RESEARCH ARTICLE

Exploring the Use of Audio-Visual Teaching Media to Improve Students' Ability in Listening Comprehension

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ARTICLE INFO	ABSTRACT
	The objective of this research was to explore and investigate the use of audio-visual teaching media in order to improve students' ability in listening comprehension. Comprehending auditory input is an active endeavor. Despite the fact that most individuals are exposed to sounds constantly, many fail to truly hear because they either don't actively listen or approach listening too passively. The distinction between simply being exposed to sound and genuinely processing it lies in one's ability to engage actively with the auditory information. Quantitative research with quasi-experimental design was implemented in this research. The participants in this study were students of grade XI of SMA 1 Luwuk Kab. Banggai. In total, there were 72 students (each group consists of 36 students as sample). The participants in this study were considered to have normal hearing and speaking abilities because the researcher knew their skills from direct observation while teaching in the classroom. The research findings indicate that incorporating audio-visual aids in teaching enhances listening instruction, creates a more conducive atmosphere for listening comprehension assessments and exercises, and facilitates students' understanding of listening tasks and overall comprehension. This approach amplifies the significance of key listening points and improves the evaluation and quality of students' responses to listening exercises. The study's hypothesis testing demonstrates that utilizing audio-visual materials can enhance students' listening comprehension abilities, as evidenced by the calculation results. A notable improvement in test scores was observed between the pretest and posttest phases.

INTRODUCTION

Language is most important and has a significant role in communication among people. Without language, people will find it difficult to interact with others. As the English language becomes a medium for communication, it is important for learners to master it. Effective learning of English is dependent on the method of teaching (Munthe et al., 2024; Judijanto et al., 2024). In other words, there is no single teaching method that can fit all learning styles and students. Since the mind records the experience first and the simplest, the most natural learning process requires real experience.

In learning English Language Teaching, the teacher is responsible for choosing, developing, and implementing the most suitable teaching materials for their students (Widodo et al., 2024). The choice of teaching materials is made according to the context in which it is taught (Alabsi, 2020). Teachers are therefore forced to choose their teaching aids in the interest of their audience. This makes the duty of teaching English more difficult. They must use instructional materials that can motivate students to learn, stimulate their interest, trigger their thinking, and improve their listening skills. This last aspect is one of

the important objectives in English Language Teaching because it is the basis for speaking and the first step to understanding a written or spoken document (Atmowardoyo & Sakkir, 2021; Manurung et al., 2024)

Brodin & Renblad (2020) defined that language is the most important means used by humans to interact and express appreciation. When learning a foreign language, we are not only required to master the language structure and meaning but also should be able to understand, discuss, and communicate effectively both verbally and in writing (Hulu et al., 2023). One of the language skills that is very important for foreign language learners is the ability to understand spoken language. Language, as a communication tool, must be achieved effectively and efficiently (Resmi et al., 2023). Communication can be said to have occurred if the message to be conveyed has been comprehended. The presence of another important sense that is present in a person is the ability of hearing, but many people do not necessarily have good listening comprehension (Aizawa et al.2023; Ansari et al., 2023).

The ability to understand hearing or listening is an active process. Although everyday people listen almost all the time, many do not have the ability to hear because they do not really listen or are too passive to listen. Listening is a multi-stage thinking process. Perception and understanding, response, interpretation, evaluation, selection of ideas, and remembering things are the stages that occur when a person listens. With only half a good hearing instrument, it is not possible to listen to the message received if the listener is not able to combine a series of sounds from a single speech modulator into words and meaningful sentences. The depth and span of the listener's vision can influence the process of listening to more of the auditory message, so that the listener is able to capture the main information and supporting details of the message being read.

Providing students with a learning medium that can attract their attention and train their ability can help improve students' ability to understand spoken English. The current researcher felt the need to conduct research on exploring the use of audio-visual teaching media to improve students' ability in listening comprehension.

THEORETICAL REVIEW

1. Listening

Listening is one of the four basic language skills taught in English classrooms. In most English classrooms, especially where English is taught as a foreign language, learning to listen in English tends to be relegated to lower importance levels. In a significant number of cases, when students or teachers are asked about what they expect to be able to do in the foreign language, speaking, reading, and writing will emerge as the skills they would like to develop. Furthermore, for many people, language learning is not only about learning to speak it but also about learning to write and read it. There are claims that learners of English in a country where it is not an official language may graduate from secondary or even tertiary levels of learning without being able to listen (Amanov, 2023).

It is true that APA format requires keeping all references in the body notes. The Swedish Association for Language Teachers' journals are the only journals for teachers that include listening as a different level from speaking. Meanwhile, among the English as a Foreign Language associations, the standard lists listening as a separate skill but fails to provide any sort of information about listening. The demand that a person be able to listen in a foreign language is not only minimal; the learning and assessment are based on spoken input. Most of the courses mean that students will be able to understand and respond to a variety of spoken materials using complex linguistic structures. In the course document, it mentions that the students are supposed to be able to understand a range of speakers' meanings and texts in a variety of registers.

2. Historical Overview of Audio Visual Teaching Media in Education

The term 'audiovisual' is a relic of an older view of educational technology as a specialized type of media production, where audiovisual tools such as overhead projectors and slide projectors were designed to demonstrate the use of new media (Winarto et al.2020). It was noted that visual aids could play an

important role in children's learning and understanding. An early form of a curriculum based on learning by doing was developed so that children could experience learning in a more realistic manner than previous pedagogical approaches. This approach became known as experiential learning and was based on the constructivist approach in that the learner was considered an active and positive participant (Haleem et al., 2022).

The contribution of media such as film and radio to educational practice in the 1930s and 1940s is also an important historical aspect of the use of audiovisual media in the classroom. The idea of broadcasting educational material helped with the development of the new field of instructional technology, with important early innovators. The development of new media technologies, specifically those that were television-based, led to specific research and methodologies for the use of media, which resulted in the development of seminal projects in educational media research that were disseminated in the academic literature of the time.

3. Benefits of Audio Visual Teaching Media in Language Learning

Language as a means of communication has an important role in human life. Therefore, language proficiency should be mastered well because it can facilitate humans in finding and obtaining the information that is useful for their daily needs. This can be started by mastering the four basic skills in English, including listening, speaking, reading, and writing. In the teaching and learning process of English, media play an important role in helping learners not to get bored and make the learning process more interesting while avoiding monotony, overcoming the limitations of making the abstract material into tangible form, increasing the reality of impressions, providing additional insight that contributes to understanding the language presented, attracting students' attention as educational aids that support learning activities, and realizing the objectives of using educational programs, increasing memory for long-term retention (Sarwinda et al., 2020). Mooduto & Lakoro (2021) explained that Audio-visual teaching media are a part of teaching materials that can provide opportunities for students to have positive and stimulating experiences in learning in order to develop a sense of responsibility for their own learning. Currently, teachers can take advantage of new technology in teaching materials, one of the opportunities being the development of Computer-Assisted Language Learning (Kwegyiriba et al., 2022).

CALL can be defined as the use of audiovisual materials for teaching, improving the understanding and learning of a foreign language. Many researchers state that there are obstacles faced by many students when they learn a foreign language. For instance, it was mentioned that the obstacles are in terms of students' motivation, insufficient material access, and insufficient class time, either as a result of formal class time or the regular school organization. To overcome this, it is necessary to develop an effective method for language teaching. One of the alternatives is Audio-visual teaching media as supporting media in the teaching and learning activities. AVM are supposed to improve and enrich the students' experience, which can enhance students' motivation and skills. It is in accordance with the statement that audio-visual material is a rich source of creating motivation. Additionally, it was stated that audio-visual teaching media is a bridge to expand the information about the outside world. The study of AVM applied for language teaching found that the use of audiovisual material made the teaching and learning process easier and more effective.

RESEARCH METHOD

1. Research Design

This research employed quantitative research. Ary et al. (2018:23) stated that quantitative research originated in positivism, which is often considered the traditional scientific method that involves hypothesis testing and objective data gathering to arrive at findings that are systematic, generalizable, and open to replication by other investigators. From this statement, it can be concluded that the main purpose of quantitative research is to obtain findings that are systematic, generalizable, and open to replication by

other researchers. In other words, quantitative research aims to produce objective and reliable knowledge based on data collected by methods that can be repeated by others

2. Data Source

The participants in this study were students of grade XI of SMA 1 Luwuk Kab. In total, there were 72 students (each group consists of 36 students as sample). The participants in this study were considered to have normal hearing and speaking abilities because the researcher knew their skills from direct observation while teaching in the classroom. Before carrying out the research design, the researcher gave them a short explanation about the research objectives to build understanding and collect data on how the use of audio-visual media functions in language use for listening comprehension. Therefore, they understood why the researcher conducted the research and the benefits they could gain from it. The explanation was necessary to create a conducive atmosphere and conditions for the entire teaching and learning process in the classroom. According to the Clarity of Language Learning Research Framework, experts stated that a simple explanation was necessary because it helped students learn better and remember the substance of the learning process longer.

3. Data Collection Method

Data collection is an important part of research. Data collection in this research is done using the following methods. First, the researchers collected data from the observation of the implementation of audio-visual teaching media, which was conducted in the classroom for three weeks. This was beneficial to observe the facts that occurred in the classroom when the teachers used audio-visual teaching media as the medium in teaching those students' reactions to audio-visual teaching media (Afriza and Nasution, 2022; Kartika et al., 2023; Purba et al., 2024).

Secondly, the researchers also used teaching media through a worksheet that was used in the classroom. The researchers chose at least five students who were considered to have competence in listening in English. They were shown a video, and then the students drew a conclusion from the video. They must conclude something from the video that was related to the content. The students wrote their conclusions in their worksheets and presented them in front of the class.

The third data collection technique the researchers used was interviews. There are two kinds of interviews that were conducted in this research. The first kind of interview is unstructured. The researchers provided an interesting topic. For example, what is the difference between the teaching methods used now and then? The topic questions were open-ended. There were no specific questions or order to answer them. The teachers' answers led to new topics. Although it was possible to compare their specific information in the interviewees' responses, the purpose of the interview was to let the informants tell their stories. The second kind of interview is structured, where the topics in these interviews were created during the research. We looked for specific information and asked the same questions each time. The researchers used the following steps in collecting the students' speaking and writing test scores. First, the researchers provided the scores that would be given to the students' written and oral tests. After that, the researchers organized the students' speaking and writing test scores. Finally, the researchers calculated the scores into percentage form. In the last process, the researchers analyzed the students' speaking and writing test scores (Husband, 2020; Popa et al., 2020).

4. Data Analysis Method

Providing an answer for an open-ended item in this research was analyzed using techniques described. First, we created categories based on known prior experiences of the students with the use of audio-visual teaching media in listening activities. The use of visual media including films involved with audio, allowing the students to relax and become interested in listening. They can receive additional cues from the visual media when they listen. They also pointed out that the over-reliance on visual media may result in the potential that students neglect to rely on their ears to perceive sounds. As a result, the listening work

becomes passive intuition, and the objectives of the listening class are difficult to reach (Al-Athwary and Lasloum, 2021; Hardison & Pennington, 2021).

As such, the students may have different experiences with the use of audio-visual teaching media in listening comprehension. For example, some students watched movies and had no other experience, while others played music videos, graded students, and then watched movies and graded students again. The students received oral information and then watched the video. Therefore, the statement of our respondents considered as "not useful for understanding listening comprehension" might contain several aspects. Firstly, students might have closer experiences with video materials, so they cannot use their ears to their full extent. Although students watched movies and graded students, the movies might be too long, not as interesting, or even uninteresting.

RESULTS

Based on the findings, it can be concluded that the mean value of group 1 before being given the treatment was 64.96 and the standard deviation was 16.37. The mean value of group 1 after being given the treatment was 69.36 and the standard deviation was 14.81. Group 2 had a mean value of 63.04 before being given the treatment with a standard deviation of 14.52, while after receiving the treatment the mean value was 74.28 with a standard deviation of 11.18. The t-values calculated in the class both before and after the intervention were 0.634 with a significance level of 0.029 and 2.668 with a significance level of 0.009. The t-values obtained were positive, so it was concluded that there were differences in listening skills before and after being given the intervention. When compared to the significance level of 5%, the significance level was 0.029 when given audio-visual learning media assistance in practice, and 0.009 with the measure of general academic ability after utilizing audio-visual learning media in listening.

The value of the Mann-Whitney U Test at group 1 from t1 to t2 was 216, and d was 1.60, which shows a significant difference between groups. Thus, it can be concluded that audio-visual learning media has different effects on student listening abilities at different levels. The result of this shows that group 2 with high academic ability ranged between 70 and 100. After being given the listening media, on average, the score was 74. Looking at the above, the students listened to auditory learning media, helping improve their listening skills. In an instructional intervention, the provision of audio content around the visual process is considered an effective way to enrich teaching and learning. Audio-visual media is able to help deliver practical examples of audio concepts, making it easy for students to learn. Because students learn by the seeing-hearing method, learning becomes more effective and definite when compared to regular lessons.

Results of the present study indicate that the use of audio-visual mediums is effective in teaching listening for learning and improving students' ability in listening comprehension. Improvement was clearly marked in higher achievers. This means that such students show definite improvement after instruction. This result supports the prediction. However, the cognitive learning strategies suggest that we would expect at least some improvement in students at a lower level of listening comprehension after viewing the audio-visual material. The findings suggest the effectiveness of using media in assisting learning and improvement in listening. This is expected to contribute significantly to students with weaknesses in listening comprehension who do not show real improvement from the input received by a class teacher helping them to acquire listening skills.

DISCUSSION

The purpose of this portion is to explain the findings in light of the existing literature and to reflect on the value of the study as a contribution to educational practices, which would illuminate how the study adds value to audiovisual teaching media. To begin with, using video in the foreign language classroom does offer critical input in a way that draws the students' attention to long stretches of visually observed utterances. Video focuses the student on a real speaker, an important facet of the receptive mode that someone who is not confident and comfortable with the language needs to experience. It does so in a particular and fairly convincing context; a kind of video has certain ways of distinguishing the resources of the language to the

students. The kinds of structures of the spoken language and the claims of objects that are being used by the speaker become compelling. However, it often provides the language in a way that is interesting and compelling to us and most naturalistic. It shares many of the features of the spoken language data that are widely held to be of crucial importance in the construction and modeling of grammars.

There are two ways to make things easier for the language learner who finds themselves in a foreign language English-speaking context: one is to make English an explicit object of study, the other is to develop a sensitivity to the way English speakers speak and listen in a naturally occurring way. Both encourage learners to adopt English as a way of understanding and discussing the stories they know. Encouraging language learners to actively engage in the study of their strengths, both receptive and observed, whereas the use of video in the foreign language classroom could significantly involve the use of video in a way that goes beyond raising linguistic awareness of the structure of the language. The use of authentic materials for everyday language in teaching English not only enables students to understand authentic English but also helps students acquire good skills in English communication by increasing their ability to understand English, comprehend its meaning, and improve their listening comprehension by understanding its flow. With more flexible, expressive, and effective giving and receiving of information, broadcasting information, and improving students' abilities, we can create a rich language learning environment.

IMPLICATIONS FOR PRACTICE

The study results imply that audio-visual materials produced by students have the potential to aid in the improvement of proficiency in English listening for students, given that these materials are considered an essential component of good language teaching. Teachers should use their experience in selecting and using the diverse range of audio and visual materials currently available. Teachers should work hard to construct the necessary scaffolding to support learners in such activities, while remaining aware of the need for interpersonal communicative interaction, which needs to underlie the use of any such materials. Although opportunities exist to adopt traditional analog and 'live' modes of audio-visual materials, students and teachers have the potential to develop and incorporate new and innovative materials that make use of technology.

In classrooms, students can normally gain exposure to authentic speaking via activities such as role play, pair work, and other forms of oral interaction seen as valuable aids to the listening process. However, what happened in this research study is that students were able to publish and share with their peers and teachers examples of their speaking and speech-related actions. These examples were, in a sense, taken out of context and transformed into tangible visual 'products' that revealed their linguistic pattern of usage over the course of their speech or in a specific speech event. The visual results were subsequently used in specific form-focused listening tasks that may assist in building stronger connections between the different forms of listening.

CONCLUSION

From the discussion, the researchers conclude that the use of audio-visual teaching media helps teach listening, makes the environment better for listening comprehension tests and practice activities, and helps students understand listening activities and listen comprehensively. It increases the relevance of listening summary points and evaluates and enhances the quality of student responses to listening. Through hypothesis testing, the study shows that the use of audio-visual media can improve students' listening comprehension skills, as shown by the results of the calculation. The test scores actually increased significantly from pretest to posttest.

As the study shows that audio-visual media does improve listening comprehension, it is suggested that teachers use audio-visual teaching media during their instruction to help their students. There are some recommendations related to the use of audio-visual media in teaching listening. Teachers should carefully choose appropriate target language listening texts, including subject matter texts and optional listener texts. This means that the level of difficulty of the listening text should also be considered because using a text

that is too difficult will disappoint and overwhelm the students. By using the results of the evaluation, teachers should prepare their equipment. If teachers do not want to use class time, they should prepare themselves before they start their lesson.

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