

Transformative pedagogical practices: Improving students' listening comprehension through video-based activities

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ABSTRACT

Studies have suggested that video-based listening activities using visual and auditory cues can be an effective learning tool to help students having issues with listening skills. This study examined the impact of video-based listening exercises on the listening comprehension skills of 21 fifth-grade students, with a focus on the identification of specific facts. The study employed an action research method, incorporating pre- and post-tests, Likert-scale questionnaires, and Focus Group Discussion (FGD) talks to evaluate students' progress and perceptions. The intervention was conducted over four weeks through four classroom sessions. The results showed that the intervention made a significant difference in how well pupils understood what they heard. The score on the pre-intervention test went from 8.79 to 9.37 out of 10 on the post-test, demonstrating the improvement of students' understanding on fast speech and small details. Students reported that video-based tasks were fun and engaging and the audio-visual materials enhanced their focus, confidence, and enjoyment in learning. The results show that video-based listening exercises are effective for EFL learners and should be used more widely to help them develop their listening abilities and improve language learning experiences.

Keywords: Video-based activities, listening comprehension, action research, EFL learners

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INTRODUCTION

The increasing use of multimedia technology in schools from the late 1900s to the early 2000s has had a huge impact on how languages are taught, especially in the context of English as a Foreign Language (EFL). Video for language learning is a highly effective, multimodal tool that enhancing student engagement. In general it improves speaking, listening, and vocabulary acquisition by providing authentic, contextual, and engaging content. Pamuji and Setyarini (2021) and Saputra (2020) argue that listening comprehension is crucial for language development since it is an active process by which people make sense of what they hear. Students at Sekolah Alam Pangkal Pinang (SAPKA) are expected to reach specified language proficiency levels as part of their curriculum. For instance, according to the English learning outcomes outlined in the Indonesian national curriculum (*Capaian Pembelajaran Bahasa Inggris*), primary school students are expected to understand simple spoken texts, recognize basic grammatical patterns, and identify familiar vocabulary related to everyday contexts. In line with these learning objectives, students are encouraged to develop the ability to grasp key information from short audio passages as part of their early listening comprehension development. Video-based listening activities have become vital to help learners overcome the problems they face in obtaining these goals, which sometimes lead to despair and a lack of passion.

Listening is an essential and potent kind of intelligible input in second language education (Mahmud, 2022). Improving learners' ability to understand what they hear greatly improves their overall language skills and ability to communicate (Hwaider, 2017). Therefore, it is crucial for EFL teachers to focus on teaching listening skills in order to meet the language needs of their pupils. Despite the urgency, listening is still one of the most underused abilities in many second and foreign language schools.

Tennant (2023) says that in the early days of English language instruction (ELT), listening was mostly used to teach new grammar through sample dialogues. However, its function has grown a lot in modern EFL teaching. Listening is essential for learning because it gives students the knowledge, insights, and communication skills they need to interact successfully (Kurniawati et al., 2023; Pamuji et al., 2019). It is therefore important to look at the complex nature of listening comprehension and how it helps people learn a second language. It takes a lot of practice and talent to becoming good at listening comprehension in a second language. Arrahma et al. (2024) consider listening comprehension as a complicated, participatory process that involves thinking about social situations, language patterns, intonation, and sound. Bodie (2023) further highlights that listening skills also reflect the ability to understand spoken words. Ahmadi (2016) emphasizes its significance, contending that comprehending spoken language is crucial for effective verbal exchanges between native and non-native speakers, as well as for substantive classroom communication. Ahmadi (2016) also state that strong listening skills can help people learn how to speak and write in a second or foreign language. It makes learners more aware of idiomatic expressions, intonation, and pronunciation, all of which are important for giving a good oral presentation. Listening also makes people more aware of the rhythm and cadence of speech, which makes oral communication more coherent. Good listening skills make writing clearer and more coherent, and they also aid with correct transcription. Hearing spoken input also helps a better mastery of vocabulary and grammar, which makes it easier to communicate in a wider range of situations. All in all, scholars have emphasized the imperative for explicit instruction in micro skills that can enhance students' listening comprehension as a consequence of these varied contributions (Bodie, 2023; Ahmadi, 2016).

There are many relevant skills that are important for listening comprehension, such as activating prior knowledge, making predictions, using contextual cues, taking notes, skimming and scanning, visualizing, asking for clarification, and thinking about what you heard (Chang et al., 2019; Gonulal, 2020). Teaching and practicing these micro-skills on purpose helps EFL students improve their ability to notice and understand details while listening. These skills align with theoretical frameworks on hearing, namely the differentiation between bottom-up and top-down processing, which collectively influence the ways learners utilize in understanding. Polatcan (2025) claims that bottom-up processing, which is the process of getting meaning from language input by using vocabulary and grammar knowledge, is especially critical for beginners who haven't yet built strong language categories (Fadli, 2024). In contrast, Brownwell (2017) characterizes top-down processing as a listener-centered methodology that utilizes prior information to predict content (see also Supriyani, 2025). Furthermore, Asteti and Wardani (2024) stresses interactive processing, which combines what you already know with what you hear to help you understand more deeply. In reality, this theoretical framework influences the organization of classroom listening instruction, which is typically segmented into successive stages to enhance students' comprehension.

There are three stages of instruction in listening lessons: pre-listening, where students use what they already know and guess what the content will be; while-listening, where the main goal is to understand; and post-listening, where students look at parts of language like sounds, grammar, and vocabulary (Supriyani, 2025). During the while-listening stage, it is more important to get the primary point than to understand every word. Post-listening assignments may build on prior activities, but they can also include new exercises that are not related to the main topic to help students understand better. During these stages, students benefit from tactics that are designed for specific listening goals, such as listening for details or finding specific information. Ramos (2017) asserts that listening for specific information is an approach that involves focusing on factual content, guessing what thoughts might come out, and being able to detect the difference between different ways of saying things in audio input (Nuralisa, 2025). Cognitive methods that help include elaboration, inference, and translation, which are all directly related to processing sound. Metacognitive strategies, as Tungkup (2025) notes, help students keep track of and judge how well they are listening. Also, socio-affective tactics like working with classmates and talking to teachers might help students feel less anxious and study better (Bodie, 2023). As these tactics keep changing, using multimedia, especially video, has become more popular to boost student interest and understanding.

There are both pros and cons to using video in listening lessons. Visuals alone can transmit meaning, even without spoken language (Barella & Linarsih, 2020; Brownwell, 2017). Hermana (2025), in her research on Indonesian EFL learners, showed that watching videos not only helped students'

listening skills but also sparked their creativity and drive. Even though these are good things, it takes a lot of time and work to find videos that match the learners' skill levels and interests (Tennant, 2023). Choosing the wrong materials could make videos less useful in ESL lessons. YouTube has become one of the most important platforms since it contains a huge library of real listening resources that learners all over the world may use. Saputra (2020) points out that YouTube makes it quick and fun to find culturally and linguistically rich content from all over the world. As Mahmud (2022) notes, YouTube videos can have a big impact on how learners engage mentally and physically, which in turn can make them more interested in listening activities. A study by Al-Hammouri et al., (2022) also showed that YouTube videos are helpful for EFL learners, especially because they help them learn new words by exposing them to a wide range of real-life content. These studies highlighted the urgency for utilizing real-world materials for teaching language and for teachers to use digital resources in a planned and strategic way. This is to say that adding real-world video content to EFL sessions is obligatory to achieve students' better language skills.

To assist students in developing their listening skills, teachers rely more and more on learning tools that offer them access to authentic English information (Anggraeni & Indriani, 2018). Teachers look at a lot of different materials to see if they are useful and effective for learning a second language. These days, various platforms are available with audio and video input which is useful for language learning (Metruk, 2018). For example, ESL Video and other platforms offer structured lessons and tests that help teachers keep better track of how their students are doing. Websites completed with ESL Videos offer a great place to get free instructional resources, including listening and grammar activities. Some of them provide tools for keeping track of and reporting scores, as well as a quiz maker that allows teachers make gap-fill and video-based listening activities. ESL Video is more than just a place to get teaching materials; it also promotes communication and cooperation between students from different cultures. Videos provide contextual assistance that facilitates understanding, together with authentic and engaging linguistic input. As Kline (1996) and Nichols (2016) observe, videos can assist students learn more about how to understand language and culture differences by letting them see paralinguistic elements, nonverbal cues, and situational contexts.

Despite the need for good listening skills, testing listening skills is considered a difficult process. Assessment methods must concern validity and reliability to ensure that observed improvements are attributable to genuine listening proficiency rather than external factors. When judging how well students understand what they hear, there are several things that can affect validity and reliability. For example, how well they know the culture and how clear the test items are (Polatcan, 2025). There can be problems with hearing tests because of the person taking the test, the environment, the material, or the method. All these things could make the test seem unfair. Listening passages that use cultural references that students do not know may put them at a disadvantage since they test their prior knowledge instead of their listening comprehension. In the same way, test questions that are poorly written or hard to comprehend might make it tougher to tell the difference between reading and listening problems. So, to make sure that listening tests are fair and accurately measure students' skills, they need to be properly planned and looked at critically.

Despite the growing body of research on the use of multimedia and video in EFL listening instruction, limited studies have specifically examined how structured video-based activities support elementary-level learners in identifying specific information in listening tasks within Indonesian EFL classroom contexts. Many previous studies tend to focus on general listening improvement or higher-level learners, leaving a gap in understanding how younger learners develop micro-listening skills through video-supported instruction. This study focuses on the integration of ESL video-based activities to improve students' ability to listen for specific information among fifth-grade learners at Sekolah Alam Pangkalpinang (SAPKA). In line with this focus, the study seeks to address the following research question: How does the incorporation of ESL video-based listening activities improve fifth-grade students' ability to identify specific information in English listening tasks? By addressing this question, the present study contributes to the ongoing academic conversation on multimedia-assisted language learning by providing empirical evidence on the pedagogical value of video-based listening activities for young EFL learners. The findings are expected to offer practical insights for teachers on how digital video resources can be effectively integrated into classroom listening instruction to enhance students' listening comprehension and engagement.

METHOD

This study employed a classroom-based action research with a mixed-methods approach (Singaravelu, 2016). The main goal was to get a deep awareness of things that happen in the classroom. In line with Messikh's (2020) perspective, the goal of action research is to purposefully get involved in problems to bring about change and better teaching methods. This research design focused on the ongoing difficulties that beginner-level students encounter in listening comprehension.

Even though English as a Foreign Language (EFL) programs stress listening comprehension, students in SAPKA still have trouble hearing and understanding at the A1 level. At this time, students should be able to do things like use terminology that fits with the Common European Framework of Reference (CEFR) listening goals, find basic grammatical structures, and get key information from short texts. When we watched pupils in class, we saw that they had problems selecting out specific parts from short audio snippets, which bothered their English learning. Because of this, the study focused on coming up with a methodological plan that included listening activities from ESL video sources.

This study was conducted at Sekolah Alam Pangkalpinang (SAPKA), a private elementary school that integrates nature-based learning with English language instruction as part of its curriculum. The school was selected as the research site because English is taught regularly and the researcher had direct access to the classroom as part of the instructional environment, making it suitable for conducting classroom-based action research. The participants consisted of 21 fifth-grade students aged between 10 and 11 years old. This group was selected because they were currently developing A1-level listening skills and had previously demonstrated difficulties in identifying specific information in short listening texts.

In this context, the study aimed to comprehend students' perceptions of video-based listening activities as a means to augment listening comprehension growth, while also evaluating their understanding of specific content through integration. The study sought to provide a more comprehensive understanding of the intervention's effectiveness and the learners' attitudes towards its implementation by merging these two factors. 21 students made up the convenience sample of participants since they were easy to reach (Etikan et al., 2016). All of the students went to English classes once a week and were good at the basics. They had been learning English at school for three years before the intervention, and their social and cultural backgrounds were similar.

The research examined the development of specific listening comprehension skills over four weeks through video-based listening activities sourced from ESL video websites. The observation took place in four sessions lasting for 45 minutes each. During the sessions, participants used four different strategies: (1) coming up with keywords and ideas on the whiteboard based on the video's topic, (2) guessing what would happen next based on visual cues, (3) guessing what would happen next based on spoken keywords while watching sequential videos that were muted, and (4) making guesses based on a list of keywords that was given. Data collecting tools were employed both before and after the operation.

Data were collected using three instruments. The first strategy comprised assessments before and after the intervention. These listening comprehension tests for the intervention used beginner level videos that were one to three minutes long. Each test had ten multiple-choice questions with three possible responses. The tests measured students' ability to identify specific information from the videos. After that, 21 students were given a Likert scale containing 12 items in Indonesian. As noted by Flórez et al. in Botero-Carvajal et al., (2023), the scale's kid-friendly version shows drawings of glasses of water to show the levels of agreement: Strongly Agree, Agree, Disagree, and Strongly Disagree. Six of the measurements looked at how effectively videos help students understand what they hear (dimension 1), while the other six looked at how students felt about doing tasks with videos (dimension 2). Focus groups were conducted to further elucidate the objectives of the study. This method was chosen because it can make interactive research more enjoyable, especially for younger pupils. Adler et al., (2019) also stated that it also minimized potential power imbalances between researchers and participants. Jenkinson et al. (2019) mentioned that using purposive sampling is one of the most efficient sampling methods, in this case, ten students were chosen at random to participate in the focus group. Six open-ended questions were answered by participants in Indonesian, guaranteeing accuracy and clarity.

To ensure the trustworthiness of the findings, several strategies were employed. First, data triangulation was applied by collecting information from multiple sources, including listening tests, Likert-scale questionnaires, and focus group discussions. This triangulation allowed the researcher to compare and confirm the consistency of the findings across different data sources. Second, the use of clear and structured instruments helped improve the reliability of the data collection process. Third, the focus group discussions were conducted in the students' first language (Indonesian) to ensure that participants could express their opinions clearly and reduce the risk of misunderstanding. These procedures helped strengthen the credibility and dependability of the research findings.

We used descriptive statistics to look at the data from before and after the exam. We used measures of central tendency, like means, to compare how well the group did before and after the intervention. We also utilized range calculations to see if there were any big changes in the score distributions. The results were put together and shown in a graph so that they could be understood (Jones & Goldring, 2024). Descriptive statistics, which calculated the mean and standard deviation for each item, also helped in the research of the Likert scale (Braun & Clarke, 2024). The results, organized into two categories, showed broad trends and differences in how students responded. Focus group data were analyzed using thematic analysis following Braun and Clarke's procedures

The qualitative data analysis followed the six-step thematic analysis procedure proposed by Braun and Clarke (2024), which includes data familiarization, initial coding, searching for themes, reviewing themes, defining and naming themes, and producing the report. The responses from the focus group discussions were first transcribed and translated into English, after which key ideas related to students' perceptions of video-based listening activities were identified and grouped into themes. Meanwhile, the quantitative data from the pre- and post-tests and the Likert-scale questionnaire were analyzed using descriptive statistical techniques to identify changes in students' listening performance and general patterns in their responses.

RESULTS AND DISCUSSION

General Results of Pre- and Post-Intervention Tests

To assess the enhancement of learners' capacity to retrieve specific information, participants' scores from the pre- and post-intervention assessments were analyzed.



Figure 1. Students' Scores in Pre- and Post-Test

Figure 1 illustrates the results of both tests. The examination of the results showed that 10 of the 19 participants, or 55% of the sample, performed better on the second exam than on the first. Although the study initially involved 21 students, only 19 students participated in both the pre-test and post-test because two students were absent during the post-test due to illness. Therefore, the comparative analysis was conducted based on the data from the 19 students who completed both assessments. The implementation of video-based listening exercises, which appeared to increase students' comprehension of specific content, may have contributed to this advancement. On the other side, just one person (6%) had worse scores, while seven people (39%) kept the same level of performance on both tests. The mean

score for the pre-intervention exam was 8.79 out of 10, while the mean score for the post-intervention test was 9.37 out of 10. This means that the overall score went up by 0.58 points.

Findings from the Likert Scale

A 12-item Likert scale was utilized to assess participants' perceptions of video-based listening activities. There was a four-point evaluation system for each statement: (1) entirely agree with 4 points; (2) agree with 3 points; (3) disagree with 2 points; and (4) Strongly disagree with one point.

Result 1: How Well Videos Help with Listening Comprehension Development of Skills.

Table 1. Percentage of Students' Answer in Cycle 1

| | Strongly Agree (4) | Agree (3) | Disagree (2) | Strongly Disagree (1) |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| 1. The visual elements in the video support my comprehension of the spoken content. | 45.5% | 54.5% | 0 | 0 |
| 2. Engaging with English videos enables me to learn more independently. | 45.5% | 47.4% | 5.2% | 0 |
| 3. Viewing English videos enhances my focus on listening activities. | 35.6% | 60.5% | 3.9% | 0 |
| 4. While watching videos in English classes, I realize that my understanding of English is greater than I initially expected. | 58.2% | 31.3% | 10.5% | 0 |
| 5. I believe my listening proficiency has improved as a result of video-based activities in English lessons. | 62.5% | 32.7% | 4.8% | 0 |
| 6. Watching videos facilitates my retention of information. | 45.5% | 54.5% | 0 | 0 |

The examination of the data (see table 1) shows that statement 4 (58.2%) and statement 5 (62.05%) had the most people who chose a score of 4 ("Strongly Agree"). These results suggest that video-based exercises probably have a big effect on helping students understand English better and increasing their listening skills. On the other hand, statements 1, 2, and 6 (45.5%) had the fewest "Strongly Agree" replies, while statement 3 (35.6%) had the most. This tendency implies that students may still have trouble staying focused when doing listening exercises that involve videos.

Result 2: Students' Impressions of the Use of Video-Based Listening Comprehension Activities

Table 2. Percentage of Students' Answer in Cycle 2

| | Strongly Agree (4) | Agree (3) | Disagree (2) | Strongly Disagree (1) |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| 7. I prefer watching videos in English classes over listening to audio materials alone. | 80.4% | 19.6% | 0 | 0 |
| 8. I feel at ease when engaging in activities that involve videos. | 48.7% | 51.3% | 0 | 0 |
| 9. I am confident when completing video-based listening tasks in English class. | 60.2% | 24.8% | 8.5% | 6.5% |
| 10. I experience greater comfort and calmness watching videos in English classes compared to listening solely to audio. | 60.2% | 39.8% | 0 | 0 |
| 11. After engaging with videos, I feel more positive about my English language skills. | 48.7% | 35.9% | 15.4% | 0 |
| 12. Watching videos in English is enjoyable due to the combination of topics, visuals, and sounds. | 48.7% | 51.3% | 0 | 0 |

The research showed that statement 7 had the highest level of agreement, with 80.4% of people saying "Strongly Agree." Statements 9 and 10 were next, with 60.2% of people saying "Strongly Agree." On the other hand, statements 8, 11, and 12 had the lowest levels of strong agreement, with only 48.7%

of people agreeing with them. The average score for Dimension 1 was 20.68 out of 24, which means that most participants thought that video-based activities were good at helping them understand what they were listening to. The standard deviation of 1.60 shows that the answers were spread out rather evenly, which means that most people had good opinions although there were some differences. Dimension 2 also had a mean score of 21.68 out of 24, which means that students had positive views of the intervention. The standard deviation of 1.86 shows that there was a moderate range of opinions among students. Overall, the mean ratings were quite high in both areas, which shows that most participants had a positive reaction to the intervention, even though there were some differences in opinion.

The average scores are rather high in both areas (see Figure 2), which means that most participants think the intervention is effective. The standard deviation reveals that responses varied and that some people had different opinions, even though they were moderate. While average dimension 1 shows how much students agree or disagree with the assertions in that dimension, average dimension 2, students agree with these arguments.

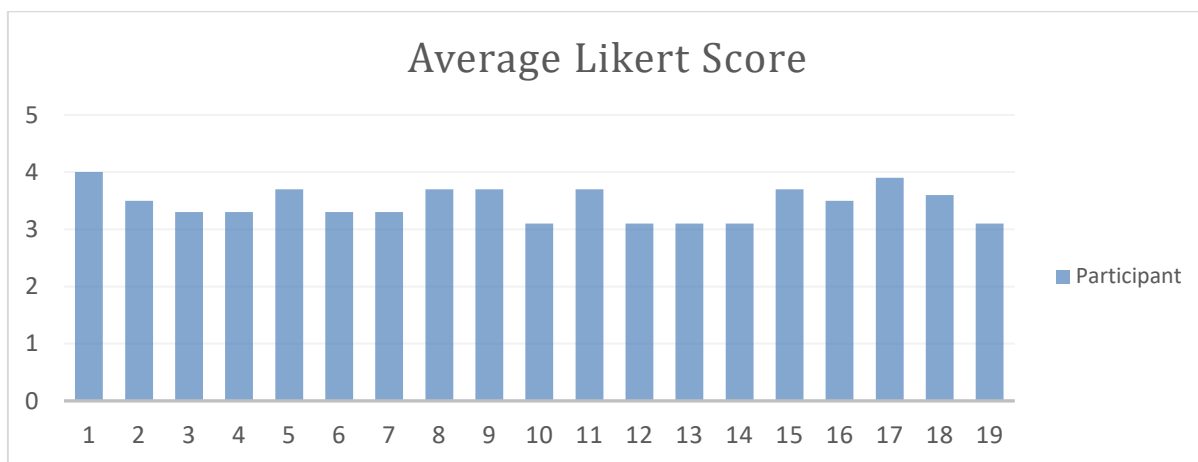


Figure 2. Likert Scores in Cycle 1

The average score for Result 1 shows students' perception on how well video-based activities worked (Figure 2). The average score for Result 2, like the one for Result 1, shows how much students agree with the claims in Figure 3. When we look more closely at the response distribution for Result 1, we can see that most students (55%) chose "Strongly Agree," 40% chose "Agree," 5% chose "Disagree," and none chose "Strongly Disagree" (see Figure 4). The examination of responses for Result 2 shows a strong trend toward agreement. 65% of students chose "Strongly Agree," 25% chose "Agree," and just 8% and 2% chose "Disagree" and "Strongly Disagree," respectively.

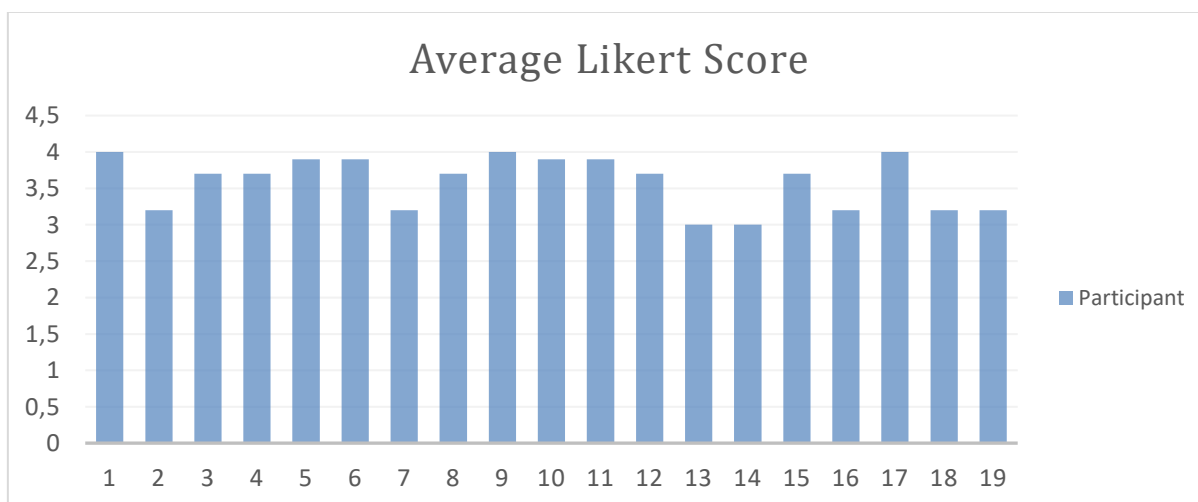


Figure 3. Likert Scores in Cycle 2

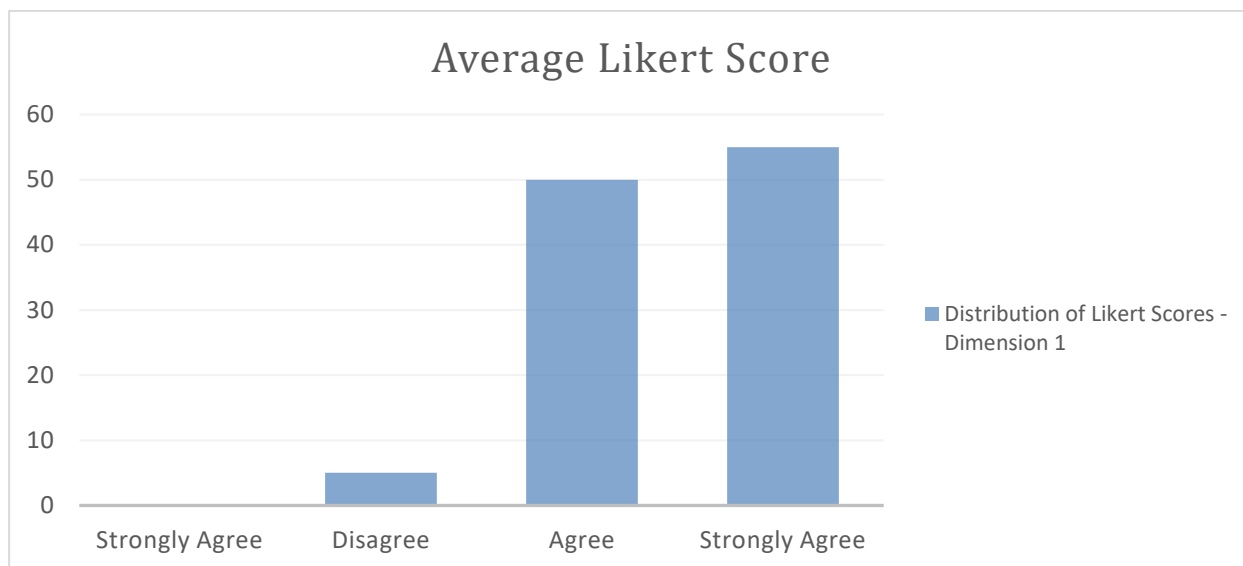


Figure 4. Likert Scores in Cycle 1

Findings from Focus Group Discussion

The thematic analysis of the students’ comment after the post-intervention analysis demonstrated three main themes: (1) students’ perceptions of the use of video-based listening activities, (2) students’ perceived improvement in listening comprehension through video-based activities, and (3) students’ attitudes toward the implementation of video activities in the classroom. The themes were developed through a systematic coding process in which we first familiarized ourselves with the transcripts, then generated initial codes from meaningful segments of the students’ responses. These codes were subsequently reviewed and grouped into broader categories to form coherent themes that represented recurring patterns in the data. To ensure analytic rigor, the coding process involved repeated examination of the transcripts and careful comparison between codes and emerging themes to maintain consistency and credibility in the interpretation of the data. Figures 5, 6, and 7 illustrate the themes and sub-themes generated by each dimension.

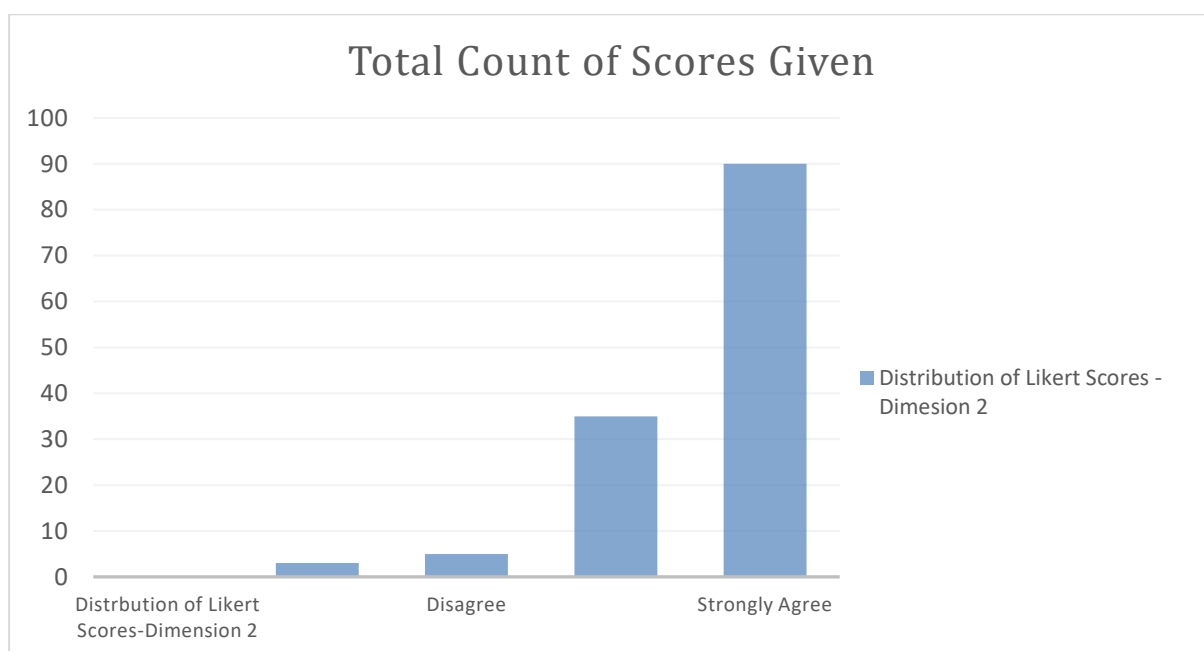


Figure 5. Likert Scores in Cycle 2

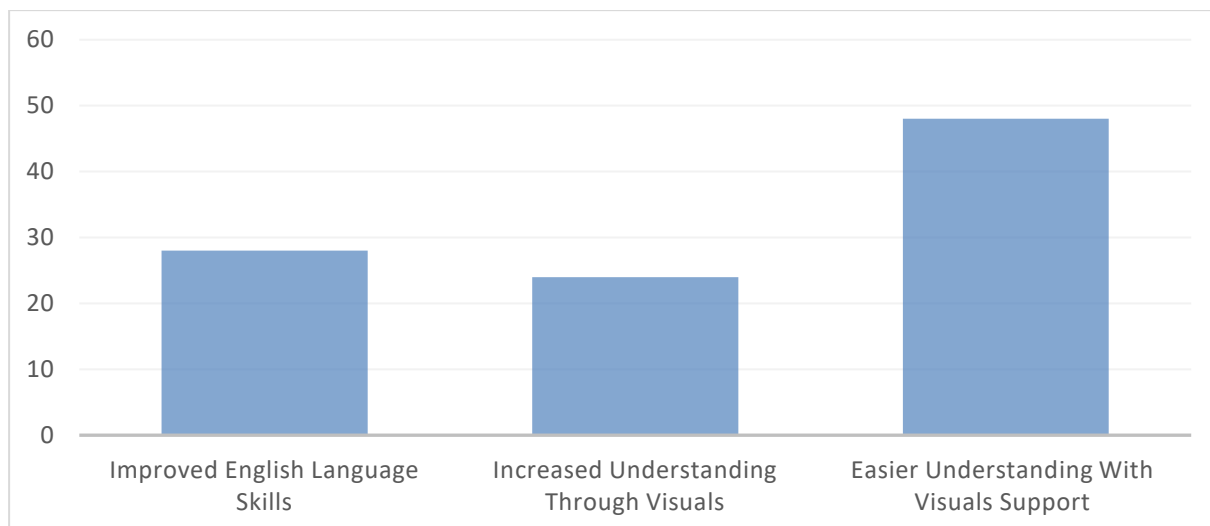


Figure 6. FGD in Cycle 1 about Students' Opinion

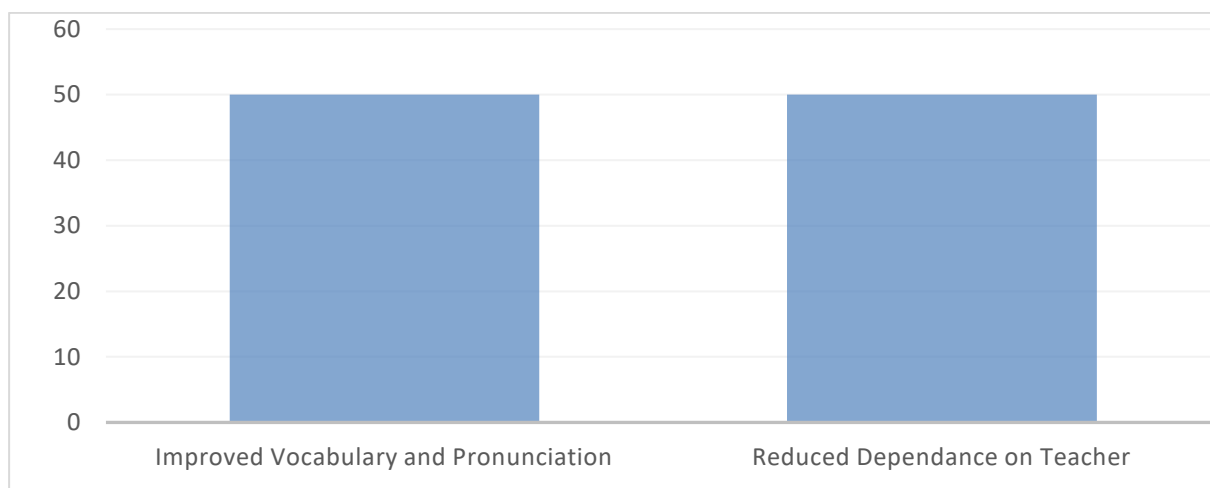


Figure 7. FGD in Cycle 2 about Students' Opinion

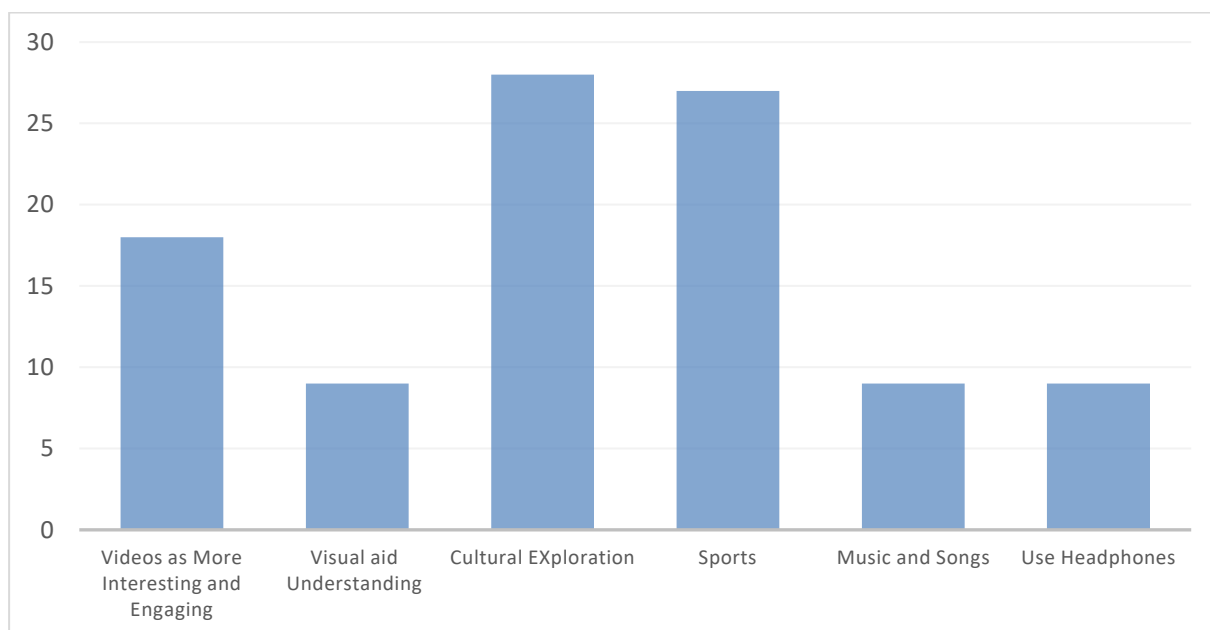


Figure 8. FGD in Cycle 3 about Students' Opinion

That listening exercises using videos improved their memories in different ways is confirmed by students.

“The videos really helped me understand the questions and find the answers more easily. I could see the context from the visuals, which made it easier to follow the conversation. It also helped me learn new vocabulary and pronunciation in a more natural way.”

They had better overall English abilities, better visual aids for understanding, more confidence when listening, and a greater willingness to learn more about a range of topics, such as culture and sports. Some of them also said that they would want to see music-related videos, especially ones that have songs in them. While video-based methods are good for teaching language and emotions, it was also confirmed that they could help teachers and curriculum developers improve their lessons.

The results suggest that video-based listening activities really helped participants understand certain material better. This finding aligns with Daulay (2025) who also reported improvement in English listening comprehension among students exposed to video materials, accompanied by positive learner attitudes toward the method. Similarly, Riawan & Sulistyani (2020) showed that students who did video-based activity did better than their classmates, and they said that this was because multimedia input made them more motivated and interested.

Based on how well the participants did, three different groups were made. The fact that the biggest group kept getting good scores was probably because they worked hard at studying and were very involved in class. A second group showed measurable improvement by doing video-based exercises along with certain listening strategies that were used throughout the intervention. One person in a third, smaller group did worse than the others, which could have been because the video assignment was harder for them or because of things like mood or focus.

While these findings generally affirm the positive impact of video-based activities, they partially contradict Batty's (2015) claim regarding the broad benefits of video use in education, particularly in terms of comprehension and engagement. Still, the inconsistency seems small, and the overall results show that video integration, as well as the learner's own traits and teaching methods, can help them understand what they hear better. Wah (2019) stresses how important it is to teach listening methods directly, which was a big part of this intervention. With the help of their teachers, students were able to employ video-based activities more effectively, which boosted their confidence and understanding of certain facts.

In summary, the intervention had a positive effect on students' ability to understand what they heard. However, the outcomes also indicate that progress cannot be attributed solely to video-based activities. Differences between individual learners, how much they participated, and how they used listening tactics all had an equal impact on overall accomplishment.

The results of the action research demonstrate that, on average, the participants responded positively to the intervention, as shown by the high mean scores on the Likert scale for both elements. These results indicate that students have a comparable perspective regarding the efficacy of video-based listening exercises in enhancing listening comprehension. The moderate standard deviations, on the other hand, show that there was some variation amongst participants, which means that each one had a varied experience with the intervention. This observation is consistent with Juita (2024) who said that videos that aren't made for people who don't speak English can be hard to understand because of how they sound and how they reference other cultures.

The focus group discussions provided additional qualitative insights into the preferences and experiences of the learners. Students stressed how important visual clues are for helping people understand, motivating them to pay attention to details, and making results that make sense in the first dimension; people's opinions on using video-based activities to help them understand what they are hearing (Hardiah, 2019). They further substantiated the assertion that multimedia facilitates vocabulary enhancement by emphasizing vocabulary acquisition through exposure to novel terminology in video content. Participants indicated enhanced listening skills and heightened confidence in their capacity to understand spoken English about the second dimension (perceptions of improvement) which corresponds with Yuyun & Simamora's (2021) findings on how confident and happy learners are when they use multimedia platforms. Students were interested in videos on sports, music, and culture in the third dimension (preferences and suggestions). They said that these videos may help them learn how to

pronounce words and learn about other cultures, which aligns with Natasa & Solusia (2022), who highlighted the educational value of social media videos in enriching learning experiences.

In general, while participants found it beneficial to use video-based activities to help them understand what they heard, the wide range of replies shows how important it is to have adaptable teaching methods that work for different types of learners. It is also indicated that language skills, confidence, and student involvement all improved, but they are only true in certain situations and may not be true for everyone. For instance, even if music videos were very popular, curriculum planners need to think about a larger range of student interests to make sure everyone is included. Also, the quality of the content, the way it is taught, the level of the learner, and the availability of technology all determine how well video-based listening exercises function. Sometimes, things like slow internet or schools that don't have enough technology could make adoption less successful. So, when developing future curricula, these problems should be weighed against any possible benefits, and multimedia technologies should be used in ways that meet the needs of all students. This study gives teachers new ideas on how to use multimedia to help students understand what they hear better. It may be used in a lot of different educational settings and for a lot of different purposes. It demonstrates that video-based exercises can be both stimulating and captivating.

CONCLUSION

The present study investigated the efficacy of video-based listening activities in enhancing listening comprehension skills among primary school students at Sekolah Alam Pangkalpinang (SAPKA), specifically in the identification of specific content. The pre- and post-tests show that the participants' listening comprehension skills significantly improve after the intervention, which is solid evidence that the study's goals were met and that video-based activities are meaningful for enhancing students' skills. The Likert scale responses and the focus group discussions also showed how well the intervention worked to help students better understand what they heard, and, thus they support the use of videos for classroom learning.

The visual aspect of videos was praised for helping students learn better and pay more attention to details. Also, several students reported improved ability to follow rapid speech after completing the video-based tasks. This gain in listening comprehension was a big deal for the students since it helped them do better in school and made them feel more confident in their English skills. This talk about using videos to develop oneself focused on the benefits, such as being able to better understand the main ideas and general information while listening. In general, this action research showed that video-based exercises could be a useful tool for ESL/EFL teachers since they help students understand what they hear better. So, English teachers should think about adding video-based listening exercises to their classes because they can greatly help with listening comprehension, which will help language learners in the long run.

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