Journal of English Education Program (JEEP)
e-Mail: jurnaljeep@gmail.com P-ISSN: 2460-4046 E-ISSN: 2830-0327

https://jurnal.unigal.ac.id/index.php/jeep
P-ISSN: 2460-4046 E-ISSN: 2830-0327
Journal of English Education Program (JEEP), Vol. 13 No. 2, July 2026

The Impact of Animated Silent Movies on Students' Speaking Achievement: An Experimental Study

Berlian Cantika Candra
Faculty of Teacher Training and Education, Universitas PGRI Adi Buana Surabaya, Indonesia
berliancantika9@gmail.com

Endang Mastuti Rahayu
Faculty of Teacher Training and Education, Universitas PGRI Adi Buana Surabaya, Indonesia
endangrahayu@unipasby.ac.id

APA Citation: Candra, B.C. & Rahayu, E.M. (2026). The Impact of Animated Silent Movies on Students' Speaking Achievement: An Experimental Study. *Journal of English Education Program (JEEP), 13(2), 141-151*. DOI: http://dx.doi.org/10.25157/(jeep).v13i2.24149

Received: 15-01-2026 Accepted: 12-05-2026 Published: 02-07-2026

Abstract: Many students face difficulties in developing English speaking skills due to limited practice opportunities and unengaging instructional media. Although silent movies have been widely used in language learning, most previous studies have focused on writing skills, leaving their impact on speaking achievement underexplored. Therefore, this study aimed to examine the impact of using silent movies on students' speaking achievement at SMA Ta'miriyah Surabaya. This study employed a true experimental design with a pre-test and post-test control group. The population consisted of 121 twelfth-grade students in the 2025/2026 academic year. Two classes were selected through cluster random sampling, i.e., class XII-1 as the experimental group, which was taught using animated silent movies, and class XII-3 as the control group, which used non-animated silent movies. Speaking achievement was measured through performance-based tests and analyzed using an independent samples t-test with SPSS version 25. The results showed that the experimental group achieved significantly higher post-test scores than the control group ($p < 0.05$), indicating that students taught using animated silent movies outperformed those in the control group. This finding demonstrates that silent movies have a significant positive impact on students' speaking achievement. Therefore, silent movies can be used as an effective instructional medium to enhance speaking skills and support engaging learning in EFL classrooms.

Keywords: *animated silent movie; EFL learning; experimental study; instructional media; speaking achievement*

INTRODUCTION

Speaking is widely recognized as one of the most essential skills in learning English as a Foreign Language (EFL) because it enables learners to communicate ideas, express opinions, and interact meaningfully in real-life situations (Leong & Ahmadi, 2017). In the context of global communication, speaking competence has become increasingly important since English is widely used in academic, professional, and social interactions across different countries. The ability to speak English fluently not only supports students' academic achievement but also enhances their opportunities to participate in international communication and future career development.

Despite its importance, many EFL students still experience difficulties in developing speaking proficiency. Learners often struggle with limited vocabulary, lack of confidence, and insufficient opportunities to practice speaking in the classroom. In many EFL contexts, students

are reluctant to speak because they are afraid of negative evaluation from teachers or peers (Tuan & Mai, 2015). This condition may reduce students' willingness to participate actively in classroom discussions and speaking activities. Furthermore, some students experience anxiety when they are required to speak English spontaneously, especially when they have inadequate language exposure outside the classroom. Apart from that, traditional teaching approaches that emphasize grammar instruction and written exercises frequently dominate English language teaching, leaving limited space for communicative speaking activities (Richards, 2006).

In many classrooms, teachers still rely heavily on teacher-centered instruction in which students passively receive information rather than actively use the language. Such instructional practices which is categorized as traditional approach, often prioritize grammatical accuracy and textbook completion over communicative fluency. As a result, students tend to become passive learners who rarely engage in meaningful oral communication. Classroom interaction is often dominated by the teacher, while students only respond briefly to questions or complete mechanical language exercises. This passive learning atmosphere may reduce students' motivation and confidence to speak English. In addition, monotonous teaching methods can make speaking activities feel intimidating and less enjoyable for learners. This result in a condition at which students are not encouraged to express their ideas creatively and their speaking development may progress slowly. Meanwhile, creating engaging classroom environments that stimulate students' participation is highly important in EFL learning; it needs continuous practice, meaningful interaction, and active use of (Hoang et al., 2015; Richards, 2006). Therefore, innovative instructional strategies are required to create more interactive learning environments that encourage students to actively practice speaking (Nation, 2022).

The need to improve students' speaking ability was also observed during a teaching assistance program conducted by the researcher at a senior high school in Indonesia. During this program, students were assigned a video-based speaking task in which they were required to produce a short tutorial or procedural video explaining how to perform certain activities in English. The assessment focused on speaking fluency, text organization, and vocabulary use. The results indicated that many students experienced difficulties in speaking performance, particularly in terms of fluency. A large proportion of students achieved scores below the expected performance standard. Classroom observations further revealed that English instruction was still dominated by textbook-based learning, memorization activities, and repetitive drills, with limited use of instructional media that could stimulate students' oral language production (Brown, 2004; Brown & Abeywickrama, 2010). These conditions suggest that students' low speaking performance may not only be caused by individual limitations but also by the lack of engaging teaching media that provide opportunities for meaningful speaking practice.

One instructional medium that has the potential to stimulate students' speaking practice is the use of technology, in particular, movies (Gilakjani, 2017; Kim, 2018). The present study focus on silent movies which present visual narratives without spoken dialogue, encouraging learners to interpret actions and describe events using their own words. This is a kind of creativity, as an essential 21st-century skill (Radifan & Dewanti, 2020), because it encourages learners to develop innovative ideas and adapt knowledge based on different situations (Anderson, 2018; Ibrahim et al., 2023;.Trilling & Fadel 2009). Furthermore, it stimulate students' critical thinking skill because the activity involves interpretation, analysis, evaluation, and reasoning skills that are pivotal for meaningful learning and problem-solving (Facione (2011).

Unlike ordinary audiovisual materials that provide direct verbal input, silent movies require learners to actively generate language based on visual clues, facial expressions, gestures, and sequences of events. This condition encourages students to become more involved in the speaking process because they need to construct their own interpretations and verbal responses. In speaking activities, students may describe characters, explain situations, predict story development, or retell the plot orally. Such activities can increase students' opportunities to

practice vocabulary usage, sentence construction, pronunciation, and fluency in a more meaningful communicative context.

This process stimulates learners' imagination and encourages them to actively construct spoken language. Since silent movies do not provide spoken dialogue, learners are challenged to think critically and creatively in expressing ideas through oral communication. Students are encouraged to use their prior knowledge, personal experiences, and linguistic resources to understand and explain the story. This active involvement may help learners become more confident in expressing opinions and participating in classroom interaction (Lien & Dan, 2024). Furthermore, silent movies can reduce students' dependence on memorized dialogue because learners are free to produce language naturally based on their own understanding of the visual scenes.

According to Fiorella and Mayer (2015), Mayer (2002) and Robin (2016), visual media can support learning by facilitating cognitive processing through meaningful visual representations. Mayer's Cognitive Theory of Multimedia Learning explains that learners understand information more effectively when verbal and visual elements are combined appropriately. Visual stimuli can help learners organize information, build connections between concepts, and improve comprehension during the learning process. In the context of language learning, visual media may reduce students' cognitive burden because learners can understand meaning through images and actions even when their linguistic competence is still limited. As a result, students may feel more confident in participating in speaking activities because they have contextual support from the visual narrative presented in the movie.

In language learning contexts, silent movies may help students develop speaking ability by prompting them to narrate events, interpret situations, and communicate ideas verbally (Nurlaela, 2025). Through storytelling and descriptive speaking activities, students are encouraged to produce spontaneous language rather than simply memorizing grammatical patterns. Silent movie-based activities can also create more enjoyable and interactive classroom environments that increase learners' motivation to speak. In addition, animated silent movies are particularly suitable for EFL learners. The reason is that the visual and entertaining nature of animation can attract students' attention and students' collaborative learning to maintain their interest during classroom activities and to improve learners' participation, social interaction, and communication skills (Johnson & Johnson, 1999). Thus, the integration of silent movies into speaking instruction may become an effective alternative strategy to improve students' speaking achievement and classroom participation.

Several previous studies have examined the use of digital video and silent movie media in language learning. The integration of video-based media such as YouTube has been found to enhance learners' speaking ability by providing authentic audiovisual input that supports vocabulary acquisition and pronunciation practice (Kristiani & Pradnyadewi, 2021). Other studies have explored the effectiveness of silent short movies in improving students' writing performance. Kartika et al. (2017) and Marashi and Adiban (2017) reported that silent movies significantly improved students' writing achievement by stimulating imagination and visual storytelling. Similarly, Anjani (2020) found that the use of silent cartoon media increased students' participation and improved narrative writing performance. More recent studies conduxted by Ashfiyati (2024) and Nurlaela (2025) also confirmed that silent movie media can support students' descriptive and narrative writing development by encouraging idea generation and creativity. These previous studies mostly tended to emphasize students' passive understanding of visual media rather than their active oral production during classroom interaction. Compared to non-animated silent movies, animated visuals may provide more attractive and stimulating content that can increase students' attention, motivation, and imagination during the learning process. The colorful and dynamic nature of animation may also help students generate ideas more easily and reduce the pressure commonly experienced during speaking activities. Therefore, comparing animated and non-animated silent movies is important

to determine which type of visual media contributes more significantly to students' speaking achievement.

METHOD

This research employed a true experimental design, specifically a pre-test and post-test design, to examine the impact of using silent movies on students' speaking achievement. Two groups, experimental and control, were randomly assigned and compared based on their performance before and after the treatment. This method is considered reliable for establishing causal relationships due to random assignment and control conditions (Sugiyono, 2008). The study was conducted at SMA Ta'miriyah Surabaya in the first semester of the 2025/2026 academic year. The population consisted of all twelfth-grade students, comprising four classes with a total of 121 students. Due to time limitations and the need to maintain intact classrooms, cluster random sampling was used (Creswell & Creswell, 2017). Two classes were randomly selected using a coin toss. As a result, class XII-1 was assigned as the experimental group and class XII-3 as the control group, each consisting of 29 students. This technique allowed treatment implementation within natural classroom settings while minimizing disruption (Sugiyono, 2008). The study was conducted in two meetings during regular English sessions.

In the first meeting, students took a pre-test in the form of a storytelling task based on a visual prompt to assess baseline speaking ability (Hoang et al., 2015). The researcher then introduced silent movies and guided students to interpret scenes without dialogue, focusing on visual and emotional cues while practicing descriptive and narrative speaking. In the second meeting, students completed a post-test using a different silent movie. They retold the story in their own words, and their performance was assessed using the same rubric to measure fluency, grammar, creativity, communication, and critical thinking. The instrument had been validated by an expert, to ensure content validity. Students watched a silent movie and retold the story clearly and creatively. They could add interpretations, describe characters' feelings, and present the story sequentially. In group tasks, students continued the story in turns. This activity encouraged oral production, creativity, critical thinking, communication, and collaboration.

The speaking task measured students' ability to organize ideas, interpret visuals, and deliver meaningful spoken language. It aligns with communicative language assessment principles, emphasizing authentic oral production (Brown & Abeywickrama, 2010). An analytic scoring rubric was used, consisting of Language Competence and 21st-Century Skills (4C). Adapted from established frameworks of Brown and Abeywickrama (2010) and Trilling and Fadel (2009), it assessed grammar, fluency, and vocabulary. Grammar focused on accuracy, fluency on speech flow, and vocabulary on lexical range and appropriateness. The rubric adapted from Alim et al. (2025), which includes grammar, fluency, vocabulary, and communication as key indicators. Analytic rubrics allow more objective and detailed assessment (Brown & Abeywickrama, 2010). Additionally, a 4C rubric assessed creativity, communication, critical thinking, and collaboration. To follow Anggraini et al. (2024) and Marwa et al. (2024), creativity focused on originality, communication focused on clarity and interaction, critical thinking focused on idea analysis, and collaboration focused on teamwork. Previous studies support the use of 4C rubrics in EFL contexts. Data from pre- and post-tests were analyzed using descriptive statistics (mean, standard deviation, minimum, maximum) to summarize performance. An independent samples t-test was conducted using SPSS version 25 to determine significant differences between groups. The significance level was set at 0.05 as suggested by Creswell & Creswell (2017).

RESULTS AND DISCUSSION

This session presented the study result and discussed the findings based on the data collected. The results were derived from the analysis of pre-post test scores for both the experimental and control groups. The analysis included descriptive statistics, normality testing, and hypothesis testing to determine whether the treatment produced a significant effect on students' speaking performance. Furthermore, the discussion interpreted the findings by relating them to the research objectives, research questions, and relevant theories and previous studies that will be elaborated in the following organization:

The Result of Statistical Analysis

To describe students' speaking achievement, descriptive statistical analysis was conducted on the pre-test and post-test results of both groups. The results of the analysis are presented in the following Table 1.

Table 1. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experiment	29	15	23	548	18.90	2.209
Post-Test Experiment	29	26	34	873	30.10	2.304
Pre-Test Control	29	15	23	548	18.90	2.209
Post-Test Control	29	21	30	747	25.76	2.444
Valid N (listwise)	29					

The descriptive statistics (Table 1) show a noticeable increase in both groups after the treatment. The experimental group's mean score increased from 18.90 in the pre-test to 30.10 in the post-test, indicating a strong positive effect of using animated silent movies in speaking activities. The score range also shifted upward, showing increase across all student performance levels. In the control group, the mean score also increased from 18.90 to 25.76 in the post-test. Comparing to experimental group, it was lower suggesting that the use of non-animated silent movies contributed to progress, but not as effectively as animated silent movies.

To determine whether the data met the assumption of normality, the pre-test and post-test scores of both the experimental and control groups were calculated to test the normality. The results of the normality test are presented in the Table 2.

Table 2. Normality Test

Score	Pre-Test Experiment	.106	29	.200*	.968	29	.502
	Post-Test Experiment	.104	29	.200*	.959	29	.307
	Pre-Test Control	.106	29	.200*	.968	29	.502
	Post-Test Control	.096	29	.200*	.971	29	.588

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

a. Lilliefors Significance Correction

Based on the results of the Shapiro–Wilk test, all significance (Sig.) values for both pre-test and post-test scores in the experimental and control groups are greater than 0.05. This indicates that the data are normally distributed. Since the normality assumption is met, the use of parametric statistical analysis, such as the independent samples t-test is considered appropriate for further hypothesis testing.

An independent samples t-test, was employed to analyze the difference in post-test scores between the experimental and control groups. The results are presented in the following Table 3.

Table 3. Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.015	.904	7.532	56	.000	4.448	.591	3.265	5.631
	Equal variances not assumed			7.532	55.861	.000	4.448	.591	3.265	5.631

The independent samples t-test was conducted to determine whether there was a significant difference in speaking achievement between students who were taught using animated silent movies (experimental group) and those who were taught using non-animated silent movies (control group). The result shows that the significance value (Sig. 2-tailed) is 0.000, which is lower than the standard significance level of 0.05. This indicates that there is a statistically significant difference in post-test scores between the two groups. Additionally, the mean score difference is 4.448 at which the experimental group achieved higher scores than the control group. The 95% confidence interval of the difference ranges from 3.265 to 5.631, which does not include zero, further supporting the conclusion that the treatment effect is significant.

Discussion

The integration of the 4C skills rubric—consisting of communication, collaboration, critical thinking, and creativity—provided broader insight into students' speaking performance beyond linguistic accuracy alone. Communication skills were reflected in students' ability to convey ideas clearly and respond appropriately during speaking activities. Collaboration was observed through students' participation and interaction with peers during classroom discussions and practice sessions. Critical thinking referred to students' ability to organize ideas logically, provide relevant responses, and express opinions meaningfully. Meanwhile, creativity was indicated by students' ability to develop ideas, use varied expressions, and present responses in an engaging manner. By combining both rubrics, the assessment process became more holistic, allowing the researcher to capture not only students' linguistic competence but also their communicative and cognitive development during the learning process.

Furthermore, the use of analytic scoring rubrics increased the reliability and objectivity of the assessment. Each criterion was scored separately, enabling more detailed evaluation of

students' strengths and weaknesses in speaking performance. This approach also minimized subjective judgment because the scoring indicators had been clearly defined before the assessment process was conducted. As a result, the researcher was able to compare students' pre-test and post-test performance more accurately and systematically. The rubric-based assessment therefore supported the validity of the findings regarding the effectiveness of animated silent movies in improving students' speaking achievement.

In addition, the 4C-based rubric assessed creativity, communication, collaboration, and critical thinking demonstrated during silent movie–based speaking activities. The integration of 4C competencies into the assessment process was intended to evaluate not only students' linguistic achievement but also their ability to apply higher-order thinking and interpersonal skills during communicative tasks. In modern language learning, speaking competence is no longer viewed merely as the ability to produce grammatically correct sentences; it also involves learners' capacity to communicate ideas effectively, solve problems collaboratively, and express thoughts creatively in meaningful contexts. Therefore, the implementation of a 4C-based rubric provided a more comprehensive evaluation of students' speaking performance during the learning process.

Creativity was reflected in how students developed and expanded the story during storytelling and speaking activities. Students were encouraged to create their own interpretations of the silent movie scenes, predict possible events, and elaborate the storyline using original ideas and expressions. This process allowed learners to demonstrate imaginative thinking and flexibility in language use. Learners who showed high creativity were able to produce detailed narratives, add unique elements to the story, and express ideas in more engaging ways. According to Trilling and Fadel (2009), creativity is an essential 21st-century skill because it encourages learners to generate innovative ideas and adapt knowledge to different situations. In silent movie-based learning, creativity naturally emerged because students had to construct meaning independently without relying on spoken dialogue from the movie.

Communication was reflected in how clearly students conveyed ideas, organized information, and expressed opinions orally. Students' speaking performance was evaluated based on fluency, clarity, pronunciation, vocabulary usage, and the effectiveness of message delivery during oral interaction. Silent movie activities provided students with contextual visual support that helped them explain events and communicate ideas more confidently. In addition, learners were encouraged to speak more spontaneously because they needed to describe visual scenes using their own words. This communicative process increased students' opportunities to practice authentic oral interaction in the classroom. According to Brown (2004), effective speaking involves not only linguistic accuracy but also the ability to deliver messages meaningfully and appropriately in communication contexts.

Collaboration was reflected in how students contributed during group storytelling tasks and interacted with peers during classroom discussions. Students worked together to interpret movie scenes, exchange ideas, and construct coherent narratives collaboratively. Through group interaction, learners learned to listen to others' opinions, negotiate meaning, and support each other in completing speaking tasks. Collaborative activities also created more active and communicative classroom environments because students became more engaged in the learning process. Johnson and Johnson (1999) explain that collaborative learning can improve learners' participation, social interaction, and communication skills. Therefore, silent movie-based speaking activities not only developed individual speaking competence but also strengthened students' teamwork abilities.

Critical thinking was reflected in how students interpreted visual cues and constructed logical narratives based on the movie scenes. Students were required to analyze situations, infer meanings from visual information, predict possible outcomes, and organize ideas logically before presenting them orally. Since silent movies contain no spoken dialogue, learners needed to think critically in understanding character actions, emotions, and story development. This process

encouraged deeper cognitive engagement during speaking activities because students actively interpreted and evaluated information rather than simply repeating memorized expressions. According to Facione (2011), critical thinking involves interpretation, analysis, evaluation, and reasoning skills that are essential for meaningful learning and problem-solving. In this study, silent movies successfully stimulated these cognitive processes through visual storytelling activities.

The higher post-test scores in the experimental group indicate that students not only improved in technical speaking aspects but also showed stronger 4C performance. Students demonstrated better fluency, richer vocabulary usage, clearer pronunciation, and greater confidence during speaking tasks after receiving treatment using silent movies. At the same time, they also became more active in collaborative discussion, more creative in storytelling, and more critical in interpreting visual narratives. This finding suggests that silent movie-based learning contributed to both linguistic development and the improvement of higher-order thinking skills. The integration of visual media and communicative speaking activities created learning experiences that were more interactive, engaging, and cognitively stimulating for students.

Based on the statistical analysis, the significant treatment effect is supported by rubric-based evidence showing improvement across both linguistic competence and higher-order speaking-related skills. The quantitative findings obtained from the post-test results were strengthened by observational evidence from classroom performance and rubric assessment. Students in the experimental group consistently demonstrated more active participation, greater confidence, and improved communication quality compared to those in the control group. These findings support previous studies indicating that visual and multimedia-based learning can positively influence students' language performance and classroom engagement (Mayer, 2009; Robin, 2016). Consequently, the effectiveness of silent movies in improving speaking achievement can be viewed not only from statistical significance but also from observable improvement in students' communicative behavior and 21st-century skill development.

Based on statistical analysis, the alternative hypothesis (Ha), which states that using silent movies has a positive impact on students' speaking achievement, is accepted, while the null hypothesis (H_0) is rejected. The results of this study demonstrate that animated silent movies can function as an effective instructional medium for supporting speaking instruction in EFL classrooms. By providing meaningful visual input, encouraging active communication, and promoting collaborative interaction, silent movies help learners develop both speaking competence and essential learning skills simultaneously. Therefore, teachers may consider integrating silent movie-based activities into speaking instruction as an innovative strategy to create more engaging, student-centered, and communicative learning environments.

This finding can be explained by speaking theory, which views speaking as a productive skill requiring continuous practice, meaningful interaction, and active use of (Hoang et al., 2015; Richards, 2006). Silent movies provided rich visual input that encouraged students to generate spoken language independently, increasing opportunities for oral production. This supports claims that limited speaking practice is a major challenge in EFL classrooms (Leong & Ahmadi, 2017) and that fluency develops through communicative and meaningful tasks (Nation, 2022). From the perspective of media use in language teaching, silent movies functioned as effective instructional tools that enhanced engagement and supported idea development (Anderson, 2018; Ibrahim et al., 2023). Visual narratives helped students organize ideas, maintain coherence, and speak with greater confidence. This aligns with findings that audiovisual media reduce anxiety and lower affective barriers (Brown & Abeywickrama, 2010), while also encouraging spontaneous oral production (Kim, 2018).

These findings are also consistent with previous studies on video-based and silent movie media in language learning. The use of platforms such as YouTube has been shown to improve speaking ability through authentic audiovisual input (Kristiani & Pradnyadewi, 2021). Moreover, studies conducted by Kartika et al. (2017) and Marashi & Adiban (2017) demonstrated that silent

movies enhance students' performance by stimulating imagination and visual storytelling. More recent research also confirms that silent movie media promote idea generation, creativity, and active participation in language learning (Nurlaela, 2025; Ashfiyati, 2024).

The effectiveness of silent movies in this study is further supported by multimedia learning theory, which states that learners process information more effectively when verbal output is supported by visual input (Fiorella & Mayer, 2015). Multimedia learning theory emphasizes that meaningful learning occurs when learners actively integrate verbal and visual information during cognitive processing. In classroom practice, visual materials can help students understand concepts more clearly because information is presented in a more concrete and contextualized form. For EFL learners, visual support is particularly beneficial because it reduces the difficulty of understanding abstract language input and helps learners generate ideas more easily during speaking activities. Through silent movies, students were able to observe actions, emotions, and story sequences visually before expressing their thoughts orally. This process allowed learners to organize their ideas gradually and reduced the pressure of producing language spontaneously without contextual support.

Similar findings were reported by Robin (2016), who found that visual storytelling promotes creativity and collaboration in speaking activities. Visual storytelling encourages learners to interpret situations, discuss ideas with peers, and construct narratives collaboratively. In speaking classrooms, such activities may increase students' willingness to communicate because learners are involved in meaningful and interactive tasks rather than passive language exercises. Furthermore, storytelling activities supported by visual media can help students become more expressive and confident when speaking English. Students may feel more comfortable participating in oral communication because the visual context helps them generate ideas and maintain the flow of conversation. Previous studies have also indicated that visual-based learning activities can increase student motivation and classroom engagement, particularly among learners who experience anxiety during speaking tasks

In addition, silent movie-based activities supported the development of 4C skills: communication, collaboration, creativity, and critical thinking (Partnership for 21st Century Learning, 2009; Trilling & Fadel, 2009). These competencies are considered essential skills for learners in the modern educational era because they prepare students to face complex social and professional challenges. Communication skills were developed when students expressed opinions, retold stories, and discussed movie scenes orally with classmates. Collaboration skills emerged through group discussions and cooperative speaking tasks in which learners worked together to interpret visual information and create narratives. Creativity was reflected in students' ability to produce original ideas, imagine dialogue, and construct different story interpretations based on the silent movie scenes. Meanwhile, critical thinking skills were developed as students analyzed situations, inferred meanings, and evaluated story events before communicating their ideas verbally.

Students' interpreted visual information, collaborated with peers, constructed narratives creatively, and communicated ideas orally. The classroom activities encouraged learners to become active participants in the learning process rather than passive recipients of information. Through peer interaction and collaborative discussion, students had more opportunities to exchange ideas and practice speaking in supportive learning environments. Such interaction is important in EFL classrooms because communicative competence develops through meaningful social communication. Therefore, silent movie-based instruction may provide not only linguistic benefits but also opportunities for social and cognitive development among learners. This confirms that silent movies not only improve speaking achievement but also integrate essential 21st-century competencies (Radifan & Dewanti, 2020).

Overall, the findings indicate that silent movies create an engaging, low-anxiety, and communicative learning environment that supports speaking development more effectively than conventional instruction, particularly in fluency, idea generation, and confidence. The use of

silent movies allowed students to practice speaking in a more relaxed atmosphere where they could focus on expressing meaning rather than worrying excessively about grammatical accuracy. This supportive learning environment may help reduce speaking anxiety, which is one of the common barriers faced by EFL learners. Furthermore, the visual and interactive nature of silent movie activities increased students' participation and enthusiasm during classroom interaction. Compared to conventional teaching methods that rely heavily on textbook exercises and teacher explanations, silent movie-based instruction provided more authentic opportunities for learners to communicate ideas orally. Therefore, the findings of this study suggest that animated silent movies can be considered an effective and innovative instructional medium for improving students' speaking achievement in EFL classrooms.

CONCLUSION

The results of the independent samples t-test supported the statistical analysis of the present study. The two-tailed significance value was lower than 0.05, indicating that the difference between the post-test scores of the experimental and control groups was statistically significant and not caused by chance. Therefore, the findings supported the alternative hypothesis (H_a), which stated that there was a positive impact of using silent movies on students' speaking achievement, while the null hypothesis (H_0) was rejected.

Additionally, the findings indicated that visual media such as silent movies could reduce students' anxiety and hesitation during speaking activities. Many students in EFL classrooms often feel nervous when they are required to speak in English because they are afraid of making mistakes in pronunciation, grammar, or vocabulary usage. However, the use of silent movies provided contextual support through visual scenes and character actions, enabling students to generate ideas more easily and speak with greater confidence. As a result, students became more willing to participate actively in classroom discussions and oral presentations.

The implementation of silent movies also created a more interactive and enjoyable classroom atmosphere. Students showed higher motivation and enthusiasm because the learning activities were not limited to traditional textbook-based instruction. Instead, they were encouraged to observe, interpret, and narrate the events presented in the movies using their own words. This learning process stimulated students' imagination and allowed them to practice speaking more naturally. In addition, collaborative speaking tasks based on movie scenes promoted peer interaction and helped students develop their communicative competence through discussion and sharing idea.

These findings suggest that teachers should consider integrating creative visual media into speaking instruction to enhance students' engagement and language performance. Animated silent movies, in particular, may serve as an effective alternative medium for improving speaking achievement because they combine entertainment, contextual learning, and opportunities for active language production. The use of silent movie-based activities can contribute not only to students' linguistic development but also to the improvement of their confidence, and participation. Overall, the use of silent movie in EFL learning environments result in an effective and innovative instructional medium.

REFERENCES

Alim, N., Nugraha, S., Lustyantie, N., & Murtadho, F. (2025). *Speaking Skills Assessment Rubric Through the English Reporting News Project for High School Students in Kampung Inggris Purbalingga*. *13*(1), 1842–1850. https://doi.org/10.24256/ideas

Anggraini, Y., Setiawati, S., & Sari, I. (2024). Assessing 4C Competencies in English Language Learners: Tools, Challenges, and Implications. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, *4*, 29–41. https://doi.org/10.37304/ebony.v4i2.14147

Brown, H. D., & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. Pearson Education. https://books.google.co.id/books?id=nWZYAQAACAAJ

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications. https://books.google.co.id/books?id=335ZDwAAQBAJ

Fiorella, L., & Mayer, R. (2015). *Learning as a Generative Activity: Eight Learning Strategies that Promote Understanding*. https://doi.org/10.1017/CBO9781107707085

Hoang, N., Tran, T., & Mai, N. (2015). FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT LE THANH HIEN HIGH SCHOOL. *Asian Journal of Educational Research*, *3*(2). www.multidisciplinaryjournals.com

Kartika, R. A. R., Susilo, S., & Natsir, M. (2017). The effect of silent short movie on EFL writing achievement of vocational high school students. *Jurnal Pendidikan Vokasi*, *7*(2), 168–179.

Kim, S. (2018). Improving low-proficiency Korean EFL learners' speaking skills using two different modes of movie clips: A media literacy perspective. *Journal of English Teaching through Movies and Media*, *19*(1), 129-152.

Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, *2*(1), 7–11. https://doi.org/10.36663/tatefl.v2i1.97

Leong, Lai-M., & Ahmadi, SeyedehMasoumeh. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, *2*(0), 34–41. https://www.noormags.ir/view/en/articlepage/118873 0

Lien, N. T. A., & Dan, T. C. (2024). EFL students'perceptions and practices towards watching english movies in speaking skills development. *European journal of alternative education studies*, *9*(1).

Marashi, H., & Adiban, H. (2017). THE EFFECT OF USING SHORT SILENT ANIMATIONS ON EFL LEARNERS WRITING. *English Review: Journal of English Education*, *5*(2). https://doi.org/10.25134/erjee.v5i2.536

Marwa, M., Nurfaisal, N., Muliardi, M., Awal, R., Putri, A., Irawan, H., Kadir, R., & Ramli, F. (2024). Assessment of Students' 4C Skills in Research Article Writing Projects for Publication. *E3S Web of Conferences*, *593*. https://doi.org/10.1051/e3sconf/202459304003

Mayer, R. E. (2002). *Multimedia Learning*.

Nation, I. S. P. (2022). *Learning vocabulary in another language*. Cambridge university press.

Nurlaela, N. (2025). The Effectivenes Of Silent Movies In Improving Students' Descriptive Text Writing at SMPN 5 Palu (Doctoral dissertation, Universitas Islam Negeri Datokarama Palu).

Partnership for 21st Century Learning. (2009). *Partnership for 21st Century Learning*. Framework for 21st century learning.

Pourhosein Gilakjani, A. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, *7*, 95. https://doi.org/10.5539/ijel.v7n5p95

Richards, J. C. (2006). *Communicative language teaching today* (Vol. 25, Number 2). Cambridge university press Cambridge.

Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, (30), 17–29.

Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. Wiley. https://books.google.co.id/books?id=VUrAvc8OB1YC

Ashfiyati, W. F. (2024). The Effectiveness Of Silent Short Movie Toward Students' Writing Performance In Narrative Text At The Tenth Grade Of SMA Muhammadiyah 1 Metro. *Doctoral Dissertation, Institut Agama Islam Negeri Metro*.