



## Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran  
Fakultas Pendidikan Bahasa dan Seni  
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar  
Imersif"



# Describing Listening Skills and Critical Thinking of Junior High School Students through Educational Videos in a State Junior High School

Adinda Putri Apriliza<sup>1</sup>, Ranto Refi Rozak<sup>2</sup>, Meiga Ratih Tirtanawati<sup>3</sup>

<sup>1</sup>English Education Study Program, IKIP PGRI Bojonegoro, Indonesia

[adindaapriliza04@gmail.com](mailto:adindaapriliza04@gmail.com)<sup>1</sup>, [refi.ranto@ikipppgribojonegoro.ac.id](mailto:refi.ranto@ikipppgribojonegoro.ac.id)<sup>2</sup>,

[meiga\\_ratih@ikipppgribojonegoro.ac.id](mailto:meiga_ratih@ikipppgribojonegoro.ac.id)<sup>3</sup>

**Abstract**— This Study is based on the fact that listening skill is an essential component in English learning, yet many junior high school students face difficulties due to less engaging teaching methods. The use of educational videos is considered a potential solution because it provides both visual and auditory support that can improve listening comprehension and encourages critical thinking. This study aims to describe the implementation of educational videos in enhancing students' listening skills, to explain how video-based learning develops students' critical thinking skills, and to analyze the relationship between the improvement of listening skills and the developments of critical thinking. This research employed a qualitative descriptive method with a classroom-based approach involving junior high school students. The data were collected through observation, listening tests, and critical thinking tests. The findings show that the use of educational videos increases students' learning engagement, improved their ability to identify main ideas, make inferences, and supported the development of critical thinking through expressing opinions and analyzing information.

**Keywords**— Listening skills, Critical thinking, Educational video, English learning, Junior high school students

**abstrak**— Penelitian ini didasarkan pada fakta bahwa keterampilan mendengarkan merupakan komponen penting dalam pembelajaran bahasa Inggris, namun banyak siswa SMP menghadapi kesulitan karena metode pengajaran yang kurang menarik. Penggunaan video pendidikan dianggap sebagai solusi potensial karena memberikan dukungan visual dan auditori yang dapat meningkatkan pemahaman mendengarkan dan mendorong berpikir kritis. Penelitian ini bertujuan untuk mendeskripsikan implementasi video pendidikan dalam meningkatkan keterampilan mendengarkan siswa, menjelaskan bagaimana pembelajaran berbasis video mengembangkan keterampilan berpikir kritis siswa, dan menganalisis hubungan antara peningkatan keterampilan mendengarkan dan perkembangan berpikir kritis. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan berbasis kelas yang melibatkan siswa SMP. Data dikumpulkan melalui observasi, tes mendengarkan, dan tes berpikir kritis. Hasil penelitian menunjukkan bahwa penggunaan video pendidikan meningkatkan keterlibatan belajar siswa, meningkatkan kemampuan mereka untuk mengidentifikasi ide utama, membuat kesimpulan, dan mendukung pengembangan berpikir kritis melalui penyampaian pendapat dan analisis informasi.

**Kata kunci**— Keterampilan mendengarkan, Berpikir kritis, Video pendidikan, Pembelajaran

## INTRODUCTION

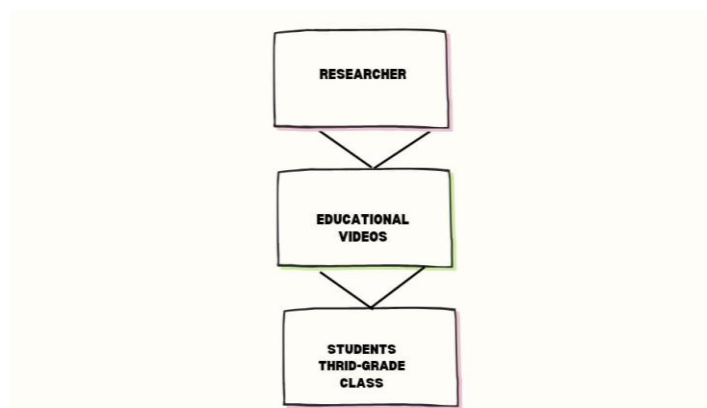
Listening skill is a fundamental component of English language learning because it supports the development of other language skills. However, many junior high school students experience difficulties in listening comprehension due to limited exposure to authentic spoken English and the use of less engaging, teacher-centered instructional methods. These conditions often lead to low motivation, passive learning behavior, and difficulties in identifying main ideas, understanding details, and making inferences from spoken texts.

Previous studies have reported that conventional listening instruction, which mainly relies on audio recordings and textbooks, is less effective in maintaining students' attention and comprehension (Harmer, 2007; Rost, 2011). As a result, learners often struggle to understand spoken information and participate actively in listening activities. Therefore, the use of more interactive and meaningful instructional media is necessary to improve the quality of listening instruction in English classrooms.

Educational videos have been widely recognized as effective audiovisual media that provide contextual and visual support for listening comprehension. Several studies have shown that video-based learning can enhance students' listening skills, increase motivation, and promote active participation by presenting authentic language use and real-life contexts (Canning-Wilson, 2000; Sherman, 2003). In addition, educational videos can encourage the development of critical thinking skills by allowing students to analyze information, interpret messages, and express opinions based on the content presented.

Although previous research has highlighted the benefits of video-based learning, most studies focus primarily on listening comprehension or learning motivation, while the integration of critical thinking within listening activities remains underexplored, especially at the junior high school level. Moreover, limited research examines the relationship between improvements in listening skills and the development of critical thinking using a qualitative descriptive approach. Therefore, this study aims to address these gaps by investigating the implementation of

educational videos to enhance students' listening skills and critical thinking skills in English learning.



**Figure 1.** learning activity in Guided Discovery Learning

## Heading 2

Descriptive case study design

## Heading 3

Qualitative Approach

## METHOD

The study employed approach with a deskriptive case study design to explore the learning process and students' responses to the use of educational videos in English listening activities at a state Junior High Students.

## RESULTS AND DISCUSSION

### 1. Observation Guidelines

The observation guidelines provide a structured yet flexible framework for recording classroom events during English lessons that incorporate educational videos. As the primary research instrument, observation allows the researcher to systematically document authentic student behaviors, teacher actions, and learning interactions.

This research was conducted in a third-grade class of a junior high school in Tuban Regency. The observation was carried out on January 12, 2026, during the first observation session from 10.00 to 11.00 a.m. The lesson focused on Video-Based Learning, using an educational video entitled "Folklore Sangkuriang - English

Version.” The video, which has a duration of 9 minutes and 58 seconds, tells the story of Sangkuriang and the legend of Tangkuban Perahu in West Java.

The class consisted of students with varying levels of participation and listening ability during English learning activities. Some students demonstrated high engagement and were able to respond actively to the teacher’s questions. For example, a student with the initials S.R.A. was able to retell and explain the story clearly after watching and listening to the video.

On the other hand, there were also students with a moderate level of ability. For instance, a student with the initials M.A.W. was able to understand the main ideas of the material but still required guidance and support during the learning process. Overall, the observation showed differences in students’ listening comprehension and participation during the video-based learning activity.

## **2. Interview Guidelines**

The semi-structured interview protocol was designed as a guided framework to conduct in-depth conversations with selected student participants. This instrument aimed to explore students’ personal perceptions, experiences, and self-reported cognitive processes related to learning English through educational videos.

The interview was conducted on January 12, 2026, from 10.00 to 11.00 a.m. at UPT SMPN 2 Parengan. Before beginning the interview, the researcher provided a verbal introduction and informed consent script. The students were informed that the conversation was part of a research study on the use of videos in English learning. They were told that there were no right or wrong answers, that their responses would remain confidential, and that their names would be replaced with participant codes in the report. They were also informed that the interview would be audio-recorded for accuracy and that they could choose not to answer any question or stop the interview at any time.

In the warm-up section, students were asked about their general experience in English listening lessons. K.A.P. stated that previously they rarely used video-based learning and more often used the student worksheet book (BKS). When asked to describe the English lesson using video, D.Y.P. responded that the lesson was more

enjoyable because most students like watching videos and did not feel bored. The student also expressed feeling very happy during the activity.

In the self-assessment section, students reflected on how the video supported their listening skills. A student with the initials A.P.R.N.T. stated that video-based learning was very beneficial. The student explained that the video helped improve pronunciation, increase vocabulary, and make spoken communication easier to understand.

In the critical thinking section, students were asked to describe a moment when they had to analyze or connect ideas. M.A.S. explained that during the video, he/she had to think carefully when Sangkuriang did not realize that Dayang Sumbi was his mother. The student tried to understand why Dayang Sumbi gave Sangkuriang a very difficult task, which was to build a lake and a boat in one night. He/she concluded that it was her strategy to prevent the marriage. After watching the video, the student also reflected on the moral lesson, emphasizing the importance of controlling emotions and making wise decisions. Additionally, the student connected the legend to Tangkuban Perahu Mountain in West Java, understanding how the story explains the origin of the mountain.

### **3. Documentation Protocol**

#### Documentation of Video-Based Narrative Text Learning in Grade IX

##### A. Introduction

This documentation protocol is designed to systematically collect, organize, and analyze physical and digital documents related to the implementation of video-based learning in teaching narrative texts in Grade IX at UPT SMPN 2 Parengan for the Academic Year 2025/2026.

The purpose of this protocol is to support data triangulation by providing contextual and corroborative evidence derived from lesson plans, student artifacts, teacher materials, and audio-visual records. The documentation focuses particularly on how video media facilitates listening comprehension and critical thinking development.

##### B. Document Identification and Collection

The primary document analyzed in this protocol is the Lesson Plan (RPP) for Grade IX English, second semester, developed by Adinda Putri Apriliza. The lesson centers on narrative texts (fables and legends) delivered through video-based instruction.

Document Profile:

Document Type: Lesson Plan (RPP)

Subject: English

Grade: IX / Second Semester

Academic Year: 2025/2026

Institution: UPT SMPN 2 Parengan

Focus: Narrative Text through Video-Based Learning

Supporting documents include:

Student Worksheets (LKPD)

Annual Syllabus

English Textbook for Grade IX

Educational narrative videos (YouTube/Offline)

### C. Framework for Document Analysis

The analysis of the lesson plan and related materials is guided by the following aspects:

#### 1. Learning Objectives and Competencies

The lesson plan aligns with Core Competencies (KI) and Basic Competencies (KD 3.8 and 4.8), emphasizing:

Comparison of social functions, text structures, and language features of narrative texts.

Comprehension of spoken and written narrative texts (fables and legends).

The stated learning objectives indicate that students are expected to:

Identify the social function of narrative texts.

Explain the structure (orientation, complication, resolution).

Identify language features (past tense, conjunctions, adverbs of time).

Summarize narrative video content orally and in writing.

These objectives demonstrate integration of listening skills and critical thinking through analysis and summarization tasks.

## 2. Integration of Video in Learning Stages

The lesson plan clearly integrates video into the scientific approach stages:

### a. Observing:

Students watch a fable or legend video. This stage targets listening comprehension and initial engagement with authentic audio input.

### b. Questioning:

Students formulate questions related to the video content, encouraging analytical thinking and curiosity.

### c. Exploring:

Students complete worksheets (LKPD) based on the video, demonstrating comprehension and information processing.

### d. Associating:

Students engage in group discussions analyzing text structure and moral messages, fostering higher-order thinking skills.

### e. Communicating:

Students present discussion results, demonstrating understanding and interpretation.

The structured integration of video suggests intentional pedagogical planning to enhance both listening and critical thinking skills.

## 3. Student-Generated Artifacts

Student worksheets (LKPD) serve as primary artifacts for analyzing comprehension and reasoning abilities. These documents reveal:

Students' understanding of narrative structure.

Ability to identify moral values.

Evidence of inference and analysis in responses.

Comparing these artifacts with classroom observations and interview data strengthens triangulation and validates findings.

## 4. Teacher Materials and Pedagogical Intent

The lesson plan reflects deliberate pedagogical strategies, including:

Video as contextualized listening input.

Collaborative discussion to deepen analysis.

Structured assessment of attitude, knowledge, and skills.

The inclusion of remedial and enrichment activities indicates adaptive instructional planning to accommodate diverse student needs.

#### 5. Assessment Documentation

Assessment documentation includes:

Observation of student attitudes during learning.

Worksheet results and question–answer sessions (knowledge).

Presentation and story summary (skills).

These assessment forms provide measurable indicators of listening comprehension and critical thinking development.

#### D. Preliminary Interpretation

Based on document analysis, the lesson plan demonstrates systematic integration of video media to support narrative text instruction. The structured stages (observing to communicating) promote progressive cognitive engagement from comprehension to analysis and evaluation.

The documentation indicates that video-based learning is not merely supplementary but functions as a central instructional medium designed to enhance listening skills and foster critical thinking.

This documentation protocol thus provides strong contextual evidence supporting observational and interview data in examining the effectiveness of video-assisted narrative text instruction in Grade IX.

### **Discussion**

The findings of this study indicate that the integration of educational videos significantly contributed to students' listening development. The improvement can be interpreted as the result of the multimodal input provided by audiovisual media, which combines visual and auditory elements simultaneously. This combination supports students in constructing meaning more effectively compared to audio-only materials. The visual context, including gestures, facial expressions, settings, and

actions, helped students infer meaning, identify key information, and understand the overall message of the spoken texts.

In addition, the use of educational videos appeared to increase students' engagement and motivation during listening activities. Traditional listening exercises often rely solely on audio recordings, which may limit students' concentration and interest. In contrast, videos created a more dynamic and interactive learning atmosphere. Students were more attentive and actively involved in classroom discussions after watching the videos. This higher level of participation suggests that educational videos not only improve comprehension but also foster a more student-centered learning environment.

The findings also imply that educational videos support the development of students' critical thinking skills. Through guided activities such as retelling, interpreting messages, and answering analytical questions, students were encouraged to process information beyond literal understanding. They were able to identify main ideas, make inferences, and express personal responses to the content. This indicates that audiovisual media can serve as an effective tool to promote higher-order thinking skills in listening instruction.

Furthermore, the results of this study are consistent with previous research highlighting the benefits of multimedia learning in language classrooms. The use of audiovisual materials aligns with the principles of multimedia learning theory, which suggests that learners understand information better when it is presented through multiple channels. Therefore, incorporating educational videos into listening lessons can be considered a practical and pedagogically sound strategy to enhance students' comprehension and overall language proficiency.

Overall, this study emphasizes the importance of integrating innovative and engaging media in English language teaching. Educational videos not only make listening activities more meaningful but also create opportunities for students to develop both comprehension and analytical skills simultaneously.

## CONCLUSION

This study concludes that the use of educational videos has a positive impact on students' listening development. The integration of visual and auditory elements helps students comprehend spoken texts more effectively by providing contextual support and enhancing meaning construction. In addition to improving listening comprehension, educational videos also increase students' engagement, motivation, and classroom participation. The findings further indicate that audiovisual media can promote students' critical thinking skills through activities that require interpretation, inference, and retelling. Therefore, incorporating educational videos into listening instruction is a pedagogically effective strategy that supports both language development and higher-order thinking skills. Future research may explore the long-term impact of video-based learning and its application in different educational contexts.

## ACKNOWLEDGMENTS

The author would like to express sincere gratitude to the participial, English teacher, and students of the state junior high school in Tuban regency for their cooperation and support during the research process. The author also appreciates all parties who contribute to the completion of this study.

## REFERENSI

- Al-Seghayer, K. (2021). The impact of captioned videos on ESL learners' listening comprehension and vocabulary acquisition. *International Journal of Applied Linguistics & English Literature*, 10(2), 45-57. <https://doi.org/10.7575/aiac.ijalel.v.10n.2p.45>.
- Ennis, R. H. (2018). Critical thinking across the curriculum: A vision. *Topoi*, 37(1), 165-184. <https://doi.org/10.1007/s11245-016-9401-4>.
- Facione, P. A. (2015). Critical thinking: What it is and why it counts. *Insight Assessment*.
- Gultekin, M. (2022). Using short films to enhance critical thinking and listening skills in EFL classrooms. *Journal of Language and Linguistic Studies*, 18(1), 165-181.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Lai, C. L., & Hwang, G. J. (2016). A self-regulated flipped classroom approach to improving.