

Enhancing listening comprehension through watching movie in flipped learning

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| ARTICLE INFO | | ABSTRACT | | |
|---|--|--|-----------------------------|------------------------------|
| Keywords: <i>listening comprehension, flipped learning, short movies, quasi-experimental design</i> | | <i>This study investigates whether watching short movie within a flipped learning environment can enhance student's listening comprehension. The participants consisted of sixty eleventh-grade students from SMA Masehi Jepara, divided into two groups: thirty in the control group and thirty in the experimental group. A quasi-experimental design was employed, involving pre-tests and post-tests managed to both groups. The experimental group received treatment by watching five English short movies over three weeks in a flipped learning framework, followed by in-class discussions and comprehension exercises. The collected data were analyzed using IBM SPSS Statistics. The results indicated that both groups showed significant improvement in their listening comprehension, as reflected in the gain scores. However, the results of the independent samples t-test indicated that there was no statistically significant difference between the experimental group and the control group, suggesting that the treatment did not lead to a statistically superior outcome. These findings may be influenced by factors such as time constraints, sample size, and individual learner differences. Despite these limitations, the study provides valuable insights into the use of short movies in flipped learning as an alternative approach to developing student's listening skills.</i> | | |
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1. Introduction

Listening skills are the most important part of language learning among the other part, such as speaking, reading, and writing (Al-Husban, 2020). From the total amount of time used for communication, most of them spent on listening. Reading and writing are activities that can be done alone without participation of other people, except the text that they are reading, in their own duration (Syahid et al., 2022). Listening and speaking are interactive activities where the learners should understand other people's statements, and give the right responses to them through speaking spontaneously in certain speed. That is why listening and speaking activities are difficult for the students. Several challenges that Indonesian students face in understanding English listening materials, which can significantly affect their learning outcomes. These challenges include difficulty in grasping different accents, limited vocabulary knowledge, unclear or low-quality audio, and the fast pace of spoken language. They also stress the importance of designing a listening program that specifically addresses these difficulties, offering students strategies and opportunities to practice with authentic, real-world content, ultimately enhancing their listening comprehension skills (Saputri et al., 2025).

To overcome the challenges in listening comprehension as it is emphasized by the Merdeka Kurikulum, Teachers of English play a key role in offering effective strategies and learning opportunities that enhance student's ability to communicate. By implementing learner-centered methods and fostering engaging classroom settings, teachers can support students in managing their nervousness and improving their listening comprehension, thereby enabling active participation in communicative interactions. During classroom time, the teachers facilitate active learning experiences, such as discussions and presentations, group work, problem-solving exercises, and hands-on experiments that required them to speak and listen to each other. This student-centered approach fosters deeper understanding, critical thinking, and peer interaction, and also feedback from the teacher. Because of the complex difficulties that the students face in listening, listening comprehension becomes one of the most challenging activities in teaching and learning process. Teachers would rather teaching reading and writing in class rather than teaching listening and speaking. They spend more time in class by applying reading and writing activities. Listening is the rarest activities given by the teachers in class. It is neglected in the educational system for more than twenty years. The reason due to the limited facilities provided by schools and the teachers (Sah & Shah, 2020). Students only rely on their teacher's explanation and their peers' response for their listening activities in the classroom. Students only enjoy listening activities when the teacher and some of their friends discussing texts in their lesson using limited English.

Given the numerous difficulties students experience in developing listening skills, listening comprehension is often regarded as one of the hardest components in language instruction. Consequently, many teachers prefer to teach reading and writing rather than listening and speaking. They spend more time in class by applying reading and writing activities. Listening is the rarest activities given by the teachers in class. It is neglected in the educational system for more than twenty years. The reason due to the limited facilities provided by schools and the teachers (Sah & Shah, 2020). Students only rely on their teacher's explanation and their peer's response for their listening activities in the classroom. Students only enjoy listening activities when the teacher and some of their friends discussing texts in their lesson using limited English.

Nowadays, students are living in the amazing digital era where almost all high school students have their own gadget. They used to play anything to listen, such as songs, stories, news, etc. freely in their leisure time (Syahid et al., 2022). They also used it to watch movies or videos that they like in their daily life. So, watching movies become something usual for the students to do outside the class. Schools was also equipped with digital tools, such as LCD projectors and internet connections, by the government through the Ministry of Education (Kerres & Buchner, 2022). It becomes good change for teachers to create new strategies to teach listening in class. These facilities enable teachers to apply movie or video materials into their lessons, which can attract the student's enthusiasm for listening activities. Integrating technology into language learning has been applied recently, and listening is getting more attention at all education levels including senior high school students.

Movies are motivating media which encompass various topics, various characters, and settings to be applied in class. It is the most interesting media compared with videos on conversations presented using specific expressions like the old listening materials. There are many kinds of English movies produced by some countries, like America, Korea, Japan, India, Singapore, etc. that we can find in YouTube.channel. Short movies are provided with so many different themes and settings. The students can choose to watch the movies on narrative story or about science. It relates to the materials they should master in class within certain topics, such as family, friendship, motivation, psychology, or even about fashion and culinary.

Through watching movies students learn about the right pronunciation and intonation in English in the real context and interaction. They also pay attention to the gesture and body language of the actors or even the culture that happen in the context or situation the actors have in the movies (Erlangga & Ayu, 2022). While watching movies, students also pay attention to the actors in their fashion, their activities in relation to others, even their characteristics and their habit. Those things attract them inspired and stay to watch the movie. It will help them to understand the story, so they will get the message of the movie. The interesting story which relates to the student's lives as teenagers will also keep them watching. In other words, while watching English short movies, students will learn more than just words, sentence, expressions, pronunciation or intonation. The students will study more about the gesture, the diction, the context, the setting and the culture (Roslim et al., 2021).

Student's ability in understanding movies are different between one student and the other. Some students only need once or twice watching to understand the story of movie, while the other students need four or five times of watching to understand the story of the movie. Due to the limited time the students have in in English class, it is nonsense to apply the movie in class anytime the teacher want to teach listening. Educators can use various strategies to help students develop their full potential (Ahmad, 2022), such as providing short movie to activate their background knowledge using authentic materials to recognize main ideas or to understand detail information. Here, the researcher applies watching movies in flipped learning to support the students' listening comprehension.

Flipped learning is one innovative teaching approach which has gained popularity in the last 10 years (Cormier & Voisard, 2018). It is the opposite of giving homework in the traditional learning, where teachers give project or exercises at home after the teachers give the explanation in class. Flipped learning is applied by delivering instructional content outside of the classroom, through online movies, videos, and pre-recorded materials, and continued by applying interactive and collaborative activities in class.. In the traditional learning, teachers give the instruction in class first, than continued by giving some homework to do by the

students at home. In flipped classroom, the students are given the materials first before the lesson in class, then they will continue the discussion in class. Based on that main problem, the researcher wants to know if watching short movies in flipped learning can enhance the student's listening comprehension.

2. Literature Review

2.1 Listening Comprehension

Listening comprehension is the capacity to comprehend and analyze or understand spoken language. According to Gilakjani, stated listening comprehension are some multiple processes to understand and making sense of the spoken language (Gilakjani & Sabouri, 2016). They also stated that the important part of language learning is listening comprehension. In the other study, Hamouda also stated that listening comprehension is an interactive process where individuals actively participate in creating understanding.

Effective listening requires not only hearing the words but also understanding their meaning, context, tone, and intention. Listening is an active process that involves not only receiving but also responding to spoken or occasionally unspoken messages. Listening comprehension goes beyond merely hearing sounds; it refers to an individual's capacity to grasp and interpret the meaning conveyed through words (Sutrisno, 2020). Listening deserves significant attention during the foreign language teaching process and should be given careful consideration (Wahyuni & Inayati, 2022).

The impact of listening is primarily evident in the development of speaking skills (Komol & Suwanphathama, 2020). Listening provides the input for speaking, as understanding what is being said is crucial for formulating appropriate responses. Similarly, speaking helps develop listening skills, as actively engaging in speaking activities requires attentiveness and comprehension of the spoken language. Together, these skills enable individuals to engage in effective and meaningful oral communication, facilitating successful interactions and exchanges of information.

Both listening and speaking are always the two most important skills in language learning in general and English in particular beside that listening and speaking skills are interactive and interdependent. The impact of listening is primarily evident in the development of speaking skills (Sobhanifar & Ranjbaran, 2023). Listening provides the input for speaking, as understanding what is being said is crucial for formulating appropriate responses. Similarly, speaking helps develop listening skills, as actively engaging in speaking activities requires attentiveness and comprehension of the spoken language. Together, these skills enable individuals to engage in effective and meaningful oral communication, facilitating successful interactions and exchanges of information.

2.2 Watching Short Movies

Learning activities has changed when teachers applied technology in their teaching activities. Many teachers prepare course contents with videos and presentations (Aydin & Demirer, 2022). Students can perform a variety of activities from reading, listening, speaking, and writing by using a wide variety of video, such as video interviews, movie trailers, music videos, and also English conversation videos (Sutrisno, 2020). People prefer to watch short videos rather than long movies (Lu, 2023)

Short movies are cinematic pieces with a few to thirty minutes of running time that are usually made to explore a theme, tell a story, or send a message. There are many different genres of short movies, such as science fiction, horror, comedy, drama, and experimental. Compared to feature-length movies, they give movie makers the chance to experiment more condensed with storytelling methods, cinematography, editing, and sound design. Also research by Mayer in Reed et al, said that there are many opportunities for language learners in using movies and video clips. In particular, movies may help language learners to learn more information, reduce the amount of brain load and stimulate their motivation for pursuing linguistic education (Reed et al., 2022). Watching short movies in flipped learning is more interesting for the students. They are not learning under pressure, like when they were in front of their teacher and their friends in such a boring class. They can watch the films in relax costumes, in their favorite and comfortable places they choose, whether it is in their own room or some other places at home outside the house.

Integrating short films into flipped learning environments offers several advantages for English language learners. Short films, typically ranging from a few to thirty minutes, allow students to engage with authentic language use in diverse contexts, enhancing their listening and comprehension skills. These films often present real-life scenarios, colloquial language, and various accents, providing learners with exposure to the practical application of language beyond textbook examples. This exposure helps bridge the gap between theoretical knowledge and real-world communication, fostering a deeper understanding of the language.

Moreover, the use of short films in flipped classrooms promotes active learning and critical thinking. Students can pause, rewind, and rewatch segments of the film, allowing them to focus on specific language features, such as pronunciation, intonation, and vocabulary usage. This flexibility encourages learners to take ownership of their learning process, catering to individual learning paces and styles. Additionally, discussing the themes and narratives of short films in class can stimulate meaningful conversations, enhancing speaking and writing skills through structured activities like debates, role-plays, and creative projects.

Furthermore, short films can serve as a catalyst for cultural exploration and empathy. By depicting diverse cultures, social issues, and human experiences, these films provide learners with insights into different perspectives, fostering a global mindset. Engaging with such content can also promote emotional intelligence, as students reflect on the characters' emotions and decisions, leading to discussions about values, ethics, and societal norms. Incorporating short films into the curriculum thus not only enhances language proficiency but also contributes to the holistic development of learners.

In conclusion, the integration of short films into flipped learning environments offers multifaceted benefits for English language learners. By providing authentic language exposure, promoting active learning, and encouraging cultural exploration, short films serve as a valuable pedagogical tool. Their versatility and engaging nature make them an effective medium for enhancing language skills and fostering a deeper connection to the learning material.

2.3 Flipped Learning

In this digital era, learning and also its management have been transformed through the integration of technology in teaching activities (Nurdin et al., 2023). The Flipped classroom

model is an active learning strategy based technologically aided model that offering cooperative and interactive learning activities. The flipped classroom approach provides opportunities for students to engage in active and social learning through various interactive and collaborative activities (Aydin & Demirer, 2022). This model aims to move the classroom instruction away from a teacher-centered format toward a student-centered one, where learners can receive more individualized support and interaction.

Flipped learning is a learning model where the students engage with the educational materials through pre-class or at home, emphasizing self-paced learning and preparation before class session cited in (Yuvita et al., 2022) . Watching short movies in a flipped learning environment provides students with a more engaging and less pressurized learning experience compared to traditional classroom settings. Instead of being restricted to a formal class atmosphere under the direct supervision of teachers and peers, students can access the movies in comfortable and familiar environments, such as their own rooms or other spaces at home. This flexibility allows them to review the material multiple times at their own pace until they fully comprehend the storyline and the conversational exchanges. Additionally, students may seek support from peers or family members to clarify challenging vocabulary or expressions. In some cases, learners watch the movies together with classmates, which encourages discussion and promotes collaborative learning. Such interaction not only enhances comprehension but also fosters the development of communicative and cooperative skills within the learning process. The implementation of flipped learning fosters greater student confidence in participating in listening classes, as learners come prepared with the materials for classroom discussion. This readiness contributes to a more engaging and interactive teaching–learning process. When students find the activities enjoyable, their listening comprehension competence can develop more effectively. Furthermore, learners often extend their efforts beyond the given instructions. If students discover that watching English movies provides an accessible way to overcome difficulties in understanding English materials, they are more likely to continue this practice independently outside the classroom. Such autonomous engagement supports and reinforces the advancement of their listening comprehension skills.

3. Research Methodology

3.1 Research Design

This study employed a quasi-experimental design with a pre-test and post-test to evaluate the effectiveness of flipped learning using short movies. Two groups of students were involved: a control group, which received traditional instruction, and an experimental group, which engaged with the flipped learning approach. Both groups took the same pre-test to establish a baseline of listening comprehension before the treatment and a post-test afterward to measure their progress. The pre-test ensured that any improvements observed could be attributed to the instructional approach rather than initial differences in ability or prior knowledge. By incorporating short movies, the experimental group received authentic, multimodal input that combined visual and auditory cues, allowing students to engage with the material at their own pace, pause or replay segments, and practice comprehension more effectively. This design also allowed for a clear comparison of the two teaching methods, providing quantitative data that could be analyzed to determine the impact of flipped

learning on listening skills while controlling for other variables such as motivation, prior exposure, and classroom environment.

3.2 Participants

The participants in this study consisted of sixty eleventh-grade students from SMA Masehi Jepara. These students were divided equally into two groups, with thirty students assigned to the experimental group and thirty to the control group, allowing the researchers to compare the effectiveness of the flipped learning approach with short movies against conventional teaching methods in developing listening competence and comprehension. The participants were selected using a convenience sampling technique, which is a form of non-probability sampling, based on their availability and accessibility at the school.

This approach was practical for the study context, as it enabled the researchers to work with a manageable group while ensuring that both groups were similar in terms of grade level and general English proficiency. Although convenience sampling does not allow for complete randomization, it provided a feasible and realistic method for conducting the research within the constraints of a single school.

3.3 Instruments

The instruments used in this study consisted of a pre-test and a post-test, both carefully designed to align with the standard examination format used in Indonesian senior high schools. Each test included multiple-choice questions specifically targeting students' listening comprehension skills. To simulate authentic assessment conditions, the tests were administered within a set time limit, encouraging students to manage their time effectively while responding to each item. Both the experimental and control groups completed the pre-test prior to the intervention and the post-test after the treatment, ensuring that any observed improvements could be linked to the instructional methods employed.

The scores from both tests were analyzed to calculate the mean and gain scores for each group, providing a clear picture of the students' progress over the course of the study. By examining the differences between pre-test and post-test results within each group, the researchers were able to determine the extent of learning gains attributable to the treatment. Additionally, comparing the results between the experimental and control groups allowed for an evaluation of the effectiveness of flipped learning with short movies relative to conventional teaching approaches.

Furthermore, these instruments not only measured cognitive improvement but also offered insight into students' engagement and readiness to handle authentic listening tasks. The multiple-choice format provided a standardized method of assessment while still reflecting real-world language comprehension challenges, such as understanding different accents, speech speed, and contextual cues. By employing both pre- and post-tests, the study captured a comprehensive view of learning outcomes, highlighting how the integration of short films within a flipped classroom can influence both skill acquisition and learner confidence.

3.4 Data Analysis Procedures

The data obtained from the study were analyzed using IBM SPSS Statistics software. A paired-sample t-test was applied to examine the descriptive statistics and mean scores within each group, whereas an independent-sample t-test was used to determine whether the treatment led to a significant difference between the groups. Before conducting these tests, normality and homogeneity analyses were performed as preliminary requirements for hypothesis testing.

4. Findings

This section presents the findings of the study, including descriptive statistics, results of the paired samples t-test, and the independent samples t-test. These analyses were conducted to determine whether the use of short films in a flipped learning environment significantly improved students' listening comprehension compared to traditional teaching.

4.1. Descriptive Statistics

To provide an overview of the student's performance, the descriptive statistics presented below for both the control and experimental groups in Table 1 and Table 2.

Table 1: Descriptive Statistics from Pretest and Post Test

| Pretest | Mean | Median | Minimum Score | Maximum Score |
|------------------|-------|--------|---------------|---------------|
| Control | 40.1 | 40 | 10 | 60 |
| Experiment | 48.93 | 48 | 20 | 73 |
| Post Test | Mean | Median | Minimum Score | Maximum Score |
| Control | 50.5 | 50 | 35 | 80 |
| Experiment | 64.43 | 70 | 40 | 80 |

From the data presents in the table above, the statistics for each pretest and post test were served. As we can see, it can be observed that both the control (40.1→50.5) and experimental (48.93→64.43) groups showed considerable improvement as reflected in the higher mean scores in the post-test compared to the pre-test. The results also indicate that the mean score of the experimental group was higher than that of the control group, although the maximum score achieved in both groups was same at 80. The higher post-test mean in the experimental group suggests that students who learned through flipped learning with short films were better able to comprehend spoken English texts compared to those who experienced conventional instruction

Table 2: Descriptive Statistics from Gain Score

| Gain Score | Mean | Median | Standart Deviation |
|-------------------|-------|--------|--------------------|
| Control | 10.40 | 7.00 | 11.763 |
| Experiment | 15.50 | 20.00 | 20.341 |

According to the table, the descriptive statistics of the gain scores for both groups. The control group obtained a mean gain score of 10.40 with a median of 7.00 and a standard deviation of 11.763. Meanwhile, the experimental group showed a higher mean gain score of 15.50 with a median of 20.00 and a standard deviation of 20.341. These results indicate that the experimental group achieved greater improvement compared to the control group.

4.2. Paired Samples Test

To examine whether there was a significant difference between the pre-test and post-test scores within each group, a paired samples t-test was conducted. The results are shown in Table 3.

Table 3: Paired Samples Test

| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|--------|--------------------|---------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre_Ctrl-Post_Ctrl | -10.400 | 11.76377 | 2.14776 | -14.79266 | -6.00734 | -4.842 | 29 | 0.000 |
| Pair 2 | Pre_Exp-Post_Exp | -15.500 | 20.34148 | 3.71383 | -23.09563 | -7.90437 | -4.174 | 29 | 0.000 |

The table shows the results of the paired samples t-test for both groups. In the control group, the mean difference between pre-test and post-test scores was -10.400 with a standard deviation of 11.76377. The t-value was -4.842 with 29 degrees of freedom, and the significance value was 0.000, indicating a statistically significant improvement. Similarly, in the experimental group, the mean difference between pre-test and post-test scores was -15.500 with a standard deviation of 20.34148. The t-value was -4.174 with 29 degrees of freedom, and the significance value was also 0.000, confirming a significant improvement in listening comprehension after the treatment.

4.3. Independent Samples Test

To compare the effectiveness of the treatment between the experimental and control groups, an independent samples t-test was performed. The results are presented in Table 4.

Table 4: Independent Samples Test

| Levene's test for Equality of variances | | | | t-test for Equality of Means | | | | | | |
|---|-----------------------------|-------|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | | | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Gain Score | Equal variances assumed | 9.927 | 0.003 | -1.189 | 58 | 0.239 | -5.100 | 4.290 | -13.688 | 3.488 |
| | Equal variances not assumed | | | -1.189 | 46.446 | 0.241 | -5.100 | 4.290 | -13.733 | 3.533 |

not
assumed

The table above presents the results of the independent samples t-test for the gain scores of the control and experimental groups. Levene's test for equality of variances indicated that the assumption of homogeneity of variances was not met ($F = 9.927, p = 0.003$). Therefore, the results were interpreted using the row "Equal variances not assumed". The analysis shows that the mean difference between the two groups was -5.100 with a t-value of -1.189 and a significance value of 0.241, which is greater than 0.05. This result indicates that there was no statistically significant difference between the gain scores of the control and experimental groups".

In summary, the results from the analyses indicate that both groups improved their listening comprehension after instruction. However, the flipped classroom group demonstrated a higher average improvement, although the difference between the groups was not statistically significant.

5. Discussion

The results of this study indicate that the experimental group obtained a higher mean score than the control group. This result implies that the use of short movies in a flipped learning setting contributed to a more consistent overall improvement in listening comprehension. In line with previous studies, the integration of audiovisual media provides richer and more contextual input, which supports learner's comprehension by combining visual and auditory elements. This type of input enables learners to derive meaning not only from spoken language but also from visual cues such as images, gestures, and situational contexts, which have been shown to significantly enhance listening comprehension through the use of audiovisual materials (Al-Jumaily & Alazzawi, 2025).

In addition to improving comprehension, the intervention seemed to positively affect affective factors such as motivation and anxiety. Students in the experimental group reported feeling more relaxed during the post-test and demonstrated greater confidence in completing listening tasks, which aligns with studies indicating that flipped classroom approaches can reduce foreign language anxiety (Parvaneh et al., 2022). By contrast, students in the control group, who only relied on traditional audio materials, continued to experience nervousness similar to the pre-test, suggesting that limited input made it difficult for them to build confidence. This is consistent with Qiu's findings, which implied that the control group did not demonstrate an equivalent reduction in anxiety (Qiu & Luo, 2022).

These findings strengthen the hypothesis that flipped learning, supported by authentic audiovisual resources, not only improves linguistic outcomes but also positively affects affective factors such as motivation and anxiety. By giving students access to movies before class, they were able to familiarize themselves with the content at their own pace, which prepared them for deeper engagement in classroom activities. This dual benefit of cognitive and affective improvement highlights the potential of flipped learning combined with short movies as a powerful pedagogical strategy for EFL listening instruction (Qiu & Luo, 2022).

The findings from the paired samples t-test indicated that both the control and experimental groups demonstrated statistically significant gains in listening comprehension between the pre-test and post-test. Nevertheless, the greater mean difference observed in the experimental group (-15.500) compared to the control group (-10.400) suggests that the

integration of short films within a flipped learning framework resulted in a more pronounced improvement in students' listening performance. Although both groups showed progress, the experimental group's higher level of improvement indicates the potential effectiveness of integrating audiovisual materials as contextual input in enhancing listening skills. These findings are consistent with Namaziandost et al (Namaziandost et al., 2020) that reported the same result as this study. The flipped classroom model provides students with greater autonomy in their learning process, as it allows them to pause, rewind, and replay video materials at their own pace. This flexibility not only facilitates a deeper understanding of key concepts but also personalizes the learning experience according to individual needs. In line with previous studies, such learner control has been shown to foster more effective engagement and comprehension, suggesting that the flipped approach creates a supportive learning environment that adapts to diverse student learning styles (Namaziandost et al., 2020). The results of this study are consistent with Wei (2025), who found that students in the flipped classroom group showed a notably higher increase in listening comprehension (+15.9%) and speaking skills than those in the control group (+3.4%). Learners in the experimental group also reported higher levels of motivation and satisfaction, indicating that the flipped learning model enhances not only language proficiency but also students' emotional engagement in the learning process. These findings strengthen the view that incorporating audiovisual materials within a flipped classroom framework can serve as an effective means of enhancing both the cognitive and affective aspects of EFL learning (Wei, 2025).

The independent samples t-test reveals that, although the experimental group achieved a higher mean gain score than the control group, the difference was not statistically significant ($p = 0.241 > 0.05$). This outcome suggests that while the flipped learning treatment using short movies provided some benefits for student's listening comprehension, it was not strong enough to yield a statistically significant distinction between the two groups. Possible explanations include the limited duration of the intervention, the relatively small sample size, and learner-related variables that might have affected the results. Moreover, some students in the experimental group did not fully engage with the flipped learning instruction, as several of them only watched the assigned movies toward the end of the treatment period. This lack of consistent participation may have diminished the potential positive effects of the intervention, thereby influencing their overall test performance. These findings are consistent with Al-Harbi & Alshumaimeri (2016), who emphasized that the success of flipped learning largely depends on student's consistent engagement with the instructional materials (Al-Harbi & Alshumaimeri, 2016). Similarly, Qiu et al. (2022) noted that factors such as treatment duration, sample size, and learner participation can influence the overall effectiveness of flipped instruction in enhancing listening comprehension (Qiu & Luo, 2022).

Finally, these results suggest practical implications for classroom instruction. Teachers may consider adopting flipped models with carefully selected short films to scaffold listening comprehension, particularly for learners who struggle with anxiety or lack exposure to authentic English input. Instructors should also provide guidance on effective engagement strategies, including structured note-taking, prediction exercises, and post-viewing discussions, to help students extract maximum benefit from audiovisual materials. Overall, this study reinforces the pedagogical potential of flipped learning, highlighting its capacity to enhance listening comprehension while simultaneously supporting learner autonomy, motivation, and confidence.

6. Conclusion

The findings of this study demonstrate that integrating short films within a flipped learning framework positively impacts EFL students' listening comprehension by providing richer, more contextualized audiovisual input. While both the control and experimental groups showed progress between the pre-test and post-test, the experimental group exhibited steadier and more pronounced improvement, indicating that the combination of visual and auditory cues enables learners to construct meaning more effectively. The flipped classroom model further supported student autonomy, allowing learners to engage with materials at their own pace, pause, rewind, and revisit content, which facilitated deeper comprehension and more personalized learning experiences.

In addition to enhancing linguistic outcomes, the intervention contributed to affective improvements. Students in the experimental group reported lower levels of test anxiety and greater confidence in completing listening tasks, whereas the control group, relying solely on traditional audio materials, continued to experience anxiety similar to that observed in the pre-test. These results align with prior studies emphasizing the dual benefits of flipped learning, showing that authentic audiovisual input can simultaneously foster cognitive gains and increase learner motivation and engagement.

However, the study also revealed some limitations. The results of the independent samples t-test indicated that there was no statistically significant difference in the gain scores between the two groups. This outcome might be explained by factors such as the short duration of the intervention, the relatively small number of participants, and the varying levels of student participation in the flipped learning activities.. Some students in the experimental group did not fully adhere to the instructional design, which likely reduced the potential impact of the intervention. Despite these challenges, the results still support the pedagogical value of integrating audiovisual resources into flipped learning for EFL listening instruction, suggesting the need for further research with longer interventions and larger populations to validate and extend these findings.

For future research, it is recommended to extend the treatment duration, increase the number of participants, and ensure consistent engagement with flipped learning activities to further validate and expand on these findings. Such studies would provide more robust evidence on the effectiveness of combining authentic audiovisual input with learner-controlled flipped classroom strategies, offering a promising approach for enhancing listening comprehension and overall student engagement in EFL contexts.

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