

## **THE IMPACT OF DISNEYSONG AUTHENTIC AUDIOVISUAL CONTENT ON EFL STUDENTS' LISTENING COMPREHENSION**

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### **ABSTRACT**

This study investigated the impact of authentic comprehension and explored their perceptions of its implementations. Utilizing a quantitative pre-experimental approach with a one-group pretest-posttest design, the study sampled fourth semester English Language Education Undergraduate Students (N =34) at the Muhammadiyah University of East Kalimantan (UMKT) who possessed intermediate TOEFL Listening scores. Data were collected through a 40-item objective listening test administered before and after a four-session instructional treatment, alongside a 4-point Likert scale perception questionnaire. A paired- sample t-test conducted in SPSS revealed a statistically significant improvement in listening proficiency, with the mean score drastically increasing from 55.51 in the pre-test to 83.31 in the post-test ( $t = -10.283$ ,  $p = 0.000$ ). Questionnaire findings further confirmed highly positive student perceptions (>90% agreement across all indicators), with the affective dimension (interest and motivation) scoring the highest, while the

accessibility dimension highlighted minor technical hurdles related to internet dependency (10% disagreement). The study concludes that authentic Disney audiovisual content serves as an effective, adaptive, and anxiety-reducing instructional tool capable of optimizing listening outcomes in higher education classrooms.

*Keywords: Authentic Audiovisual Content, Cognitive Theory of Multimedia Learning, Disney songs, EFL Students, Listening Comprehension*

## INTRODUCTION

Listening is an active comprehension process, not merely hearing, where listeners use cognitive schemas to organize knowledge and process information via bottom-up and top-down modes (Rahmawanti & Sari, 2022). Bottom-up processing involves decoding fundamental sound units (phonemes, grammar, sound patterns) to construct initial meaning, which is crucial in assessments like the TOEFL (Qomariyah et al., 2021). Top-down processing relies on background knowledge and situational context to infer meaning, though overreliance on context without sufficient linguistic input can lead to misunderstandings (Hidayah & Gunawan, 2025). Proficient listening comprehension requires a balanced interplay between bottom-up and top-down processing mechanisms (Sulistina et al., 2023).

Listening comprehension is a fundamental skill in foreign language acquisition, as it facilitates meaningful interaction and language acquisition (Hidayah & Gunawan, 2025). In the modern educational landscape, digital technology has revolutionized English learning through platforms such as YouTube and TikTok, which provide multimodal content to improve vocabulary and listening confidence (Hariffin, 2025). The combination of audio and video elements creates an engaging learning experience that can be adjusted to meet the specific needs of students (Hariffin, 2025). Furthermore, in this digital era, the use of audio-visual (AV) media has been proven effective in supporting student comprehension because it provides richer language input than audio alone (Febriani et al., 2022). One of the most popular audio-visual media is YouTube. YouTube, in particular, has emerged as a context-rich visual medium that significantly enhances students' motivation and supports learner autonomy (Ardianti & Faricha Maula Chabibah, 2025).

Globally, English language instructors are in great demand, especially in non-English nations. They assist non-native speakers in improving their reading, writing, speaking, and listening abilities by teaching English as a second language. Listening comprehension itself involves complex cognitive processes, requiring learners to actively interpret spoken language through perception, discrimination, and meaning construction (Sulistina, 2023). Despite its importance, many English as a Foreign Language (EFL) students still face significant challenges, such as difficulty understanding native speaker accents, unstable internet access, and excessive cognitive load from unstructured materials (Hariffin, 2025). Students' difficulty grasping information from audio recordings remains a major problem in classroom

learning (Qomariyah, 2021). These hurdles underscore that while digital media has the potential to bridge educational gaps, a clear conceptual model is needed to ensure its inclusive application (Hariffin, 2025). This is especially critical in inclusive higher education, where students with diverse learning backgrounds and special needs require adaptive pedagogical instruments (Xasanova et al., 2026).

Previous researchers have demonstrated the effectiveness of YouTube in improving general listening skills (Qomariyah, 2021). However, many of these studies utilized limited sample sizes and short intervention periods, such as the five-week treatment conducted by Chien et al. (2020), which may limit the robustness of the findings. Furthermore, there is still a gap regarding the specific impact of YouTube-based authentic audiovisual content when applied to inclusive listening instruction in higher education for the inclusive students. In addition, the role of structured material selection in reducing cognitive load while maintaining student engagement remains underexplored (Hariffin, 2025). To address these gaps, these researchers propose the use of authentic audiovisual content from the Disney Music VEVO YouTube channel as a learning medium to improve the effectiveness of their listening comprehension.

## **LITERATUR REVIEW**

Listening comprehension is an active cognitive process involving both bottom-up and top-down processing. Bottom-up processing focuses on decoding sounds, words, and grammatical structures, while top-down processing relies on learners' prior knowledge and contextual understanding to interpret meaning (Rahmawanti, 2022). Effective listening occurs when these two processes work together to construct meaning from spoken language (Sulistina, 2023).

EFL learners commonly experience difficulties in listening due to limited vocabulary, unfamiliar pronunciation, connected speech, and listening anxiety. These challenges increase cognitive load and reduce listening accuracy, particularly in standardized tests such as TOEFL (Ramadhan et al., 2025). Therefore, learning media that provide contextual support are needed to improve listening comprehension.

The Cognitive Theory of Multimedia Learning (CTML) explains that meaningful learning occurs when learners process verbal and visual information simultaneously through separate cognitive channels. CTML is based on three assumptions: dual-channel processing, limited cognitive capacity, and active learning. Multimedia learning can reduce cognitive load and improve comprehension by integrating visual and auditory information (Kiersch, 2023).

Audiovisual media provide richer contextual information than audio-only materials by combining spoken language with visual cues such as facial expressions,

gestures, and settings. This integration supports both bottom-up and top-down listening processes while increasing learner engagement and reducing cognitive overload (Hariffin, 2025; Asmare, 2025).

Songs are authentic language materials that expose learners to natural pronunciation, vocabulary, and intonation. When presented in audiovisual form, songs provide contextual support that facilitates language comprehension and increases learner motivation. Research shows that audiovisual songs positively influence listening comprehension, vocabulary acquisition, and pronunciation (Slamet & Mukminatien, 2024).

Disney songs combine authentic language, meaningful narratives, and visual storytelling, making them suitable audiovisual materials for EFL listening instruction. Their clear pronunciation, contextualized lyrics, and engaging visuals support listening comprehension by applying CTML principles (Latifah et al., 2023). In addition, Disney songs promote learner motivation and create a more enjoyable learning environment, making them an effective medium for improving listening comprehension among EFL students (Setiawan & Fadhilawati, 2023).

## **METHOD**

This study used a quantitative method with a pre-experimental approach employing a one-group pretest-posttest design. The pre-test is a test administered to students before the treatment to measure their initial listening comprehension ability. Meanwhile, the post-test is conducted after the treatment using Disney Songs' authentic audiovisual content in order to determine the improvement in students' listening comprehension skills.

This study employed a quantitative pre-experimental method using a one-group pretest-posttest design. Students' listening comprehension was measured before and after the implementation of authentic audiovisual Disney songs. The pre-test assessed participants' initial listening ability, while the post-test measured learning improvement after the treatment.

The population consisted of fourth-semester students of the English Language Education Study Program at Muhammadiyah University of East Kalimantan (UMKT). A purposive sampling technique was used to select participants who had completed the Listening Comprehension course and obtained TOEFL Listening scores ranging from 31–60, indicating intermediate listening proficiency. These students also participated in the Disney song-based audiovisual learning sessions.

Data were collected using two instruments: a listening comprehension test and a perception questionnaire. Then, the listening test consisted of 40 multiple-choice and fill-in-the-blank questions adapted from Slamet and Mukminatien (2024). The same test format was administered as both the pre-test and post-test to measure students' listening comprehension improvement.

The questionnaire was adapted from Thaqi-Jashari and Sefiu (2025) using a four-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). It measured students' perceptions regarding four aspects: (1) affective factors (interest and motivation), (2) language improvement (listening, vocabulary, and pronunciation), (3) meaning comprehension, and (4) accessibility of Disney song-based audiovisual materials.

**Table 1. Indicator questionnaire**

| No | Indicator                           | Measured Aspects                                                          | Question Item Number |
|----|-------------------------------------|---------------------------------------------------------------------------|----------------------|
| 1  | Affective (Interest and Motivation) | Interest, happiness, entertain, and motivation students learning process. | 1, 7, 8              |
| 2  | Language Improvement Skill          | The impact on listening comprehension, vocabulary, and pronunciation.     | 3, 5, 10             |
| 3  | Meaning Comprehension               | The ease of understanding the meaning.                                    | 4, 6                 |
| 4  | Accessibility                       | The ease of access (anytime & anywhere) and replay features.              | 2, 9                 |

The study consisted of four stages. First, participants completed the perception questionnaire, followed by a pre-test to determine their initial listening comprehension. Next, students received four treatment sessions using authentic Disney song music videos (*Know Who You Are*, *Your Heart Is My Home*, *Remember Me*, and *Sweeter*). Each session integrated audiovisual materials with guided discussion to improve listening comprehension, pronunciation, vocabulary, and meaning interpretation. Finally, participants completed a post-test with equivalent difficulty to evaluate learning outcomes.

The collected data were analyzed using SPSS. Descriptive statistics were used to summarize students' performance, while a paired-sample t-test was conducted to determine whether there was a statistically significant difference between pre-test and post-test scores. The significance level was set at  $p < 0.05$ , indicating that the

treatment significantly improved students' listening comprehension if the obtained significance value was below this threshold.

## FINDING

A normality test was performed before the paired sample t-test using the Monte Carlo significance approach in SPSS. Based on the test results, the Monte Carlo significance value (Sig. 2-tailed) was 0.187 (Table 2), which is greater than 0.05. These results indicate that the data are normally distributed and meet the assumption of normality. Therefore, further analysis can be conducted using the paired sample t-test.

**Table 2. One-Sample Kolmogorov-Smirnov Test**

|                                  |                         | Post_test         |
|----------------------------------|-------------------------|-------------------|
| N                                |                         | 35                |
| Normal Parameters <sup>a,b</sup> | Mean                    | 83.64             |
|                                  | Std. Deviation          | 11.037            |
| Most Extreme Differences         | Absolute                | .179              |
|                                  | Positive                | .097              |
|                                  | Negative                | -.179             |
| Test Statistic                   |                         | .179              |
| Asymp. Sig. (2-tailed)           |                         | .006 <sup>c</sup> |
| Monte Carlo Sig. (2-tailed)      | Sig.                    | .187 <sup>d</sup> |
|                                  | 99% Confidence Interval | .187 <sup>d</sup> |
|                                  | Lower Bound             | .177              |
|                                  | Upper Bound             | .197              |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

The normality test indicated that the data were normally distributed, satisfying the assumptions for parametric statistical analysis. Subsequently, a paired-sample t-test was performed to determine the impact of Disney Songs' authentic audiovisual content on students' listening comprehension. The findings showed that students achieved higher scores on the post-test than on the pre-test, indicating that the use of DisneyMusicVEVO videos during the treatment sessions contributed to the improvement of their listening comprehension.

The analysis of the table below revealed that the mean difference between the pre-test and post-test scores was -27.794. In addition, the t-test result showed a t-

value of -10.283 with a significance value (Sig. 2-tailed) of 0.000, which was lower than the significance level of 0.05.

These findings indicate that there was a statistically significant difference between students' pre-test (without using Disney song) and post-test scores after the treatment by using Disney song VEVO.

**Table 3. Paired Samples Test**

|        |                      | Paired Differences |                |                 |                                           | t       | df      | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|---------|-----------------|
|        |                      | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |                 |
|        |                      |                    |                |                 | Lower                                     | Upper   |         |                 |
|        |                      |                    |                |                 |                                           |         |         |                 |
| Pair 1 | Pre-Test - Post-Test | -27.794            | 15.761         | 2.703           | -33.293                                   | -22.295 | -10.283 | .000            |

The second research objective of this study was to determine the extent to which Disney songs-based authentic audiovisual content affected EFL students' listening comprehension. To measure the significance of the effect, a paired sample t-test was conducted using SPSS.

**Table 4. Paired Samples Statistics**

|        |           | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre_Test  | 55.51 | 34 | 13.495         | 2.314           |
|        | Post_test | 83.31 | 34 | 11.022         | 1.890           |

The substantial increase in the mean score from 55.51 to 83.31 indicates that the Disney song-based audiovisual content significantly contributed to improving students' listening comprehension achievement. Furthermore, questionnaire findings revealed that students viewed the audiovisual materials positively in terms of affective, behavioral, and cognitive aspects. Students reported that the videos helped them focus better, understand vocabulary more easily, and feel more motivated during listening activities. Therefore, it can be concluded that the Disney Music VEVO audiovisual content has a significant and meaningful influence on EFL students' listening comprehension.

**Table 5. Different Mean Score**

| No. | Information          | Total |
|-----|----------------------|-------|
| 1.  | Post-test            | 83.31 |
| 2.  | Pre-test             | 55.51 |
| 3.  | Different Mean Score | 27.80 |

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|        |                      |                    |                |            | Lower                                     | Upper   |         |                 |
|        |                      |                    |                |            |                                           |         |         |                 |
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Table 5 shows the comparison between the mean scores of the pre-test and post-test results. The mean score of the pre-test was 55.51, while the mean score of the post-test increased to 83.31 after the implementation of Disney song-based audiovisual content in listening learning activities. The difference between the pre-test and post-test mean scores was 27.80.

These results indicate that the students' listening achievement improved significantly after receiving the treatment. Before the treatment, the students' average score was relatively low. However, after several treatment sessions using Disney song-based audiovisual media, the students achieved higher scores on the post-test. Therefore, it can be concluded that the use of Disney songs-based audiovisual content gave a positive effect on students' listening learning outcomes.

To explore students' perceptions of learning listening, 10 statements were administered to observe the factors that enhance and support their learning experience. The results of the students' responses are shown in the table below.

*Table 6. Statements*

| No    | Indicator                                 | Questions Items                                                                                                                 | Likert Scale (%) |     |       |      |
|-------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------|-----|-------|------|
|       |                                           |                                                                                                                                 | 1                | 2   | 3     | 4    |
| 1     | Affective<br>(Interest and<br>Motivation) | The use of Disney songs authentic audio-visual is interesting, motivating, and entertaining in teaching and learning activities | 0                | 0   | 71.4  | 28.6 |
| 7     |                                           | Disney songs authentic audio-visual can develop my motivation to learning listening                                             | 0                | 2.9 | 71.4  | 25.7 |
| 8     |                                           | Learning listening using Disney songs authentic audio-visual is interesting                                                     | 0                | 5.7 | 62.9  | 31.4 |
| Total |                                           |                                                                                                                                 | 0                | 8.6 | 205.7 | 85.7 |
| 3     |                                           | Disney songs authentic audio-visual help me to increase my listening comprehension                                              | 0                | 2.9 | 60.0  | 37.1 |

|       |                            |                                                                                                                                                                          |      |       |      |      |
|-------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------|------|
| 5     | Language Improvement Skill | Through Disney songs authentic audio-visual I also can learning new vocabulary and improve my Pronunciation                                                              | 0    | 8.6   | 54.3 | 37.1 |
| 10    |                            | The use of Disney songs authentic audio-visual can increse my level comprehension better                                                                                 | 0    | 5.7   | 74.3 | 20.0 |
| Total |                            | 0                                                                                                                                                                        | 17.2 | 188.6 | 94.2 |      |
| 4     | Language Improvement Skill | I like learning listening using Disney songs authentic audio-visual because the meaning of songs become more easily to Understand                                        | 0    | 8.6   | 51.4 | 40.0 |
| 6     |                            | Disney songs authentic audio-visual help me to understand the meaning of songs delivered more easy                                                                       | 0    | 0     | 71.4 | 28.6 |
| Total |                            | 0                                                                                                                                                                        | 0    | 71.4  | 28.6 |      |
| 2     | Accessibility              | Learning listening using Disney songs authentic audio-visual is effective because I can replay the audio material anytime, so I can more understand the meaning of songs | 0    | 11.4  | 54.3 | 34.3 |
| 9     | Authentic                  | Through Disney songs audio-visual, I can easily access the songs anytime and anywhere                                                                                    | 0    | 8.6   | 54.3 | 37.1 |
| Total |                            | 0                                                                                                                                                                        | 20   | 108.6 | 71.4 |      |

To support the quantitative data from the pre-test and post-test scores, the researchers also gave a perception questionnaire to 35 students. This was done after they completed all four treatment sessions using authentic audio-visual content from Disney songs. The questionnaire was adapted from a study by (Rahma Fitria, Iswahyuni, and Perdhani., 2022). It measures four main indicators: Affective (Interest and Motivation), Language Improvement Skill, Meaning Comprehension, and Accessibility. The students answered using a 4-point Likert scale, which includes Strongly Disagree, Disagree, Agree, and Strongly Agree. To find out which indicator was the highest (most successful) and which one was the lowest (had the most challenges), the total percentages were changed into average percentages for each item.

Based on the data analysis, all indicators received very positive feedback. In fact, the total percentage of students who chose "Agree" and "Strongly Agree" was

over 90% for every indicator. However, looking closely at the details, the students' psychological response was the most consistently positive. The Affective (Interest and Motivation) indicator was the highest. For this aspect, the average percentage of students choosing "Agree" was 68.57%, and "Strongly Agree" was 28.57%. Looking at the specific questions, Item 1 (which states that Disney songs are interesting, motivating, and entertaining) got the highest positive result. For this item, 71.4% of students chose "Agree" and 28.6% chose "Strongly Agree". No student (0%) chose a negative answer for Item 1. This proves that the video materials were very successful in growing students' interest and reducing their anxiety in the listening class.

For the cognitive aspect, the Meaning Comprehension indicator also supported these positive findings. It showed an average percentage of 34.30% for "Strongly Agree" and 61.40% for "Agree". Specifically, Item 4 (students like learning by listening to Disney songs because the meaning becomes easier to understand) had the highest "Strongly Agree" response among all items in the questionnaire, which was 40.0%. This shows that the combination of music, lyrics, and visual clues like the characters' expressions and the story in the videos helped students understand spoken English much better. Similarly, the Language Improvement Skill indicator was also strong, with an average of 62.87% for "Agree" and 31.40% for "Strongly Agree". The students clearly felt that their language skills improved, especially in listening comprehension (Item 3), learning new vocabulary, and improving pronunciation (Item 5).

On the other hand, the Accessibility indicator was the lowest and showed the biggest challenge compared to the others. This indicator had the highest average percentage for "Disagree", which was 10.00%. This disagreement came from Item 2 (effectiveness of replaying the audio anytime), which got 11.4% "Disagree", and Item 9 (easily accessing songs anytime and anywhere), which got 8.6% "Disagree".

This finding shows an interesting gap between the researchers' original plan and the students' real experience. In the methodology section, the researchers chose the DisneyMusicVEVO YouTube channel because it is open-access, free, and should be very easy for anyone to open. However, the 10% "Disagree" response shows that "easy access" on paper can sometimes face technical problems and personal internet issues in reality.

There are two main reasons for this gap: internet connection dependency and digital distractions. Unlike offline MP3 audio files, high-quality music videos on YouTube need a lot of internet data and a stable connection. For students living in areas with bad phone signals, video buffering makes it difficult to replay the material

during independent learning. Also, studying online anytime and anywhere means students can easily lose focus because of YouTube ads or other video recommendations that are not related to the lesson. Even though it had the highest disagreement rate (10%), the Accessibility indicator also received the highest average percentage for "Strongly Agree" compared to all other indicators, which was 35.70%. This shows that for the majority of students who had good gadgets and good internet, the availability of Disney songs online was still very flexible and helpful for their independent listening practice.

## DISCUSSION

Based on the empirical results of the experimental research conducted in this study, the implementation of authentic audio-visual content from Disney songs (*DisneyMusicVEVO*) has demonstrated a statistically significant positive impact on the listening comprehension of fourth-semester English education students at UMKT. This indicates a significant increase in the average pre-test scores of students compared to the post-test scores. In other words, scores that were initially low experienced a drastic increase after the learning process was implemented. These statistical results strongly support multimodal learning theory, which states that clear audiovisual learning media and relevant visualizations, such as character expressions and narrative backgrounds found in Disney audiovisuals, successfully minimize cognitive load, increase comprehension, and foster a more meaningful classroom learning experience compared to conventional audio-only media (Ardianti & Faricha Maula Chabibah, 2025).

Compared to the previous methodologies found in the literature, the research design of this study adopts a *pre-experimental (one-group pretest-posttest) approach* focusing on a pre-experimental class to thoroughly evaluate the direct effectiveness of the chosen media. This single-group experimental framework shares methodological similarities with the study by Febriani et al. (2022), which investigated the effectiveness of short YouTube videos using a single experimental group without a control class. However, the single-group design in this study shows a significant research gap when compared to the quasi-experimental design used by Qomariyah (2021) who strictly divided their 90 participants into two separate groups consisting of 45 students in an audio-visual experimental class and 45 students in a traditional audio control class. Furthermore, this quantitative intervention framework differs entirely from the purely qualitative research models used by Rahmawanti (2022) and Lestari et al. (2023), who relied strictly on descriptive case studies and comprehensive literature reviews

without conducting any statistical-numerical classroom interventions or field tests.

Another prominent research gap is observed in the sample size and the unique demographic profile of the target participants. This study specifically focuses its scope on fourth-semester university students whose baseline English listening competence is pre-determined by a standardized TOEFL Listening score ranging between 31 and 60. Examining mature adult learners in higher education aligns closely with the small-scale study by Chien et al. (2020), which involved 24 college students in Taiwan, as well as the qualitative case study by Ardianti & Faricha Maula Chabibah (2025), which observed 10 fourth-semester university students. However, this university student demographic creates a major academic gap when compared to the previous study by Kawalo (2025), which examined junior high school students consisting of 20 seventh-grade students at SMP Negeri 4 Tondano, and the research by Setiawan & Fadhilawati (2023), which tested a sample of 26 elementary school. This age difference significantly impacts learning design; elementary school children have much shorter attention spans and therefore require micro-clips under 60 seconds (such as YouTube Shorts), while college students have the advanced cognitive maturity needed to process long, narratively complex Disney song videos to enhance their learning abilities.

The overall duration of the data collection treatment is also a key difference in this study. This study designed a four-session instructional treatment that provides a more stable measurement of student progress, successfully overcoming the temporal limitations experienced by experimental trials Chien et al. (2020), which lasted only five weeks. In terms of data collection instruments, this study shares fundamental similarities with conventional quantitative research by using objective listening pre- and post-tests to generate numerical data on a 0–100 scale, a similar approach also applied in the work of Kawalo (2025) through a fill-in-the-blank format and Qomariyah (2021) through a 35-item multiple-choice test. However, a decisive methodological gap is that this study enriches its quantitative test by integrating a structured 4-point Likert scale questionnaire to capture students' perceptions; This dual instrument strategy reflects the combination approach of Chien et al. (2020) but differs drastically from the R&D expert validation rubric used by Sulistina (2023) or the purely qualitative field observation sheet used by Ramadhan et al. (2025).

By mapping this research gap with previous research, the results of this study firmly establish that authentic Disney music media serves as a valid and adaptive learning medium for advanced EFL classes. While inclusive higher education studies such as Friska (2023) emphasize that university instructors often face significant

challenges in modifying learning materials to meet diverse class abilities, this study offers a practical and context-rich alternative through the audio-visual medium of YouTube. Thus, the implementation of Disney audiovisuals successfully addresses a significant gap in the English Language Teaching (ELT) literature, providing a statistically proven method for reducing student anxiety, engaging sustained attention, and significantly optimizing listening comprehension at the college level Hariffin (2025).

## CONCLUSION

This study examines the impact of authentic Disney song audiovisual content on EFL students' listening comprehension through an inclusive learning approach among undergraduate students in the English Language Education Study Program at the Muhammadiyah University of East Kalimantan (UMKT). Listening is one of the most challenging language skills because it requires learners to process spoken language, interpret meaning, and connect linguistic information with prior knowledge. Therefore, selecting appropriate learning media is crucial to facilitate students' listening comprehension. Based on the literature review, authentic audiovisual materials provide a richer learning experience than audio-only materials because they combine verbal and visual information simultaneously. Guided by Mayer (2024), Disney songs are expected to support students' listening comprehension by integrating lyrics, music, visual narratives, and contextual cues, helping learners process information more effectively while reducing cognitive load. Furthermore, Disney songs are expected to increase students' motivation, vocabulary mastery, pronunciation, and engagement during listening activities.

Using a single-group pretest-posttest experimental design, this study aimed to determine whether authentic audiovisual content (Audiovisual Content) of Disney songs significantly improves students' listening comprehension. Furthermore, student perceptions collected through a questionnaire are expected to provide valuable insights into the effectiveness, appeal, and accessibility of Disney songs as authentic audiovisual learning materials in inclusive higher education classrooms.

Overall, this study is expected to contribute to English language teaching by providing empirical evidence of the effectiveness of Authentic Audiovisual Content (Audiovisual Content) of Disney Songs as an innovative and inclusive medium for improving EFL students' listening comprehension.

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