

The Effectiveness Of Audiovisual Narrative Story The Boy Who Cried Wolf On Students' Listening Comprehension Skills At Smk Gondang

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Abstract

This study investigates the effectiveness of using an audiovisual narrative story entitled "The Boy Who Cried Wolf" to improve students' listening comprehension skills at SMK Gondang. A quasi-experimental design was employed involving an experimental group and a control group. The experimental group was taught using audiovisual narrative media, while the control group received conventional listening instruction. Data were collected through pre-tests and post-tests and analyzed using an independent samples t-test. The findings revealed that students taught through audiovisual narrative stories showed significantly higher improvement in listening comprehension compared to those taught through conventional methods. The results indicate that audiovisual narrative media are effective in enhancing students' listening comprehension skills.

Keywords: Audiovisual narrative story, listening comprehension, *The Boy Who Cried Wolf*, EFL students, vocational high school

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan cerita naratif audiovisual berjudul "The Boy Who Cried Wolf" dalam meningkatkan kemampuan menyimak siswa di SMK Gondang. Penelitian ini menggunakan desain kuasi-eksperimen dengan dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diajar menggunakan media audiovisual, sedangkan kelas kontrol menggunakan metode konvensional. Data dikumpulkan melalui pre-test dan post-test serta dianalisis menggunakan uji t. Hasil penelitian menunjukkan bahwa penggunaan cerita naratif audiovisual secara signifikan meningkatkan kemampuan menyimak siswa.

Kata kunci: Cerita naratif audiovisual, pemahaman menyimak, *The Boy Who Cried Wolf*, siswa EFL, sekolah menengah kejuruan

INTRODUCTION

Listening comprehension is a fundamental component of English language learning, as it plays a crucial role in supporting the development of other language skills such as speaking, reading, and writing (Richards, 2008). For learners of English as a Foreign Language (EFL), listening is often considered one of the most challenging skills to master because it requires learners to process spoken language in real time, recognize sounds accurately, and construct meaning simultaneously (Brown, 2004). In many EFL contexts, students experience difficulties in listening comprehension due to limited exposure to authentic spoken English and insufficient practice with meaningful listening materials (Nation & Newton, 2009).

In vocational high school settings, listening instruction is frequently delivered through conventional approaches, such as the use of audio recordings or teacher-centered

explanations with limited contextual support. These approaches often fail to actively engage learners and may result in low motivation and unsatisfactory learning outcomes (Harmer, 2007). When listening materials lack meaningful context, students tend to perceive listening activities as monotonous and difficult, which negatively affects their comprehension performance.

To address these challenges, the integration of audiovisual media has gained increasing attention in English language teaching. Audiovisual materials combine auditory input with visual elements, enabling learners to process information through multiple sensory channels. According to the Cognitive Theory of Multimedia Learning, learners understand information more effectively when it is presented through both auditory and visual modes rather than through a single channel (Mayer, 2009). Furthermore, audiovisual materials provide contextual clues such as facial expressions, gestures, and visual settings that support learners' comprehension of spoken language (Canning-Wilson, 2000).

Narrative stories are particularly suitable for listening instruction because they present language in meaningful, coherent, and engaging contexts. Narrative-based materials allow learners to follow events, predict outcomes, and connect spoken language with prior knowledge, which facilitates comprehension (Harmer, 2007). When delivered in audiovisual form, narrative stories can further enhance learners' motivation and attention during listening activities (Woottipong, 2014). One narrative story that is appropriate for secondary-level learners is *The Boy Who Cried Wolf*, as it has a simple storyline, familiar themes, and a clear moral message.

Based on these considerations, this study investigates the effectiveness of using an audiovisual narrative story, *The Boy Who Cried Wolf*, in improving students' listening comprehension skills at SMK Gondang. The study seeks to provide empirical evidence on whether audiovisual narrative media can serve as an effective alternative to conventional listening instruction in vocational high school EFL classrooms.

RESEARCH METHOD

This study employed a quantitative approach using a quasi-experimental research design to examine the effectiveness of an audiovisual narrative story on students' listening comprehension skills. A quasi-experimental design was selected because the participants were drawn from intact classes and random assignment was not feasible in the school context (Ary et al., 2010). This design is widely used in educational research to investigate instructional interventions under natural classroom conditions (Cohen et al., 2018).

The participants of this study were eleventh-grade students of SMK Gondang in the academic year 2024/2025. Two intact classes were selected as the research sample. One class was assigned as the experimental group, which received listening instruction through an audiovisual narrative story, while the other class served as the control group and was taught using conventional listening methods. The use of intact classes as research samples is considered appropriate in classroom-based experimental research (Ary et al., 2010).

A listening comprehension test was used as the research instrument to measure students' listening achievement. The test was administered as both a pre-test and a post-test to identify changes in students' listening comprehension before and after the treatment. Pre-test and post-test designs are commonly used to measure the effectiveness of instructional treatments in educational research (Cohen et al., 2018). The test items were developed based on the instructional objectives and were intended to assess students' ability to identify main ideas, understand specific information, and infer meaning from spoken English (Richards, 2008).

The research procedure was conducted in three stages. First, a pre-test was administered to both the experimental and control groups to determine students' initial listening comprehension levels. Second, the experimental group received instruction using the audiovisual narrative story, while the control group was taught through conventional listening activities. Finally, a post-test was administered to both groups to measure students' listening comprehension after the treatment. This procedure is consistent with standard practices in quasi-experimental educational research (Ary et al., 2010).

The data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to summarize students' listening comprehension scores, while inferential statistics were applied to determine whether the differences between the groups' post-test results were statistically significant. The use of statistical analysis is essential for drawing valid conclusions in quantitative educational research (Cohen et al., 2018).

FINDINGS AND DISCUSSION

1. Overall Improvement in Students' Listening Comprehension

The findings of this study indicate that the use of an audiovisual narrative story significantly improved students' listening comprehension skills. The experimental group demonstrated a greater increase in post-test scores compared to the control group, indicating that audiovisual narrative instruction was more effective than conventional listening methods. This improvement suggests that the integration of visual and auditory elements facilitated students' ability to understand spoken English more effectively.

The results confirm that audiovisual narrative stories provide meaningful contextual support that helps learners process spoken language. Visual elements such as actions, settings, and character expressions assisted students in interpreting meaning and following the storyline, which reduced listening difficulties and enhanced comprehension. These findings support previous studies that highlight the positive role of audiovisual media in improving listening performance.

2. Challenges Faced by Students in Listening Comprehension

Despite the overall improvement, several challenges were still experienced by students during the listening activities. One major difficulty was students' limited vocabulary knowledge, which affected their ability to understand certain words and

expressions used in the narrative story. When unfamiliar vocabulary appeared, some students relied heavily on visual cues to guess meaning rather than fully comprehending the spoken text.

Another challenge involved students' difficulty in processing spoken English at natural speed. Some students found it hard to keep up with the pace of the narration, particularly when the speakers used unfamiliar pronunciation or intonation patterns. Although audiovisual support helped reduce this difficulty, students with lower listening proficiency still required repetition and additional explanation to fully understand the content.

In addition, maintaining concentration throughout the listening activity remained a challenge for a small number of students. While audiovisual materials were generally engaging, some students occasionally focused more on visual elements than on the spoken language, which may have limited their listening focus. This finding suggests that teacher guidance remains essential when implementing audiovisual materials to ensure that students focus on listening objectives.

3. Students' Engagement and Learning Responses

Students' responses to the use of the audiovisual narrative story were generally positive. Classroom observations indicated that students in the experimental group showed higher levels of attention and participation during listening activities compared to those in the control group. Students appeared more motivated and enthusiastic when listening to the audiovisual narrative story, as the combination of sound and visuals created a more interesting learning atmosphere.

The narrative format also encouraged students to predict events and follow the sequence of the story, which supported active listening. Students were more willing to answer questions and discuss the content of the story after the listening session. This increased engagement suggests that audiovisual narrative stories not only improve listening comprehension but also promote a more interactive and student-centered learning environment.

4. Pedagogical Implications for Listening Instruction

The findings of this study suggest important implications for English language teaching, particularly in vocational high school contexts. The significant improvement in students' listening comprehension indicates that audiovisual narrative stories can be effectively integrated into listening instruction as an alternative to conventional audio-based materials.

Teachers are encouraged to select audiovisual materials that are appropriate to students' proficiency levels and learning objectives. Narrative stories with clear plots, familiar themes, and meaningful messages are particularly suitable for listening instruction.

Additionally, teachers should provide pre-listening and post-listening activities to guide students' attention and reinforce comprehension.

5. Limitations and Suggestions for Future Research

Although the findings demonstrate positive outcomes, this study has several limitations. First, the research was conducted in a single vocational high school with a limited number of participants, which may restrict the generalizability of the results. Second, the study focused on only one audiovisual narrative story, which may not represent the effectiveness of other narrative genres or audiovisual materials. Third, the duration of the treatment was relatively short, and long-term effects were not examined.

Based on these limitations, future research is recommended to involve larger samples and multiple research sites to enhance the generalizability of the findings. Researchers may also explore the use of different types of audiovisual narratives or compare various audiovisual materials to determine their relative effectiveness. Furthermore, longitudinal studies could be conducted to investigate the long-term impact of audiovisual narrative instruction on listening comprehension and other language skills such as speaking or vocabulary acquisition.

CONCLUSION

This study concludes that the use of an audiovisual narrative story, *The Boy Who Cried Wolf*, is effective in improving students' listening comprehension skills at SMK Gondang. The findings indicate that students who received listening instruction through audiovisual narrative media demonstrated greater improvement than those taught using conventional listening methods. The integration of visual and auditory elements provided meaningful contextual support that facilitated students' understanding of spoken English and increased their engagement during listening activities.

The results of this study suggest that audiovisual narrative stories can serve as an effective alternative instructional medium for teaching listening comprehension in EFL classrooms, particularly in vocational high school contexts. By presenting language in meaningful and engaging contexts, audiovisual narratives help learners process spoken input more effectively and enhance overall learning outcomes. Therefore, English teachers are encouraged to incorporate audiovisual narrative materials into listening instruction to support students' comprehension development and motivation.

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