USING POWTOON TO IMPROVE STUDENTS' LISTENING SKILLS: A SYSTEMATIC LITERATURE REVIEW

MENGGUNAKAN POWTOON UNTUK MENINGKATKAN KETERAMPILAN MENDENGARKAN SISWA: TINJAUAN LITERATUR SISTEMATIS

Mardiatun Nissa[1*], Frida Dini Chaerunnisa[2], Teti Elawati[3], Naf an Tarihoran[4]

UIN Sultan Maulana Hasanuddin Serang Banten

Email: 231230091.mardiatun@uinbanten.ac.id[1], 231230086.frida@uinbanten.ac.id[2], 231230082.teti@uinbanten.ac.id[3], nafan.tarihoran@uinbanten.ac.id[4]*

Abstrak

Perkembangan teknologi digital telah membawa perubahan signifikan dalam pembelajaran bahasa Inggris, terutama dalam pengembangan keterampilan mendengarkan, yang seringkali dianggap sulit oleh pelajar EFL. Powtoon, sebagai media audiovisual berbasis animasi, relevan karena menyediakan dukungan visual yang membantu siswa memahami masukan lisan dengan lebih jelas. Penelitian ini bertujuan untuk meninjau secara sistematis studi-studi tentang penggunaan Powtoon untuk meningkatkan keterampilan mendengarkan siswa. Metode yang digunakan adalah Tinjauan Pustaka Sistematis (SLR) yang mengikuti pedoman PRISMA, yang mencakup proses identifikasi, penyaringan, penilaian kelayakan, dan penyertaan artikel yang diterbitkan antara tahun 2020 dan 2025 dari Mendeley, ERIC, PubMed, dan Google Scholar. Sebanyak lima artikel yang memenuhi kriteria dianalisis secara mendalam. Hasil penelitian menunjukkan bahwa Powtoon secara umum meningkatkan perhatian, motivasi, dan keterlibatan siswa selama kegiatan mendengarkan. Mayoritas penelitian melaporkan peningkatan yang signifikan dalam pemahaman mendengarkan, terutama karena visualisasi kontekstual mengurangi beban kognitif siswa. Namun, sebuah studi menemukan bahwa peningkatan tersebut tidak signifikan, yang menunjukkan bahwa efektivitas Powtoon dipengaruhi oleh desain pembelajaran dan penerapannya. Powtoon merupakan media potensial untuk mendukung kegiatan mendengarkan dan belajar, serta memiliki implikasi penting bagi guru dalam mengintegrasikan multimedia untuk meningkatkan pemahaman siswa.

***Kata Kunci**: Powtoon, Keterampilan Mendengarkan, Pengajaran Mendengarkan*

Abstract

The development of digital technology has brought significant changes to English language learning, particularly in the development of listening skills, which are often considered difficult by EFL learners. Powtoon, as an animation-based audio-visual medium, is relevant because it provides visual support that helps students understand spoken input more clearly. This study aims to systematically review studies on the use of Powtoon to improve students' listening skills. The method used is a Systematic Literature Review (SLR) following the PRISMA guidelines, covering the processes of identification, screening, eligibility assessment, and inclusion of articles published between 2020 and 2025 from Mendeley, ERIC, PubMed and Google Scholar. A total of five articles that met the criteria were analyzed in depth. The study's results show that Powtoon generally increases students' attention, motivation, and engagement during listening activities. The majority of studies reported a significant increase in listening comprehension, mainly because contextual visualization reduced students' cognitive load. However, one study found that the increase was not significant, suggesting that Powtoon's effectiveness is influenced by the learning design and its application.

Powtoon is a potential medium for supporting listening and learning and has important implications for teachers in integrating multimedia to improve student comprehension.

Keywords: Powtoon, listening skills, teaching listening

INTRODUCTION

The development of digital technology in education has changed the way teachers deliver material and the way students receive information. This transformation has encouraged the use of various learning media that are more interactive, visual, and and adaptable to students' learning needs in the 21st century (Inovasi et al., 2025). The digitization of education not only offers easy access to learning resources but also enables teachers to deliver more engaging learning experiences through multimedia integration (Bilynska et al., 2024). In the context of English language learning, technology has become an important element because it offers a variety of support that enables students to process language more effectively through a combination of text, images, audio, and video. As the need for engaging, easy-to-understand learning increases, the use of animation-based digital media has become a widely adopted trend in learning.

With the continuous advancement of digital technology, multimedia-based learning media are becoming increasingly popular in classrooms. The use of digital media is no longer limited to presentation slides or ordinary videos; it now includes interactive, animated media that can engage students and increase their motivation to learn. One such digital medium is Powtoon, which was launched in 2012. Animation platforms such as Powtoon allow teachers to package learning materials visually, integrating audio, text, illustrations, and movement to create a more lively and enjoyable learning experience. This platform adapts to various student learning styles, whether visual, auditory, or kinesthetic, making the material easier to accept and understand for students from diverse backgrounds. Powtoon provides visual dynamics that can increase student attention and, at the same time, help them understand the material through clear visual support. Previous research has shown that animated media can increase learning motivation and make the learning process more enjoyable, making its use in the EFL context increasingly relevant for meeting modern learning needs (Susilo & Widiya, 2021).

In English language learning, listening skills are often considered the most difficult for students to master (Alzamil, 2021). Listening requires the ability to quickly grasp spoken information, understand context, recognize vocabulary, and process foreign sounds simultaneously. Listening involves a complex process that requires attention, working memory, and metacognitive skills (Mandarani, 2016). Traditional listening learning often rely solely on audio, so many students experience difficulties due to the lack of visual support that can clarify context. In this case, Powtoon is relevant because it can present visual cues that help students associate sounds with images, contexts, and situations. For example, animations can depict dialogues with moving characters, emotional expressions, and relevant backgrounds, making it easier for students to visualize and understand the audio content. This not only reduces students' cognitive load but also makes listening learning more contextual and engaging, especially for those learning English as a foreign language.

Previous studies have shown that Powtoon has been used for various English language learning purposes, such as vocabulary improvement, text comprehension, and learning motivation

(Ardaningsih & Adnyayanti, 2022; Hariyanti & Damanik, 2024; Linayanti, Hanafi, et al., 2025). However, the number of studies specifically examining the effectiveness of Powtoon in improving listening skills remains limited. This creates a need for a systematic review that collects, selects, and analyzes relevant previous studies to provide a clear picture of the effectiveness of Powtoon in listening learning, especially considering that listening is an essential basic skill in language acquisition (Manglik et al., 2023b, p. 20). Therefore, reviewing and systematically categorizing available previous research is important to obtain a clearer picture of the trends, effectiveness, and challenges of using Powtoon in listening learning.

The function of Powtoon in listening learning is to provide visual support for the audio, increase student attention and motivation, and create an interactive learning experience. Powtoon allows students to process information through a combination of learning media, such as animations that align with audio narration, thereby helping build connections between sound and visual meaning. This not only makes learning more engaging but also supports more efficient information processing, especially for students who struggle with audio-only methods (Kasgari et al., 2020).

This study arose from the need to determine the extent to which Powtoon truly impacts the listening skills of EFL students. Listening is not only a basic skill but also an important foundation in overall English proficiency, as it influences speaking, writing, and reading abilities (Bozorgian, 2012). Therefore, it is crucial to choose the right media in learning to make it more effective and easier for students to understand the material. This study aims to provide strong empirical evidence and is expected to help teachers, researchers, and curriculum developers obtain clear information about Powtoon's potential in improving students' listening skills. Thus, the results of this study can serve as a guide for classroom implementation and encourage further innovation in language education.

Based on the above explanation, this systematic literature review aims to synthesize the existing literature on the use of Powtoon to improve students' listening skills. Therefore, the research questions in this study are: 1) How is Powtoon used in listening learning based on previous studies?; 2) Can the use of Powtoon improve students' listening skills?

LITERATURE REVIEW

Teaching Listening

Listening instruction is an important part of second language learning because this skill serves as the foundation for the development of other language skills (Gunawan, 2025, p. 69). Listening is not just an activity of hearing, but an active process that involves receiving, understanding, evaluating, remembering, and responding to the message (Manglik et al., 2023a, p. 61). Worthington et al., p. (2024, p. 1987) explain that listening is a complex process that involves cognitive, affective, and behavioral components of the listener. This means that listening is an active skill, as the listener must pay attention, think, and provide feedback. In the context of teaching, teachers do not just play audio, but also facilitate mental processes that help students understand and interpret the information they hear.

In teaching English as a foreign language (EFL), teaching listening poses a unique challenge because students must process a language that they do not automatically understand. Common difficulties include speech rate, unfamiliar pronunciation, limited vocabulary, and difficulty

identifying word boundaries in a stream of speech (Rakhmyta, 2019). Therefore, teaching listening requires a systematic learning design so that students can gradually develop their ability to process oral input.

Pedagogically, listening instruction typically includes three main stages: pre-listening, while-listening, and post-listening (Singh, 2024, pp. 92–96). The pre-listening stage is designed to activate students' background knowledge, introduce the topic, and help them predict the content of the material they are about to hear. The while-listening stage focuses on directed processing, such as identifying key information, capturing important details, or understanding the relationships between ideas. The post-listening stage allows students to reflect on their understanding, engage in discussion, or complete follow-up tasks to reinforce meaning construction. These three stages are important to ensure that students not only hear, but also process and understand the message sequentially.

Metacognitive strategies are also an important part of teaching listening (Johnson, 2005, p. 72). Students need to be trained to make predictions, monitor, infer, and evaluate themselves while listening. Therefore, teachers play an important role in guiding students to develop these strategies through various exercises. Listening instruction must also consider affective factors because many students feel anxious when listening to English, especially when the input is fast or unfamiliar (Guswita & Sugirin, 2021). This anxiety can hinder comprehension. Kwan et al., p. (2008, p. 118) explain that students' emotional state significantly affects listening effectiveness, so teachers must create a supportive, friendly, and non-intimidating learning environment. Therefore, teaching listening should not only focus on practicing audio comprehension but also include creating a conducive learning climate.

Audio-Visual Learning Media

The development of digital technology has brought significant changes in how students process information. In the context of language education, multimedia has become one of the most effective approaches because it combines various forms of information representation, text, images, audio, video, and animation, which can enrich the learning experience of students (Gilakjani, 2012). Mayer (2021, p. 6) explains in his book Multimedia Learning that multimedia learning is defined as a situation in which students "learn from words and images." Words can be in printed text or audio narration, while images can be photos, illustrations, diagrams, or animations. This fundamental principle states that learning will be more effective when information is presented through multiple processing channels, namely the visual and auditory channels.

This basic concept of multimedia underpins the development of audiovisual learning media, which combine sound and visual elements to support student understanding. In English language learning, audiovisual media play a crucial role because listening not only depends on the ability to recognize language sounds but also on understanding the communicative contex (Manglik et al., 2023a, p. 61). Many EFL students find it challenging to understand pure audio because there are no visual cues to clarify the speaker's situation, topic, and emotions. According to Maleki & Rad (2011), listening becomes more comprehensible when visual information accompanies spoken texts, suggesting that visual support makes it easier for students to predict meaning and understand the message. Audiovisual media is considered adequate because it mimics the way human communication works in real life (Al-jumaily & Alazzawi, 2025). When interacting, a person not

only listens to words but also pays attention to facial expressions, body movements, eye contact, the setting, and physical objects around the speaker. This visual involvement allows listeners to interpret the speaker's intentions more accurately. Therefore, incorporating audiovisual media into language learning can help students develop more natural and contextual comprehension strategies. Similarly, (Tarihoran et al., 2025) demonstrated that the use of digital media not only strengthens the ability to understand spoken input but also contributes to the simultaneous improvement of reading and listening literacy. Through visual-audio integration, students gain a clearer contextual picture, thus making the meaning-making process more efficient.

In addition, audiovisual media can reduce students' cognitive load when processing foreign-language input (Haryana et al., 2022). Spoken language, especially in a language that is not fully mastered, often feels like a rapid stream of sound without pause. By presenting relevant images, icons, or animations, audiovisual media help students understand the context, so their working memory is not burdened with having to guess the meaning of the sounds alone. The processing load is reduced, allowing students to focus on the message's content. From an affective perspective, audiovisual media are also very effective in increasing student motivation (Gilakjani, 2012; Linayanti, Muhammad Hanafi, et al., 2025). The current digital generation is accustomed to videos, animations, and dynamic visual content that make learning more interesting. Twenty-first-century students tend to be more responsive to rich and animated visual inputs because they help them feel more involved in the learning process. When students feel interested and not pressured, they are more willing to try, more focused, and find it easier to understand the material. Thus, audiovisual media help reduce the anxiety that students often experience in listening learning.

Powtoon in Teaching Listening

The use of Powtoon in listening instruction has received particular attention in various studies because this medium is considered capable of overcoming the main challenges EFL students face when processing oral input. According to Buck (2001, p. 247) listening is a complex skill because it requires students to process sounds quickly, recognize language structures, understand context, and interpret the speaker's meaning in a short time. This difficulty increases when the input lacks visual cues that aid the meaning-making process.

In the context of listening learning, Powtoon provides a solution because its animated videos present visual representations that support the audio narrative. Visual cues such as character expressions, gestures, icons, and illustrations of situations help students interpret spoken messages more easily. (Mayer, 2009, p. 70) asserts that listening comprehension improves significantly when students receive visual support that is relevant to the audio content. Therefore, when students watch Powtoon, they not only hear the sound but also see the accompanying context.

The visual context provided by Powtoon also clarifies the relationships between speakers, the flow of conversation, and changes in the situation in the spoken text. This supports the view of Manglik et al. (2023a, p. 61) who state that listening is never a purely auditory activity; listeners always rely on visual cues to understand meaning. By providing animations that depict scenes,

settings, and character interactions, Powtoon helps EFL students better understand the message conveyed, especially in narrative texts and dialogues.

Powtoon also helps reduce the cognitive load that students often experience when processing listening. When students only listen to audio, they have to process language signals abstractly, which is very challenging for beginner students. Through animation, Powtoon provides concrete representations that serve as scaffolding, allowing students to focus on the core meaning rather than guess the context. Visual support helps beginner students connect linguistic input to meaningful representations, thereby improving their comprehension (Pateşan et al., 2018).

Gunawan (2025, p. 70) notes that effective listening instruction must provide students with opportunities to access input repeatedly so they can gradually adjust their understanding. Powtoon is well-suited for this purpose because its videos can be accessed anytime on digital devices. Powtoon allows students to review the material as needed. Students can rewatch specific parts of the video to reinforce their understanding, an advantage rarely found in traditional methods such as teacher-led explanations.

In addition to cognitive aspects, Powtoon also enhances affective factors in listening learning (Linayanti, Muhammad Hanafi, et al., 2025). Pure audio often makes students anxious because they fear they will not be able to keep up with the speaker's pace. With attractive visuals, friendly animations, and creative presentations, Powtoon creates a more enjoyable learning atmosphere that reduces anxiety and increases student confidence. This is important because motivation and emotional comfort are determining factors in listening comprehension (Pratiwi & Rosnija, 2015).

Overall, Powtoon makes an important contribution to listening learning by providing visual context, reducing cognitive load, increasing motivation, and supporting understanding through effective visual-auditory integration. This medium offers a richer and more comprehensive approach to helping EFL students understand spoken input more deeply, making Powtoon one of the most relevant digital media for improving listening skills in English language learning.

METHODS

The method used in this study was a Systematic Literature Review (SLR) to identify, evaluate, and synthesize studies discussing the use of Powtoon in listening learning. This followed the Preferred Items for Systematic Review and Meta-analysis (PRISMA) guidelines in its search strategy (Moher et al., 2009). SLR was chosen because it provides a systematic, transparent, and replicable review process, thereby strengthening the results and making them more scientifically accountable. SLR is an approach designed to identify, evaluate, and interpret research results relevant to specific research questions through structured and controlled procedures (Kitchenham, 2004, p. 2). The author identified a set of keywords based on the systematic literature review topic. The keywords used in the search included: Powtoon, listening, listening skills, listening comprehension, and teaching listening. The search was conducted in several academic journal databases, including Mendeley, ERIC, and Google Scholar. This study covers articles published in the last 5 years, namely from 2020 to 2025. The instruments used in this study were published scientific articles, so no direct data collection from participants was conducted. The articles were selected through a rigorous process that included applying inclusion and exclusion criteria. This

study applied inclusion and exclusion criteria to ensure only relevant, high-quality articles were included in the analysis

Procedure

The author conducted an initial search using a list of keywords developed. All articles found then went through a gradual selection process according to the PRISMA model: a) identification, where all articles that appeared according to the keywords collected in the initial search yielded 1010 articles related to the use of Powtoon in education. b) the next stage was screening, where duplicate articles and articles that did not explicitly discuss Powtoon were eliminated. c) After that, the eligibility stage was carried out, which involved reading the entire content of the articles in more depth to ensure their suitability with the research focus, namely the use of Powtoon in English language learning, primarily listening. d) In the final stage, namely inclusion, only articles that were truly relevant to listening learning were included as final data for analysis.

Study selection criteria

The inclusion criteria for this study included: 1) published between 2020 - 2025, 2) discussing the use of Powtoon in the context of English language learning, especially listening skills, 3) available in full text form, 4) in the form of scientific journal articles, 5) EFL students in school environments (elementary, middle, high school, or equivalent). Meanwhile, articles that did not discuss Powtoon, did not focus on listening skills in English, only discussed aspects of motivation or perception without measuring learning outcomes, were not available in full text form, or were identified as duplicates, and were not EFL students in school environments (elementary, middle, high school, or equivalent) were not included in the analysis.

After the final articles were determined, data analysis was conducted using a thematic approach. Each article was read thoroughly, and the findings were mapped into several main themes, including how Powtoon is used in listening learning, the impact of using Powtoon on students' listening comprehension, and the pedagogical aspects that contribute to the media's effectiveness. Through this systematic analysis, the use of Powtoon and its effectiveness can be identified, resulting in a comprehensive synthesis of Powtoon's effectiveness in listening learning.
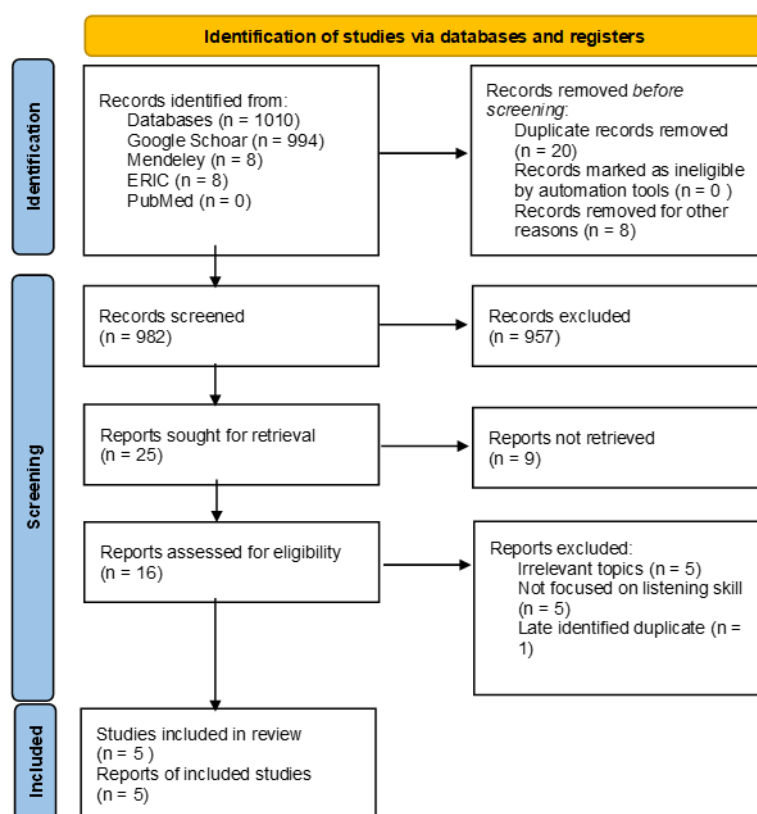
Figure 1. PRISMA Flowchart of the selection process.

RESULT AND DISCUSSION

This section presents the synthesis results of five studies that have met the inclusion and exclusion criteria at the data selection stage. Each study was analyzed based on design characteristics, learning context, instruments, and main findings related to the use of Powtoon as a listening learning medium. The results are presented systematically to describe general patterns and variations that emerge between these studies.

Table 1. Summary of Findings from Selected Final Studies

No.	Autors/Coutry/Year	Main Characteristic	Study Design/ Measuring	Findings
1	Gerry Heryanto & Silpia Rahayu/ Indonesia/ 2021	25 eighth grade students at a junior high school in Cimahi	- Descriptive qualitative - Guttman scale questionnaire (agree/disagree, scored 1/0 and converted to percentage)	Students responded positively to PowToon media in listening learning, with 100% agreement that the media was interesting, well-used, beneficial, and helped them understand the material. The media increased students' participation, critical thinking, and motivation. These results align with previous studies (One, 2017; Yulia & Ervinalisa, 2017), showing that PowToon effectively

				improves learning outcomes and engagement in the classroom.
2	Maryana Puspita Sari & Satria Agust/ Indonesia/2021	60 eighth grade students of SMP Negeri 5 Tanjungpinang	- Experimental - Test (Pretest and Posttest)	Powtoon animation video is more effective in teaching students' listening skills compared to audio media. The experimental class achieved a higher mean score (82.33) than the control class (76.33), and the t-test results showed a statistically significant difference (sig. 2-tailed = 0.037 < 0.05). The media increased students' attention, engagement, and participation during listening activities. These findings are consistent with previous studies (Khafidoh, 2016; Ramadhika, 2015; Asmidana, 2016), confirming that animation video can enhance listening comprehension and serve as an effective alternative teaching medium.
3	Zulfia Siskawati & Nenri Suci Rahmadani/ Indonesia/ 2022	19 students of the eleventh grade of MA As-SyuhadaDuri XIII	- Pre-experimental - Test (Pretest and Posttest)	The use of PowToon-based audiovisual media significantly improved students' listening comprehension. The mean score increased from 54.74 (pretest) to 77.89 (posttest), with a difference of 23.16 points. Paired samples t-test results showed t count = -5.718, t table = 2.060, and significance 2-tailed = 0.000, indicating that the improvement was statistically significant (p < 0.05). Observations revealed that students in the experimental class were more engaged, attentive, and curious, actively asking questions about unclear material, while students before using PowToon often talked, daydreamed, or slept during lessons. The media successfully focused students' attention on the content and increased their motivation to participate in listening activities, supporting theories that audiovisual instructional media can stimulate learning interest and psychological engagement.
4	Satya Dwi Nanda Suryono	30 students in grade 8th in one	- Descriptive Quantitative	Questionnaire results show students find PowToon

	Putera/ Indonesia/ 2023	of the public junior high schools in Surabaya	- Listening comprehension test (pretest/posttest, 10 multiple-choice questions via Google Form) and Likert scale questionnaire (10 questions, 1-5 scale)	interesting, fun, and helpful for understanding vocabulary, phrases, culture, and pronunciation. However, many students feel it does not significantly improve their listening skills. The paired sample test indicated no significant improvement in listening scores ($p = 0.34$), meaning PowToon did not have a statistically significant effect on listening performance.
5	Linayanti, Muhammad Hanafi, Rustam Efendy Rasyid/ Indonesia/ 2025	81 of all upper-grade students at UPT SD Negeri 2 Batu	- Quasi experimental - Listening test, questionnaires, observation sheets, and documentation	Use of PowToon significantly improved students' listening comprehension (N-Gain 79.8%, high) and learning motivation (96% very good). Students in the experimental class were more active, attentive, and able to follow oral instructions compared to the control class. Statistical tests confirmed significant differences ($p < 0.05$). PowToon's multimedia features enhanced engagement and comprehension, though technical limitations and potential distraction from excessive animation exist.

The results of the analysis of five articles that met the selection criteria showed a consistent pattern regarding how Powtoon is used in listening learning and the extent to which this media influences the improvement of students' abilities. In general, all studies placed Powtoon as an audio-visual media that combines text, images, animations, and voice narration to support students' understanding of verbal input. The use of Powtoon not only serves as a medium for presenting material, but also as a means of visualizing context that makes it easier for students to understand the messages they hear.

Findings from five studies showed relatively consistent improvements in listening ability, although the magnitude of the improvements varied. Three studies revealed statistically significant improvements following Powtoon use. Research by Sari & Agust (2021) utilized PowToon as an animated medium to deliver listening material, making it more engaging than traditional audio media. This study demonstrated that animated visualizations can help students better absorb information. Sari & Agust (2021) found that the experimental class using PowToon had a higher average score than the control class, and the difference was statistically significant ($p < 0.05$). This indicates that PowToon is effective in improving listening comprehension. Siskawati & Rahmadani (2022), found similar results, reporting a significant increase in scores from pretest to posttest, with a difference of 23.16 points and a significant paired sample t-test result. This study utilized PowToon as a medium for explaining material before and after listening activities through videos combining text, voice narration, and animation. In addition to improved scores, there were changes in student behavior, with students becoming more focused and enthusiastic during learning

activities. This has been shown to improve student focus, attention, and engagement throughout the learning process. Research by Linayanti, Hanafi, et al. (2025) also supports these findings by showing an increase in the listening skills of students in the high category of Elementary School 2 Batu based on the N-Gain score with a value of 79.8%, as well as a dramatic increase in learning motivation reaching 96% (very good category) after using Powtoon. Students in the experimental class were better able to follow oral instructions, were more active, and paid more attention than the control class. Statistical tests also showed a significant difference ($p < 0.05$). PowToon was combined with listening tests, questionnaires, observation sheets, and documentation to measure its effectiveness. However, this study also noted the potential for distraction if animation was used excessively. These findings indicate that when Powtoon is used in a planned manner, starting from the delivery of information, strengthening vocabulary, to relevant visual support, the comprehension process becomes easier, because students do not only rely on audio, but also visualizations that help them interpret meaning.

In a study conducted by Heryanto & Rahayu (2021), PowToon was used in the form of animated videos containing material explanations and listening examples. This medium was considered to help students understand the content while increasing participation, critical thinking, and learning motivation. This research focused more on student perceptions, where students felt PowToon helped them understand the material, increased motivation, and made the listening process more enjoyable. Although this study did not provide data on score improvement, students' positive perceptions support the findings of other studies regarding PowToon's potential to improve learning outcomes. This finding aligns with research by Putera (2023), which used PowToon to present listening materials in the form of dialogues and cultural content packaged in animated videos. The results reported that students found PowToon's visual support helpful in understanding vocabulary, phrases, and pronunciation. However, the improvement in students' listening scores was not statistically significant ($p = 0.34$). These findings suggest that PowToon's effectiveness in improving listening test performance is not entirely consistent across learning contexts. This discrepancy in results may be due to several factors, including the short duration of the intervention, the less structured use of PowToon, or inconsistencies between the video material and the aspects tested in the test. It was found that engaging media may not automatically improve student performance if not integrated with appropriate pedagogical strategies.

In addition to its impact on cognitive aspects, the five studies also showed that Powtoon positively impacted non-cognitive aspects such as student motivation, focus, and engagement during learning. The engaging visualizations and animated presentation of material brought the classroom atmosphere to life, making students more engaged and less likely to lose focus during the listening process. Students also noted increased confidence in listening tasks after using Powtoon. This increased motivation aligns with Tarihoran et al. (2025) findings, which emphasize that multimodal integration, a combination of visuals, text, and audio, can strengthen comprehension and increase student interest in the material being studied.

In a broader perspective, the results of these five studies indicate that the effectiveness of Powtoon is highly dependent on the instructional design and quality of the media presentation. Powtoon tends to be more effective when the visuals displayed align with the audio content, allowing students to connect the information more easily. The gradual use of media, from

contextualization to strengthening understanding, also allows students to process information in a more structured manner.

Overall, these findings are consistent with Mayer's multimedia learning theory, which states that understanding is more easily formed when visuals and audio are presented in an integrated manner. Therefore, it can be concluded that Powtoon has great potential for improving listening skills, especially when used with appropriate instructional design that aligns with student characteristics. However, this medium still requires careful planning to ensure it is not only visually appealing but also truly supports the construction of meaning in the listening process.

CONCLUSION

The results of this systematic literature review show that Powtoon is used as an audio-visual medium that helps students understand spoken input through a combination of animation, text, and narration. This medium makes listening learning more interesting and helps students focus their attention on the material. Of the five studies analyzed, most showed that the use of Powtoon can significantly improve listening skills, mainly because the visual support makes it easier for students to grasp the context and reduces the cognitive load when listening. Although one study reported insignificant improvement, the findings show that the effectiveness of Powtoon is greatly influenced by how it is applied in the classroom and the suitability of the material used.

These findings emphasize the importance of integrating multimedia-based media into listening instruction, especially for EFL students who often have difficulty understanding audio material without visual support. Consistent improvements in motivation and comprehension indicate that Powtoon is an effective and relevant alternative learning medium for use in modern classrooms. Thus, the use of visualization in listening comprehension greatly contributes to improving the quality of learning and the student learning experience, while also confirming that Powtoon is a medium with the potential to enhance student learning experiences and outcomes, making it a relevant alternative for teachers in developing English language learning in the digital era.

REFERENCES

Al-jumaily, I. H. A., & Alazzawi, I. T. J. (2025). The Influence of Multimodal Visual Methodologies on EFL University Students' Audio-Visual Comprehension, Verbal and Nonverbal Communication. *Journal of Language and Education*, *11*(2), 35–56. https://doi.org/10.17323/jle.2025.22731

Alzamil, J. (2021). Listening Skills: Important but Difficult to Learn. *Arab World English Journal*, *12*(3), 366–374. https://doi.org/10.24093/awej/vol12no3.25

Ardaningsih, L. A. N., & Adnyayanti, N. L. P. E. (2022). Use of Powtoon as the Learning Media in Teaching English in Elementary School. *Journal of Educational Study*, *2*(1), 105–110. https://doi.org/10.36663/joes.v2i1.267

Bilynska, K., Markova, O., Chornobryva, N., Kuznietsov, Y., & Mingli, W. (2024). The power of digitalization in education: improving learning with interactive multimedia content. *Revista Amazonia Investiga*, *13*(76), 188–201. https://doi.org/10.34069/AI/2024.76.04.15

Bozorgian, H. (2012). The Relationship Between Listening and Other Language Skills in International English Language Testing System. *Theory and Practice in Language Studies*, *2*(4), 657–663. https://doi.org/10.4304/tpls.2.4.657-663

Buck, G. (2001). *Assessing Listening*. Cambridge University Press.

Gilakjani, A. P. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *International Journal of Modern Education and Computer Science*, *4*(4), 57–66. https://doi.org/10.5815/ijmecs.2012.04.08

Gunawan, I. D. (2025). *Buku Referensi Pembelajaran Bahasa Inggris Aktif, Kreatif dan Menyenangkan untuk Anak_Dr Iwan D. Gunawan (1)*. PT Media Penerbit Indonesia.

Guswita, K. A., & Sugirin, S. (2021). Factors Affecting Listening Anxiety of Senior High School Students in English Classroom. *JOALL (Journal of Applied Linguistics and Literature)*, *6*(1), 32–45.

Hariyanti, R., & Damanik, E. S. D. (2024). Improving Students' Reading Comprehension Through Powtoon Application. *Didaktika: Jurnal Kependidikan*, *13*(2), 2759–2766.

Haryana, M. R. A., Warsono, S., Achjari, D., & Nahartyo, E. (2022). Virtual Reality Learning Media With Innovative Learning Materials to Enhance Individual Learning Outcomes Based on Cognitive Load Theory. *The International Journal of Management Education*, *20*(3), 100657. https://doi.org/10.1016/j.ijme.2022.100657

Heryanto, G., & Rahayu, S. (2021). The Influence of Powtoon Media in Teaching Listening. *PROJECT (Professional Journal of English Education*, *4*(1), 86–90.

Inovasi, J., Pendidikan, T., Riska, N., Rosmilawati, I., Juansah, D. E., Sultan, U., Tirtayasa, A., Kunci:, K., & Buatan, K. (2025). Integrasi Teknologi AI dalam Pembelajaran Adaptif untuk Meningkatkan Keterampilan Abad 21 di Sekolah Dasar. *Jurnal Inovasi Dan Teknologi Pendidikan JURINOTEP*, *4*(1), 180–198. https://doi.org/10.46306/jurinotep.v3i1

Johnson, K. (2005). *Expertise in Second Language Learning and Teaching*. Palgrave Macmillan UK.

Kasgari, Z. A., Abdollahi, Y., & Abadikhah, S. (2020). The Effects of Audio-Only and Audio-Video Materials on Listening Comprehension and Critical Thinking among Dental Students: A Focus Group Analysis. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, *11*(4), 215–233. https://doi.org/10.30476/ijvlms.2020.86920.1045

Kitchenham, B. (2004). *Procedures for Performing Systematic Reviews*.

Kwan, R., Fox, R., Tsang, P., & Chan, F. T. (2008). *Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies*. World Scientific Publishing Company.

Linayanti, Hanafi, M., & Rasyid, R. E. (2025). The Effectiveness of Using Powtoon-Based Learning Media on Learning Motivation and Listening Skills of Upper-Grade Students at UPT SD Negeri 2 Batu. *INTERACTION: Jurnal Pendidikan Bahasa*, *12*(3), 604–614.

Maleki, A., & Rad, M. S. (2011). The Effect of Visual and Textual Accompaniments to Verbal Stimuli on the Listening Comprehension Test Performance of Iranian High and Low Proficient EFL Learners. *Theory and Practice in Language Studies*, *1*(1). https://doi.org/10.4304/tpls.1.1.28-36

Mandarani, V. (2016). Peningkatan Kemampuan Listening Comprehension melalui Stategi Top-Down dan Bottom-Up. *Pedagogia : Jurnal Pendidikan*, *5*(2), 189–196. https://doi.org/10.21070/pedagogia.v5i2.250

Manglik, R., Experts, E. G. P., & Community, E. G. (2023a). *Communication in English*. EduGorilla Publication.

Manglik, R., Experts, E. G. P., & Community, E. G. (2023b). *Pedagogy of English* (EduGorilla Prep Experts, Ed.). EduGorilla Publication.

Mayer, R. E. (2009). *Multimedia Learning*. Cambridge University Press.

Mayer, R. E. (2021). *Multimedia Learning*. Cambridge University Press.

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Medicine*, *6*(7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

Pateşan, M., Balagiu, A., & Alibec, C. (2018). Visual Aids in Language Education. *International Conference KNOWLEDGE-BASED ORGANIZATION*, *24*(2), 356–361. https://doi.org/10.1515/kbo-2018-0115

Pratiwi, F. N., & Rosnija, E. (2015). The Correlation Between the Students' Motivation and Listening Skills. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, *4*(9), 1–10.

Putera, S. D. N. S. (2023). Improving Listening Skills for Junior High School Using Powtoon Video. *RETAIN: Journal of Research in English Language Teaching*, *11*(02), 68–72. https://ejournal.unesa.ac.id/index.php/retain/article/view/48286

Rakhmyta, Y. A. (2019). Students' Difficulties in Listening and Understanding Speech. *Jurnal As-Salam*, *3*(1), 13–22. https://doi.org/10.37249/as-salam.v3i1.116

Sari, M. P., & Agust, S. (2021). The Effectiveness of Using Powtoon Animation Video Towards Students' Listening Skill at the Eighth Grade Students of SMP Negeri 5 Tanjungpinang. *Student Online Journal (SOJ) UMRAH-Keguruan Dan Ilmu Pendidikan*, *2*(1), 256–260.

Singh, A. K. (2024). *Pedagogy of English (Primary Level): Bihar D.El.Ed 2nd Year According to the SCERT Syllabus*. Thakur Publication Private Limited.

Siskawati, Z., & Rahmadani, N. S. (2022). Powtoon Application: Its effect on Students' listening comprehension. *Journal of English Education and Enterpreneurship (JEEP)*, *2*, 79–86.

Susilo, A., & Widiya, M. (2021). Video Animasi sebagai Sarana Meningkatkan Semangat Belajar Mata Kuliah Media Pembelajaran di STKIP PGRI Lubuklinggau. *JURNAL EDUSCIENCE*, *8*(1), 30–38. https://doi.org/10.36987/jes.v8i1.1972

Tarihoran, N., Heryatun, Y., & Alawiah, S. W. (2025). A Systematic Review of Reading and Listening Integration Primary ELT. *International Journal of Multidisciplinary Studies in Higher Education*, *2*(2), 1–13. https://doi.org/10.70847/609279

Worthington, D. L., Bodie, G. D., & Fitch-Hauser, M. E. (2024). *Listening: Processes, Functions, and Competency*. Taylor & Francis.