is further supported by Correa and Ramírez (2024), who found that didactic audio-visual resources significantly enhanced listening comprehension by engaging both auditory and visual channels simultaneously, a process explained by Mayer's (2024) cognitive theory of multimedia learning, which posits that combining narration and images through separate sensory channels reduces cognitive load and strengthens comprehension. Similarly, Shin and Lee (2024) found that young L2 learners responded positively to various types of audio-visual input, suggesting that the audio-visual format itself carries pedagogical value for listening instruction.

In terms of students' responses toward the use of audio-visual materials in learning narrative texts, the thematic analysis in Table 5 identified four main themes. Under Overall Perceptions, most students described the material as more enjoyable and easier to understand than conventional listening activities. Under Most Helpful Components, students most frequently cited audio as the element that aided pronunciation and intonation comprehension, followed by visuals that supported story imagination. Under Appeal of the Media, nearly all students agreed that the combination of moving images, sound, and animation increased their focus and motivation. These three themes are consistent with Maulidia and Tampubolon (2024) and

Arbain et al. (2024), who reported that animated video media significantly improved students' listening comprehension by engaging both auditory and visual channels simultaneously. This is further supported by Maulana et al. (2025) and Sari et al. (2025), who found that animated video media increased student motivation and engagement, particularly in vocational and industry-oriented learning contexts. However, under Difficulties Encountered, students reported that unstable internet connectivity and the slightly rigid pace of the AI-generated narration reduced their listening comfort. This finding is in line with Halipah et al. (2025) and Raihani and Mahliati (2024), who noted that technical infrastructure, particularly internet connectivity, remains a critical factor influencing the effectiveness of digital listening materials in Indonesia, regardless of how well the content itself is designed. Regarding the rigidity of the AI-generated narration, this echoes Amin (2024), who found that although students generally perceived AI text-to-speech positively, concerns about its naturalness and rhythm persisted compared to human speech.

CONCLUSION

This study answered the three research questions by demonstrating that audio-visual materials of narrative texts can be systematically developed through the ADDIE model and used to support listening instruction for tenth-grade students. First, the development process successfully produced audio-visual materials that were designed based on students' needs, curriculum requirements, and listening learning objectives. Second, the developed materials were found feasible based on expert validation results, achieving an overall feasibility score of 75.9%, which indicates that the materials are appropriate for classroom use. Third, students responded positively to the developed materials, reporting that the combination of audio narration, visual illustrations, and animations helped them understand narrative texts more easily, increased their motivation, and made listening activities more engaging. Therefore, the developed audio-visual materials can be considered a feasible and supportive learning resource for narrative text listening activities in EFL classrooms. However, this study is limited by its reliance on a single class of 16 students without a control group, which means the actual effectiveness of the media on students' listening skills could not be statistically measured. Future research is therefore recommended to test the effectiveness of this media through an experimental method involving both an experimental class and a control class, in order to provide stronger empirical evidence of its impact on students' listening comprehension.

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