

Integrating Digital Animation Media and Interactive Teaching Methods in English Listening Instruction

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ABSTRACT

Students at MTs Hidayatul Insan experience difficulties in understanding spoken English due to conventional listening instruction that provides limited visual support and low engagement. To address this issue, a community service program was implemented using digital animation integrated with games, dialogues, and role-playing activities. The program aimed to integrate digital animation media and interactive teaching methods into English listening instruction while encouraging student participation and classroom engagement. Participants were ninth-grade students at MTs Hidayatul Insan. Data were collected through classroom observations, student feedback, and documentation and were analyzed descriptively. The findings indicate that digital animation provided visual and auditory support that encouraged students' engagement with listening materials and promoted classroom participation. Furthermore, games, dialogues, and role-playing activities encouraged active participation, interaction, and meaningful language use. Overall, students demonstrated positive responses, high enthusiasm, and active involvement throughout the learning activities. The program demonstrates that the integration of digital animation media and interactive teaching methods can create a more engaging environment for English listening instruction in EFL classrooms.

Keywords: Community Service, Digital Animation Media, English Listening Skills, Student Engagement, Teaching Methods



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INTRODUCTION

Listening is a fundamental skill in English language learning that supports learners in understanding spoken input and developing overall communicative competence. It also facilitates the acquisition of pronunciation, vocabulary, and sentence structures within meaningful contexts, serving as a foundation for other language skills such as speaking, reading, and writing (Syah & Fedyanto, 2026). From a theoretical perspective, effective listening instruction requires meaningful input, contextual support, and learner engagement. Recent community service initiatives have also highlighted the importance of integrating digital technology into educational practices. For instance, (Mardiana et al., 2025) reported that digital learning resources can support more innovative and engaging learning environments in schools.

However, in many English as a Foreign Language (EFL) classrooms, there is a noticeable gap between this ideal condition and classroom reality. Students often experience difficulties in

understanding spoken English due to limited exposure to authentic language input, unfamiliar vocabulary, diverse accents, and fast speech rates. At the partner school level, namely MTs Hidayatul Insan, listening activities are still predominantly delivered through conventional approaches that rely on audio-based materials and teacher explanation. This condition contributes to limited learner engagement and challenges in understanding listening materials, indicating a clear need for more interactive instructional approaches.

Recent developments in educational technology suggest that digital tools can bridge this gap. Digital animation, in particular, offers multimodal input by combining audio, visual representation, and contextual cues, which can support learners' engagement with spoken language and listening materials. Previous studies have reported positive contributions of animation-based media to listening instruction and learner motivation (Afriyeni, 2024; Itun et al., 2024). The integration of technology in educational activities has become increasingly important in supporting learning innovation and student engagement. Similar initiatives have been reported in community service programs focusing on digital literacy and technology-based learning practices (Astriawati et al., 2025). Nevertheless, most existing studies focus primarily on media use, while fewer explore the integration of such media with structured classroom interaction strategies in real teaching contexts.

To address this gap, a community service program was implemented at MTs Hidayatul Insan by integrating digital animation with interactive teaching methods, namely games, dialogues, and role-playing. These methods were selected based on their potential to support student motivation and meaningful language use in classroom interaction (Daulay, 2025). The combination of multimodal media and interactive pedagogy is expected to create a more engaging and supportive learning environment for listening instruction.

Accordingly, this study aims to describe the implementation of digital animation media integrated with games, dialogues, and role-playing in English listening instruction and to explore students' participation, engagement, and responses during the learning activities.

METHOD

This community service program was conducted at MTs Hidayatul Insan and involved ninth-grade students as participants. The program aimed to integrate digital animation media and interactive teaching methods into English listening instruction while encouraging student participation and classroom engagement. The implementation of the program consisted of three stages: preparation, implementation, and evaluation.

During the preparation stage, the team coordinated with the school, identified participants, prepared instructional materials, and selected an animated video entitled *The Bear and the Bee* from *The Fable Cottage* as the primary learning resource. Supporting learning activities and classroom materials were also developed prior to the implementation.

The implementation stage was carried out through several classroom activities. Students first watched the animated video and completed listening activities based on the content. This was followed by games, dialogue practice, and role-playing activities designed around the story presented in the video. Throughout the learning process, students were encouraged to participate actively in listening, speaking, and classroom interaction activities.

The evaluation stage focused on assessing the implementation of the program and participants' responses to the learning activities. Data were collected through classroom observations, documentation, and student feedback. Classroom observations were conducted to record student participation, engagement, interaction, and difficulties encountered during the activities. Documentation consisted of photographs and instructional materials used during the program. Student feedback was obtained through informal discussions conducted after the learning activities.

The collected data were analyzed descriptively by organizing and categorizing information obtained from observations, documentation, and student feedback. The analysis focused on identifying patterns of student engagement, participation, classroom interaction, and responses

to the learning activities to evaluate the implementation process and participants' responses to the program.

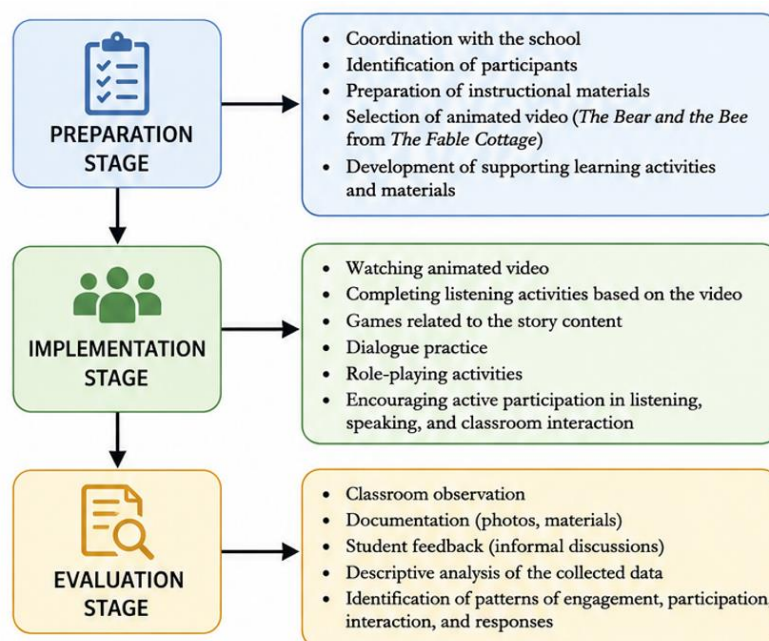


Figure 1. Flowchart of The Community Service Program Implementation

RESULTS AND DISCUSSION

The findings indicate that the integration of digital animation media and interactive teaching methods created a more engaging learning environment for students at MTs Hidayatul Insan. Classroom observations showed that students paid close attention to the animated video, participated actively in games, and demonstrated enthusiasm during dialogue and role-playing activities. During the initial listening activity, several students experienced difficulties in following the content of the animated video and completing the assigned tasks. After receiving additional support through repeated exposure to the video and participation in interactive learning activities, most students were able to complete the tasks and participate more actively in classroom discussions. These observations suggest that the activities supported student engagement and participation during listening instruction.

To evaluate students' responses toward the learning activities, a pre-test and post-test questionnaire using a five-point Likert scale was administered before and after the program implementation.

Table 1. Pre-Test and Post-Test Results of Student Responses to Learning Activities

No.	Aspects Assessed	Pre-Test (%)					Post-Test (%)				
		TS	KS	CS	S	SS	TS	KS	CS	S	SS
A. Student Engagement & Motivation											
1	I am interested in participating in this learning activity	-	7	18	30	45	-	-	4	21	75
2	I felt motivated to learn English after this activity	-	9	21	35	35	-	-	3	16	81

3	This learning activity was fun for me	-	5	14	32	49	-	-	4	21	75
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B. Listening Comprehension

4	I can understand the content of the story from the animated video shown	4	16	22	30	28	-	3	16	28	53
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5	Animated videos helped me understand listening material more easily	-	8	19	34	39	-	-	5	37	58
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6	I can identify important information from the listening material	2	12	24	35	27	-	1	3	32	64
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C. Participation in Interactive Activities

7	I actively participate in games held	-	6	17	37	40	-	3	5	37	55
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8	Dialogue activities helped me practice English expressions	-	5	15	39	41	-	-	8	38	54
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9	Role-playing activities gave me the opportunity to use English for real	-	8	20	33	39	-	-	9	43	48
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D. Response to Media & Methods

10	Teacher/Teacher explains the material well and is easy to understand	-	3	8	37	52	-	1	3	32	64
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11	Games, dialogue, and role-playing methods make learning more interactive	-	5	12	40	43	-	3	5	37	55
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12	I like the way of learning used in this activity	-	4	10	38	48	-	3	5	37	55
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13	The learning atmosphere during this activity felt comfortable and supportive	3	8	18	34	37	4	3	15	29	49
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Remarks: TS = Disagree; KS = Disagree; CS = Agree Enough; S = Agree; SS = Strongly Agree

Table 2. Summary of Classroom Activities and Observation Results

Learning Activity	Observation Findings	Evidence
Watching the animated video	Students paid close attention to the animated video and showed interest in the listening materials.	Classroom observation
Listening activities	Some students initially experienced difficulties in following the story, but most completed the assigned listening tasks after repeated exposure and teacher guidance.	Classroom observation
Game-based activities	Students participated actively, answered questions enthusiastically, and interacted with their classmates.	Classroom observation
Dialogue practice	Students practiced simple English expressions with their peers and participated in classroom interaction.	Classroom observation
Role-playing activities	Students demonstrated confidence in using English expressions in contextual situations.	Classroom observation
Student feedback session	Students expressed positive responses toward the integration of digital animation and interactive teaching methods.	Student feedback

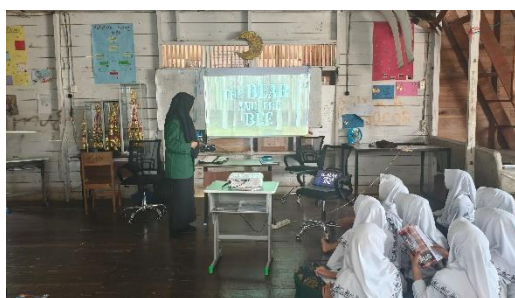


Figure 2. Students Watching Animated Video During Listening Activity

The findings are consistent with the principles of multimodal learning, which emphasize that learners can engage more effectively with spoken language when auditory input is supported by visual information. In theory, animation-based learning provides contextual visual cues that help learners maintain attention and engage with listening materials. This theoretical perspective was reflected in the classroom, where students demonstrated greater participation and involvement after watching the animated video. Therefore, the observational findings support previous assumptions regarding the potential benefits of digital animation in language learning.

The results are also in line with previous studies conducted by Afriyeni (2024), Itun et al. (2024), and Khumairah et al. (2023), which reported positive contributions of animated videos to student engagement and listening instruction. However, unlike previous studies that mainly focused on animation media, this community service program integrated animation with games, dialogues, and role-playing activities. This combination provided students with opportunities not only to receive listening input but also to interact, practice language expressions, and use English in communicative situations. As a result, the learning process became more interactive and student-centered.

The implementation of games, dialogues, and role-playing activities further supported student participation. According to Richards and Rodgers (2018), communicative activities encourage learners to use language meaningfully through interaction. Through game-based activities, students were encouraged to identify information from the listening materials in an enjoyable learning atmosphere. Dialogue activities allowed students to practice self-introduction expressions and respond to simple questions with their peers, while role-playing activities provided opportunities to use English expressions in contextual situations. These activities increased classroom interaction, encouraged students to participate more confidently, and complemented the listening process through meaningful communication.

Table 3. Summary of Student Feedback

Feedback Aspect	Students' Responses	Evidence Source
Digital animation media	Students reported that the animated video made the listening activities more interesting and easier to follow.	Informal feedback discussion
Game-based activities	Students enjoyed participating in the games and showed enthusiasm during the activities.	Informal feedback discussion
Dialogue activities	Students expressed that dialogue practice helped them interact more confidently with their classmates.	Informal feedback discussion
Role-playing activities	Students responded positively to role-playing because it allowed them to practice English expressions in classroom situations.	Informal feedback discussion
Overall learning experience	Students expressed positive responses toward the integration of digital animation and interactive teaching methods during the learning activities.	Informal feedback discussion

Table 2 summarizes the feedback obtained from informal discussions conducted after the learning activities. Overall, students expressed positive responses toward the integration of digital animation media and interactive teaching methods. They reported that the animated video made the listening activities more engaging and easier to follow, while games, dialogues, and role-playing activities encouraged active participation and classroom interaction. These responses were consistent with the classroom observations, indicating that students welcomed the implementation of interactive learning activities during English listening instruction.



Figure 3. Students Receiving Rewards After Successfully Participating In Game-Based Listening Activities

The implementation of digital animation media integrated with interactive teaching methods also reflects the principles of learner-centered instruction, in which students actively participate in

constructing knowledge through meaningful learning experiences rather than passively receiving information. The combination of visual media and communicative classroom activities encouraged students to become more involved throughout the learning process. Instead of merely listening to audio materials, students observed visual contexts, discussed ideas with peers, and practiced language through dialogue and role-playing activities. These learning experiences created opportunities for students to engage with listening materials in various ways, making classroom interaction more dynamic and encouraging greater participation during the implementation of the program. This finding supports the view that meaningful learning occurs when instructional media and classroom activities complement each other to facilitate active learner engagement.

Furthermore, the implementation of games, dialogues, and role-playing demonstrates that interactive teaching methods can complement the use of digital media in English listening instruction. While digital animation provided contextual audiovisual input, the subsequent classroom activities enabled students to respond to the listening materials through interaction and communication. The games encouraged students to identify important information from the story in an enjoyable atmosphere, dialogue practice provided opportunities to use simple English expressions with peers, and role-playing allowed students to apply their understanding in contextual situations. The integration of these activities illustrates that technology functions not as a replacement for teachers, but as instructional support that can be combined with appropriate teaching strategies to create meaningful classroom experiences. This observation is consistent with communicative language teaching principles, which emphasize meaningful interaction as an essential component of language learning (Richards & Rodgers, 2018).

The findings also have practical implications for English teachers and schools implementing technology-supported instruction. The positive classroom participation observed during the activities indicates that digital animation can be integrated into regular listening lessons without requiring sophisticated technological facilities. Even with relatively simple classroom equipment, such as a projector, speakers, and animated learning videos, teachers can organize interactive learning activities that encourage student participation and classroom interaction. Therefore, the implementation described in this community service program may serve as a practical reference for teachers seeking to incorporate digital media and interactive teaching methods into English listening instruction. Nevertheless, the findings should be interpreted within the scope of this descriptive community service program, as they are based on classroom observations, documentation, and student feedback rather than quantitative measurements of learning achievement.

The implementation of the program demonstrated positive student participation and engagement throughout the learning activities. Classroom observations showed that students actively participated in games, dialogues, and role-playing activities, while feedback discussions indicated positive responses toward the use of digital animation in listening instruction. Although no pre-test and post-test assessments were conducted, the observational data suggest that the integration of digital animation media and interactive teaching methods supported classroom engagement and facilitated students' participation in listening activities.



Figure 4. Students Watching The Animated Video And Completing Listening Activities During The English Listening Session

Illustrates the implementation of the listening activity using digital animation media. Students watched the animated video while completing listening tasks designed to help them identify key information from the story. The classroom observation showed that students remained attentive throughout the activity and demonstrated active involvement in responding to the listening materials. The use of visual and auditory input through digital animation supported a more engaging learning atmosphere during the implementation of the program.

However, this program was limited to descriptive observations, documentation, and student feedback. Therefore, the findings should be interpreted as evidence of positive participation, engagement, and learning support rather than direct measurement of improvement in listening achievement. Future community service programs are encouraged to incorporate more systematic assessment procedures, such as pre-test and post-test measures, to provide stronger evidence regarding learning outcomes.



Figure 5. Students Participating In Collaborative Listening Tasks And Classroom Discussion After Watching The Animated Video.

Shows students working collaboratively to complete the listening worksheet after watching the animated video. During this activity, students discussed their answers with peers and participated in classroom interaction to complete the assigned tasks. This collaborative learning activity encouraged student participation and supported meaningful interaction during the listening lesson, which was consistent with the observational findings reported in this study.

CONCLUSIONS AND RECOMMENDATIONS

This community service program demonstrated the implementation of digital animation media integrated with games, dialogues, and role-playing activities in English listening instruction at MTs Hidayatul Insan. The learning activities encouraged active participation, classroom interaction, and positive student engagement. The findings suggest that the integration of digital animation media and interactive teaching methods contributed to student participation, classroom interaction, and engagement during listening instruction. Future community service programs are encouraged to incorporate more systematic assessment procedures, such as pre-test and post-test measures, to provide stronger evidence regarding learning outcomes.

Based on the implementation of this community service program, several recommendations can be proposed for stakeholders and future program development. For partner schools, particularly MTs Hidayatul Insan, the integration of digital animation media and interactive teaching methods may be considered as an alternative approach to support English listening instruction. Teachers are encouraged to incorporate games, dialogues, and role-playing activities into classroom practice to promote student participation and engagement during learning activities.

For educational policymakers, including school administrators and education authorities, support for the provision of digital learning resources and teacher professional development

programs is recommended. Such support may facilitate the wider adoption of technology-integrated and interactive instructional practices in English language classrooms.

For future community service programs, more systematic assessment procedures, such as pre-test and post-test measures or structured evaluation instruments, are recommended to provide stronger evidence regarding program outcomes. Future programs may also involve a larger number of participants and different educational contexts to further explore the implementation of digital animation media and interactive teaching methods in English listening instruction.

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