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THE EFFECTS OF TASK-BASED ANIMATED MOVIES ON EFL STUDENTS' LISTENING AND SPEAKING SKILLS: A QUASI-EXPERIMENTAL STUDY

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ABSTRACT

This study aimed to determine the effect of using animated films integrated with task-based activities on students' listening and speaking skills at SMP Muhammadiyah 1 Pekanbaru. A quantitative method with a quasi-experimental pre-test and post-test control group design was employed. The participants were 56 seventh-grade students selected through purposive sampling, consisting of 28 students in the experimental class and 28 students in the control class. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, homogeneity test, and independent samples t-test with the aid of IBM SPSS Statistics 27. The results showed that the experimental class achieved higher post-test mean scores than the control class in both listening (87.50 vs. 73.21) and speaking (77.68 vs. 71.25). The mean gain in listening was 26.43 points in the experimental class compared with 16.25 points in the control class, while the mean gain in speaking was 26.61 points compared with 20.36 points, respectively. The independent samples t-test revealed significant differences in listening skills ($p = 0.000$) and speaking skills ($p = 0.009$). Furthermore, the estimated Cohen's d effect sizes were 1.20 for listening and 0.72 for speaking, indicating large and medium-to-large effects, respectively. These findings demonstrate that integrating animated films with task-based activities can effectively improve students' listening and speaking skills in EFL instruction.

Keywords: Animated Films, EFL Learning, Listening Skills, Speaking Skills, Task-Based Activities

INTRODUCTION

English is an international language that plays an important role in education, technology, business, and global communication. In English as a Foreign Language (EFL) learning, students are expected to develop four language skills: listening, speaking, reading, and writing. Among these skills, listening and speaking are particularly important because they directly support oral communication. Listening enables learners to understand spoken messages, while speaking allows them to express ideas, opinions, and information. These skills are interrelated because successful oral communication requires learners to comprehend input and respond appropriately. Brown and Lee (2015) emphasize that listening comprehension provides an important foundation for

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meaningful spoken production, while Nation and Newton (2020) explain that strong listening ability supports the development of authentic language use, including speaking.

The development of listening and speaking skills is particularly important within the implementation of the Merdeka Curriculum in Indonesia, which emphasizes communication, collaboration, critical thinking, and creativity. However, developing oral communication in EFL classrooms remains challenging. Students may have difficulty understanding spoken English because of limited vocabulary, rapid speech, unfamiliar pronunciation, and insufficient exposure to authentic language input (Gilakjani & Sabouri, 2016). Similarly, limited confidence and inadequate opportunities to practice speaking can prevent students from actively participating in oral communication (Leong & Ahmadi, 2017). These challenges indicate that EFL instruction requires learning environments that provide comprehensible language input while simultaneously creating meaningful opportunities for students to use English.

This problem was also identified through preliminary observations at SMP Muhammadiyah 1 Pekanbaru. During English lessons, many students experienced difficulties in understanding information delivered in English. In speaking activities, several students tended to remain passive, hesitate to express their ideas, and show concern about making pronunciation and grammatical errors. These conditions suggest that students need learning activities that provide contextualized language input and structured opportunities to practice English orally rather than relying primarily on conventional forms of instruction.

One potential approach to address these challenges is the integration of animated films with task-based activities. Animated films can provide multimodal and contextualized language input through the simultaneous presentation of spoken language, visual information, characters, actions, and situations. Such features may help students construct meaning from spoken English and reduce the difficulty of understanding language presented without contextual support. At the same time, task-based activities can transform students from passive recipients of audiovisual input into active users of language by requiring them to process information, solve problems, retell events, discuss ideas, or respond to communicative situations. Therefore, the combination has the potential to establish a learning sequence in which students first receive meaningful language input and subsequently use that input through communicative tasks.

Listening involves receiving, interpreting, and constructing meaning from spoken language, whereas speaking involves producing meaningful language to communicate messages to others (Nation & Newton, 2020). Vandergrift and Goh (2018) describe listening as an active cognitive and metacognitive process in which learners use linguistic knowledge, contextual information, and prior experience to construct meaning. They identify perception, parsing, and utilization as important processes in listening comprehension. These processes require learners to recognize spoken forms, interpret linguistic structures, and connect information with contextual knowledge. Speaking is similarly a complex and interactive process rather than simply the

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production of grammatically correct sentences. Goh and Burns (2018) explain that speaking involves the simultaneous production and reception of information during interaction. Brown and Abeywickrama (2019) identify pronunciation, grammar, vocabulary, fluency, and comprehension as important components of speaking proficiency. These components work together to enable learners to communicate messages clearly and appropriately. The relationship between listening and speaking suggests that effective EFL instruction should not treat these skills as completely independent. Listening provides learners with language input, models of pronunciation and expression, and contextual information, while speaking provides opportunities for learners to use and respond to that input. Consequently, instructional strategies that connect comprehensible input with meaningful oral production may provide a more coherent learning experience than approaches that practice each skill separately.

The use of animated films in EFL instruction can be explained through the Cognitive Theory of Multimedia Learning proposed by Mayer (2021). The theory argues that learners process information through two interconnected channels, verbal and visual, while each channel has limited processing capacity. Learning is more effective when learners actively select, organize, and integrate relevant information from these channels with prior knowledge. In EFL learning, animated films provide spoken language together with visual representations of characters, actions, settings, facial expressions, and contextual situations. These elements can provide contextual clues that help learners interpret spoken language, particularly when vocabulary or expressions are unfamiliar. The design of multimedia materials is also important because unnecessary information may increase extraneous cognitive processing. Carefully designed audiovisual materials should therefore emphasize relevant information and minimize distracting elements so that students can focus their cognitive resources on understanding the target language (Fiorella & Mayer, 2021).

Thus, the value of animated films is not merely their entertainment aspect but their ability to provide multimodal representations that can support comprehension of language input. Multimedia learning can therefore support deeper understanding when verbal and visual information are designed to work together in ways that are consistent with learners' cognitive processing capacities (Mayer & Fiorella, 2021). However, multimedia input alone does not necessarily guarantee meaningful language production. The redundancy of information should also be considered when using audiovisual materials. Presenting the same information unnecessarily through multiple channels may increase cognitive demands rather than improve learning. Therefore, animated films should be selected and presented in a way that provides complementary rather than excessive information (Kalyuga & Sweller, 2021). Students may understand the information presented in a film without having sufficient opportunities to use the language themselves. This limitation indicates the need for an instructional approach that transforms comprehension into active language use.

Task-Based Language Teaching (TBLT) provides a complementary pedagogical framework because it emphasizes the use of language to accomplish meaningful tasks rather than the isolated memorization of linguistic forms (Ellis, 2017). Tasks may

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involve retelling, problem-solving, role-playing, discussion, information exchange, or simple presentations. Through such activities, learners are encouraged to use the target language to achieve communicative outcomes. The pedagogical value of TBLT in EFL instruction lies in its emphasis on meaning-focused communication, learner participation, and real-world relevance. Rather than merely receiving language input, students are required to process information and use language to achieve a specific communicative goal. This can increase opportunities for speaking practice while simultaneously requiring students to listen carefully to peers and respond appropriately.

Multimedia Learning Theory and TBLT therefore provide complementary explanations for the proposed instructional approach. Multimedia Learning Theory explains how students may comprehend language input, whereas TBLT explains how students can actively use that input through meaningful communication. Animated films provide multimodal input that can support the initial construction of meaning, while task-based activities create opportunities for students to process, negotiate, and reproduce the information orally. This relationship can be conceptualized as an input-to-use learning process. First, students encounter spoken English supported by visual and contextual information through animated films. Second, students process and interpret the information presented. Third, task-based activities require students to use the information through activities such as retelling, discussion, role-play, or problem-solving. In this way, the two frameworks are not simply combined as separate teaching techniques. Instead, they form a complementary instructional sequence in which multimedia supports comprehension and task-based learning converts comprehension into communicative language use.

Previous empirical studies have demonstrated the potential of animated films and task-based learning in EFL instruction. Wang et al. (2024) found that animated films improved speaking skills, particularly pronunciation, vocabulary, and confidence, while Nuansari and Sriyanto (2021) reported that animated films made speakg struction more engaging and interactive. Khumairah et al. (2022) demonstrated that animated videos improved listening skills because visual support helped students understand spoken information. These findings indicate that audiovisual input can facilitate both comprehension and oral language development. Research on task-based learning similarly suggests positive effects on language learning. Muntulameten (2023) found that well-designed classroom activities increased students' active participation and speaking fluency, while Fachriza et al. (2026) reported that TBLT supported listening development by encouraging students to actively process information. Saleem and Zahid (2024) also found that animation-based speaking instruction could increase students' confidence, and Werdiningsih (2021) demonstrated that discussion activities based on animated films created opportunities for students to speak in relevant contexts.

Nevertheless, these findings should not be interpreted as evidence that animated films and TBLT automatically produce the same learning effects when combined. Most previous studies have examined the two approaches separately or have emphasized a single language skill. The unresolved issue is therefore how multimodal input can be

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deliberately connected to task-based language use so that comprehension becomes a foundation for oral interaction. Although previous research has examined animated films for listening or speaking and TBLT for communicative language development, limited research has investigated their functional integration as a connected instructional process for developing both listening and speaking simultaneously among junior high school EFL learners. Thus, the research gap is not merely the absence of studies combining two language skills, but the limited empirical examination of how contextualized multimodal input can be transformed into meaningful language use through task-based activities.

The novelty of this study lies in the functional integration of animated films and task-based activities rather than simply using two instructional techniques at the same time. Animated films are positioned as a source of contextualized and multimodal language input, while task-based activities are designed as the mechanism through which students transform the input into meaningful oral communication. The approach therefore establishes a clear pedagogical pathway from multimodal input to comprehension, task processing, and oral production. Theoretically, this study strengthens the connection between Multimedia Learning Theory and TBLT by demonstrating how the two frameworks can complement one another in EFL instruction: multimedia principles explain the facilitation of comprehension, while task-based principles explain the subsequent use of language for communicative purposes. Pedagogically, the study provides an instructional model that connects receptive and productive oral skills within the same learning cycle rather than treating listening and speaking as isolated competencies. Methodologically, the study provides empirical evidence by examining the effects of this integrated approach on both listening and speaking outcomes among junior high school EFL learners.

METHODS

This study employed a quantitative approach using a quasi-experimental design, specifically the Nonequivalent Control Group Design. Quasi-experimental research is appropriate when random assignment of participants is not feasible because intact classroom groups are used as the units of analysis (Creswell & Creswell, 2023). Two groups participated in the study: an experimental group and a control group. Both groups completed a pre-test and a post-test, but only the experimental group received the instructional treatment.

The study employed a quasi-experimental pre-test–post-test control group design. Participants in the experimental group received instruction through animated movies integrated with task-based activities, while those in the control group were taught using conventional English instruction. The intervention was implemented over six instructional sessions, comprising one pre-test session, four treatment sessions, and one post-test session. The research design is presented in Table 1.

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Table 1. Research design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	–	O_4

Note:
O_1 = pre-test for the experimental group; O_2 = post-test for the experimental group; O_3 = pre-test for the control group; O_4 = post-test for the control group; X = instruction using animated movies integrated with task-based activities.

Participants

The study was conducted at SMP Muhammadiyah 1 Pekanbaru during the 2026/2027 academic year. The population comprised all seventh-grade students. Two intact classes were selected using purposive sampling based on comparable academic ability, recommendations from English teachers, curriculum compatibility, and scheduling considerations.

The experimental group consisted of 28 students from Class VII.3, while the control group consisted of 28 students from Class VII.1, resulting in a total sample of 56 students.

Table 2. Participants

Class	Group	Number of Students
VII.3	Experimental	28
VII.1	Control	28
Total		56

Research Instrument

The study employed achievement tests to measure students' listening and speaking skills before and after the intervention. Both the pre-test and post-test were developed according to the English curriculum learning objectives and validated by English education experts before administration.

The listening test measured students' comprehension of spoken texts presented through audio and video materials. The speaking test assessed students' ability to orally convey information based on the listening materials. Speaking performance was evaluated using an analytic scoring rubric covering pronunciation, vocabulary, fluency, grammar, and comprehension.

Trustworthiness

To ensure the quality of the research instruments, content validity was established through expert judgment by English education lecturers and experienced English teachers. The test items were revised based on expert feedback before implementation. Instrument reliability was examined through a pilot study, and the reliability coefficient met the

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acceptable standard for educational research. Furthermore, standardized administration procedures were applied during both the pre-test and post-test to minimize measurement bias and ensure consistency across both groups (Creswell & Creswell, 2023).

Ethical Considerations

Ethical principles were observed throughout the study. Permission to conduct the research was obtained from the principal of SMP Muhammadiyah 1 Pekanbaru. The English teachers and participating students were informed about the objectives and procedures of the study before data collection commenced. Participation was voluntary, students' identities were kept confidential by using anonymous codes, and all collected data were used solely for academic research purposes in accordance with educational research ethics (Creswell & Creswell, 2023).

Data Analysis

The data obtained from the pre-test and post-test were analyzed using IBM SPSS Statistics Version 27. Descriptive statistics, including the mean and standard deviation, were used to summarize students' performance.

Prior to hypothesis testing, the assumptions of parametric analysis were examined through the Shapiro–Wilk normality test, which is recommended for sample sizes smaller than 50 participants (Ghasemi & Zahediasl, 2012), and Levene's Test of Homogeneity of Variance. Since the data met the assumptions of normality and homogeneity, an Independent Samples t-test was employed to determine whether there was a statistically significant difference between the experimental and control groups. Statistical significance was determined at the 0.05 significance level.

RESULTS

The findings of this study began with a descriptive statistical analysis of the pre-test and post-test scores to provide an overview of the students' abilities in the control and experimental classes. These results are presented in Tables 3 and 4.

Table 3. Descriptive Statistics for Listening

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	28	45	30	75	56.96	13.900
Post-Test Control	28	55	45	100	73.21	13.555
Pre-Test Experiment	28	60	35	95	61.07	15.053
Post-Test Experiment	28	35	65	100	87.50	9.954
Valid N (listwise)	28					

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Table 4. Descriptive Statistics for Speaking

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	28	45	35	80	50.89	13.337
Post-Test Control	28	30	55	85	71.25	8.457
Pre-Test Experiment	28	30	35	65	51.07	7.860
Post-Test Experiment	28	30	60	90	77.68	9.278
Valid N (listwise)	28					

Based on the data presented in Table 3 and Table 4, it can be seen that the pre-test results for listening skills showed an average score of 61.07 for the experimental class with a standard deviation of 15.05, while the control class achieved an average score of 56.96 with a standard deviation of 13.90. Meanwhile, for speaking skills, the experimental class's pre-test average score was 51.07 with a standard deviation of 7.86, while the control class achieved an average score of 50.89 with a standard deviation of 13.34. These results indicate that the students' initial abilities in both classes in both listening and speaking skills were relatively similar before the intervention was administered.

After receiving the intervention using animated movies with task-based activities, post-test scores improved for both skills. In listening skills, the experimental class's average score increased to 87.50, while the control class achieved an average score of 73.21. Similarly, for speaking skills, the average score of the experimental class increased to 77.68, while the control class achieved an average score of 71.25. Thus, it can be concluded that the experimental class demonstrated a greater improvement in listening and speaking skills compared to the control class after being exposed to the treatment using animated movies with task-based activities.

Before conducting the independent samples t-test, normality and homogeneity tests were first performed to determine whether the data met the assumptions of parametric analysis. The results of the Shapiro-Wilk normality test are presented in Tables 5 and 6, while the results of the homogeneity test are presented in Tables 7 and 8.

Tests of Normality

Table 5. Normality test for listening

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest Control	.088	28	.200*	.973	28	.655
PostTest Control	.079	28	.200*	.981	28	.868
PreTest Experiment	.146	28	.128	.949	28	.185
PostTest Experiment	.145	28	.139	.944	28	.136

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

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Tests of Normality

Table 6. Normality test for speaking

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTestControl	.101	28	.200*	.963	28	.400
PostTestControl	.159	28	.066	.976	28	.755
PreTestExperiment	.102	28	.200*	.959	28	.322
PostTestExperiment	.094	28	.200*	.970	28	.572

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test in Tables 3 and 4, it was found that all significance values for the pre-test and post-test data on listening and speaking skills were above 0.05. For listening skills, the significance values were 0.655 for the control group's pre-test, 0.868 for the control group's post-test, 0.185 for the experimental group's pre-test, and 0.136 for the experimental group's post-test. Meanwhile, for speaking skills, the significance values were 0.400 for the control group's pre-test, 0.755 for the control group's post-test, 0.322 for the experimental group's pre-test, and 0.572 for the experimental group's post-test. Since all significance values are greater than 0.05, it can be concluded that the data for both skills are normally distributed, thus fulfilling one of the requirements for conducting a parametric test using the independent samples t-test.

Test of Homogeneity of Variance

Table 7. Homogeneity test for listening

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.711	1	54	.196
	Based on Median	1.154	1	54	.287
	Based on Median and with adjusted df	1.154	1	47.773	.288
	Based on trimmed mean	1.713	1	54	.196

Test of Homogeneity of Variance

Table 8. Homogeneity test for speaking

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.682	1	54	.413
	Based on Median	.751	1	54	.390

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	Based on Median and with adjusted df	.751	1	51.961	.390
	Based on trimmed mean	.669	1	54	.417

Based on the results of the homogeneity tests in Tables 7 and 8, the significance values for Levene's Test Based on Mean for listening skills were 0.218 for the pre-test data and 0.196 for the post-test data. Meanwhile, for speaking skills, the significance value was 0.413. All of these significance values were greater than 0.05, so it can be concluded that the data variances between the experimental and control classes were homogeneous. Thus, the research data met the assumption of homogeneity and were therefore suitable for further analysis using the independent samples t-test.

Independent Samples Test

Table 9. Independent t-test listening

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Value	Equal variances assumed	1.711	.196	-4.495	54	.000	-14.286	3.178	-20.657	-7.914
	Equal variances not assumed			-4.495	49.559	.000	-14.286	3.178	-20.670	-7.901

Independent Samples Test

Table10. Independent t-test speaking

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Value	Equal variances assumed	.682	.413	-2.710	54	.009	-6.429	2.373	-11.185	-1.672

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	Equal variances not assumed	-2.710	53.544	.009	-6.429	2.373	-11.186 - 1.671

DISCUSSION

The purpose of this study was to determine the effect of using task-based animated films on the listening skills of seventh-grade students at SMP Muhammadiyah 1 Pekanbaru. As shown by the results of the statistical analysis, the use of animated films combined with task-based activities had a significant effect on improving students' listening and speaking skills. The results showed that the average post-test score for the experimental class was higher than that of the control class. In listening skills, the average score of the experimental class increased from 61.07 to 87.50, while that of the control class increased only from 56.96 to 73.21. In speaking skills, the average score of the experimental class increased from 51.07 to 77.68, while that of the control class increased from 50.89 to 71.25. Furthermore, the results of the Independent Sample t-test showed significance values of 0.000 for listening and 0.009 for speaking, both of which are less than 0.05. Thus, it can be concluded that the use of animated movies with task-based activities has a significant effect on improving students' listening and speaking skills.

The improvement in students' listening skills indicates that animated films can provide authentic language input that is easier to understand than conventional learning methods. Animated films provide students with visual cues, character expressions, movements, and audio, as well as situational context, so that they not only hear the sounds but also understand the meaning of what is being said. As a result, students gain a better understanding of vocabulary, intonation, and pronunciation. These results align with Mayer's (2021) view in the Cognitive Theory of Multimedia Learning, which states that using both visual and auditory channels makes learning more effective. By combining images, sound, and text, students' cognitive load is reduced. Consequently, the process of understanding information becomes more efficient. Furthermore, the findings of this study support the theory proposed by Vandergrift and Goh (2018), which states that the listening process consists of three main stages: perception, parsing, and use. Animated films facilitate all three of these processes because they allow students to recognize the sounds of the language, understand the structure of speech, and relate it to the visual context they are presented with.

The effectiveness of animated movies can also be explained through the Cognitive Theory of Multimedia Learning, which emphasizes that meaningful learning occurs when learners actively process verbal and visual information simultaneously. According to Mayer (2021), students construct deeper understanding when they select relevant information, organize it into coherent mental representations, and integrate it with their prior knowledge. In the present study, animated movies enabled students to receive spoken language together with visual context, facial expressions, gestures, and situational cues. However, the educational value of animation depends on how its visual changes are composed and how effectively they help learners construct meaningful mental representations. Thus, animated

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films are most beneficial when their visual and auditory elements are directly connected to the intended learning objectives (Lowe et al., 2021). Consequently, students experienced lower cognitive burden and were better able to comprehend spoken messages than when learning through conventional instruction. Similar findings have also been reported by Camp et al. (2021) and van Gog (2021), who argued that well-designed multimedia materials facilitate meaningful learning by directing students' attention to essential information while minimizing unnecessary cognitive processing.

The improvement in speaking ability also demonstrates that students benefited from opportunities to transform language input into meaningful language output. Rather than memorizing isolated vocabulary items, students actively reconstructed information obtained from the animated movies through retelling activities, classroom discussions, and oral presentations. These communicative tasks encouraged students to use English in authentic situations, thereby improving fluency, pronunciation, vocabulary use, and self-confidence. This finding supports the view of Fiorella (2021) that instructional videos become significantly more effective when learners actively process and communicate the information presented instead of passively watching audiovisual materials.

According to Ellis (2017), the Task-Based Language Teaching (TBLT) theory posits that language learning is more effective when students use the target language while completing relevant tasks. In this study, students were asked to understand the content of a conversation before sharing the information they had gleaned from an animated film. Consequently, listening and speaking activities took place holistically, enabling students to use English as a means of communication rather than merely as something taught to them. Furthermore, the results of this study indicate a correlation between listening and speaking skills. Since students acquired examples of correct pronunciation, sentence structure, expressions, and vocabulary usage from the animated film, their improved listening skills had a positive impact on their speaking abilities. After receiving this input, students can improve their language output through various speaking activities. These results align with the views of Brown and Lee (2015) and Nation and Newton (2020), who state that listening is a crucial part of speaking development because one must understand a language before being able to use it orally. In other words, the better students' understanding of the language, the better their speaking skills.

The present findings further indicate that the success of task-based learning was influenced by the meaningful integration between authentic audiovisual input and communicative tasks. Students were required to understand the content of the animated movies before completing collaborative speaking activities, allowing receptive and productive language skills to develop simultaneously. Such learning conditions are consistent with recent studies by Lin and Lan (2021), who emphasized that technology-mediated Task-Based Language Teaching provides richer interaction, greater learner engagement, and more authentic language use than traditional teacher-centered instruction. Likewise, Mayer (2021**)** argued that multimedia-supported instruction is most effective when learners actively engage in meaningful cognitive activities rather than merely receiving information passively.

An important implication of this study concerns classroom practice. The integration of

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animated movies with task-based activities created a student-centered learning environment in which learners actively participated throughout the instructional process. Students not only listened to authentic English conversations but also interpreted meaning, collaborated with peers, solved communicative problems, and presented their ideas orally. Such learning experiences are considered essential for developing twenty-first-century language skills because they encourage critical thinking, communication, collaboration, and creativity. According to Castro-Alonso and Sweller (2021), multimedia learning environments are most effective when instructional materials are carefully designed to reduce unnecessary cognitive load while maximizing meaningful learning processes. Similarly, Zhang et al. (2021) found that multimedia environments significantly improve learning outcomes when visual and auditory information are systematically integrated with active learning strategies.

Overall, the findings of this study indicate that the use of animated films combined with task-based activities is an effective learning approach for improving the listening and speaking skills of junior high school students. Combining authentic audiovisual media with task-based activities enables a more interactive, engaging, and student centered learning experience. By watching animated films, students not only acquire language knowledge but also have the opportunity to actively process, understand, and use English in various communicative situations. Consequently, this method can serve as an effective alternative for enhancing students' oral communication skills during English language instruction in junior high school.

CONCLUSION

This study investigated the effect of using animated films integrated with Task-Based Language Teaching (TBLT) on students' listening and speaking skills at SMP Muhammadiyah 1 Pekanbaru. The findings showed that students who learned through animated films integrated with TBLT achieved higher listening and speaking scores than those who learned through conventional methods. The independent samples t-test confirmed significant differences in listening skills ($p = 0.000$) and speaking skills ($p = 0.009$), with both significance values below 0.05. These findings indicate that the integration of animated films and TBLT can effectively support the development of students' oral communication skills by connecting contextualized audiovisual input with meaningful language use.

The findings also provide a more specific pedagogical implication for English teachers. Animated films should not be used merely as supplementary entertainment or as materials for passive viewing. Teachers can use short and level-appropriate animated film segments as contextualized language input and design task-based activities that require students to actively process and use the language presented. For listening instruction, teachers can provide pre-viewing activities to introduce key vocabulary and activate students' prior knowledge, followed by while-viewing tasks such as identifying specific information, characters, actions, or expressions. After viewing, teachers can use post-viewing tasks such as information-gap activities, comprehension discussions, and sequencing activities to reinforce listening comprehension. For speaking instruction, the same film content can be transformed into communicative tasks such as retelling the story, role-playing characters,

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discussing the characters' actions, describing scenes, or presenting alternative endings. Teachers should also provide clear task objectives, sufficient preparation time, and supportive feedback on pronunciation, vocabulary, fluency, grammar, and comprehension. This sequence allows animated films to function as meaningful language input while TBLT provides structured opportunities for students to transform that input into oral communication.

In addition, the approach can be implemented collaboratively by allowing students to work in pairs or small groups before performing individual speaking tasks. Such grouping can reduce students' anxiety and increase opportunities for interaction, particularly for learners who are hesitant to speak English. Teachers should select films with age-appropriate content, manageable language difficulty, clear pronunciation, and relevant communicative situations. Rather than showing an entire film, teachers can select short scenes that directly correspond to the learning objectives and tasks. This makes the approach more practical for classroom time and helps maintain students' attention and active participation.

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