

A REVIEW ON THE USE OF AUDIOVISUAL AS MEDIA IN IMPROVING LISTENING SKILLS AMONG JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study examines how well audiovisual media can hone the listening skills of junior high school pupils. Based on information and data from earlier research, it was discovered that the kids' average listening scores were still low. Therefore, audiovisual media is a medium that has a positive impact on students' listening skills and could aid in their improvement. According to prior studies and expert theories, this study's style of library research focused on how employing audiovisual media might enhance students' listening skills. The steps involved in this data analysis technique include data identification from relevant literature sources, location identification, data acquisition, data evaluation, and data incorporation into the research presentation. Thus, information about audiovisual media was obtained by paraphrasing the data from earlier relevant research. According to the findings of this study, audiovisual media had a beneficial impact on pupils' listening abilities. Furthermore, a number of studies showed that students' attitudes regarding the usage of audiovisual media were favorable. Additionally, when pupils were being taught and learning, audiovisual material also inspired and motivated them.

Keywords: *audiovisual media, high school student, listening skill*

INTRODUCTION

An essential skill for learning English is listening. The four

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integrated abilities of hearing, speaking, reading, and writing are necessary for mastering English. Additionally, some language skills, such as vocabulary, grammar, pronunciation, etc., help to develop these abilities. Since listening is regarded as a challenging talent for many students at all levels of education in non-English speaking nations around the world, it deserves special attention among the four skills. It is difficult for many students who are learning English as a foreign language (EFL) to understand spoken communications, especially those delivered by native speakers. This is truly unfortunate because language acquisition requires interaction between teachers and students in the intended language. Numerous instances in EFL classes suggest that many students continue to struggle with poor listening skills even when the teacher is a non-native speaker. Therefore, the use of media is needed to support the teaching and learning process. To make the students interested in learning English, especially in listening skills, teachers can use audiovisual media. The various methods that teachers use in teaching English can support the quality of the teaching and learning process. Therefore, many studies have been conducted to find out the effect of audiovisual aids on students' listening skills. However, the results of previous studies have not been reviewed to summarize the results. Therefore, the present study is aimed to analyze the effect of audiovisual media on students' listening skills based on the results of previous studies.

LITERATURE REVIEW

According to Amir (2019), students have difficulties listening during the teaching and learning process. They frequently complain to their teachers if the recording is played too quickly and they are unable to repeat it. They also claim that they have heard too many unfamiliar words and are having trouble concentrating because they are anxious and under pressure. Another factor contributing to the difficulty of listening in the classroom is the presence of accents, restricted vocabulary, fast speakers, and limited interpretation. Teachers can employ audiovisual materials to pique students' interest in learning English, particularly in listening skills. The numerous teaching strategies that English teachers employ might enhance the effectiveness of the teaching and learning process.

According to Brophy (2004), audiovisual media offer educational content through sound (audio) and image (visual) to make it simple for

viewers to understand. Because it combines two complementing aspects, audiovisual media is of higher quality. This element is both the additive and visual element (seeing) (hearing). The usage of this media is anticipated to be able to draw students in and encourage them to listen more intently, and be able to synchronize information heard with the aid of visualizing images in order to gain better comprehension.

According to Rosdiana (2018), this audiovisual media is anticipated to increase students' interest in listening to instruction. The imaginative use of audiovisual media piques students' interest in studying. It is true that audiovisuals can give students immediate sensory sensations. On the basis of the aforementioned explanation, it is also a fascinating instrument for learning English. The researcher expects that the results of this study will help students become better listeners.

The Definition of Listening

According to Helgesen (2003, p. 24), listening is an intentional, deliberate process of interpreting what we hear. The more times we hear something, the more we can comprehend it. Regarding that quotation, listening is a very active talent even though it is a receptive one since listeners are able to think and comprehend ideas that are more complex than what they have heard. They process not only what they hear, but also how it relates to other knowledge they already have as they listen. In a very real sense, listeners are inventing some forms of meaning in their own minds because they mix what they have heard with their own knowledge and experiences.

The process of listening

According to Tyagi (2013), hearing happens in five stages. They are listening, comprehending, recalling, assessing, and responding.

The strategies of listening

According to Tyagi (2013), listening approaches or activities directly contribute to the understanding and retention of hearing input. The two types of listening strategies—top-down and bottom-up strategies—can be categorized according to how the listener interprets the information. Top-down methods are dependent on the audience. The listener draws on prior knowledge of the subject, setting or context, text genre, and language. The listener relies on the language in the message, which is the combination of sounds, words, and grammar that creates meaning, in bottom-up tactics, which are text-based.

The elements of teaching listening

There are various components that go into teaching listening. The following are the components of teaching listening: Teacher, Learner, Goal, Material, Method, Media, and Evaluation.

The Definition of Audiovisual

The acquisition of a foreign language can be stimulated and made easier with the use of audiovisual media. According to Çakir (2006), learning a foreign language is made simpler for those who study it. Additionally, as we all know, audiovisual materials can play sounds that can pique students' auditory interests. Students' capacity to learn and enhance their listening skills can be helped by the sound that is produced by a replica of the native speaker.

1. A variety of audiovisual tools are available. Sowntharya, Gomathi, and Muhuntarajan (2014, p. 385) list the following as audiovisual aids: movies, videos, documentaries, newscasts, and speeches.
2. Setyawan (2020) also divides the steps to use audiovisual into four steps as follows:
 - The teacher must plan the lesson and select the appropriate video to get the desired learning outcome.
 - The instructor gets ready for class; in this instance, pupils are first made ready by quickly outlining the video's contents, its purpose, and the areas that call for extra focus while watching it.
 - The teacher must consider the completeness of the equipment that will be utilized (speaker, projector screen, and place projector), as well as the brightness of the room, while presenting the subject in the form of video playback.
 - To gauge how well pupils have absorbed the offered information, the teacher should quiz them and have them write essays based on what they have read or observed.

Challenges in Teaching English Using Audiovisual Media

- School facilities are inadequate.
- The learning activities become time-consuming.
- Many teachers do not have the experience
- or willingness to use this teaching media.
- Internet access is not available or too slow in many schools.

RESEARCH METHODOLOGY

The method used in this study is library research. The data collected for this study are the statement or theories suggested by the experts. In his work, Zed (2004) described library research as a study carried out by researching and reading books related to the issue being investigated. The information found through library research is not constrained by time or space. The researcher can simply get the data from the statement without any constraints on time or space. The researcher must draw conclusions from pertinent facts. George (2008) also has discussed library research, which is reflected in his statements as follows:

Library research is an integral part of the inquiry in any field, allowing researchers to determine what related work has already been done and how experts have assessed it. (p. 39)

According to the aforementioned assertion, it can be stated that conducting library research is a way to gather facts and information that have all been acquired from prior studies, such as books, journals, articles, papers, etc.

RESULTS AND DISCUSSIONS

Results

Based on the literature search, the previous studies related to the use of audiovisual media in teaching listening skills are provided in the following table.

Table 1. Previous studies related to the use of audiovisual media in teaching listening skills

<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
Mamun (2014)	Doctoral thesis	Effectiveness of audiovisual aids in language teaching in tertiary level	Qualitative – observation and interview	Audiovisual makes the language teaching and learning effective making the class interactive and

A review on the use of audiovisual as media in improving listening skills among junior high school students (S. Intan, S. B. Yusuf & D. F. Sari)

<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
				interesting, motivating the learners, facilitating language skills.
Amalia (2019)	Bachelor thesis	The effect of using audio visual aids on students' listening skill	Quantitative – experiment	Audiovisual aids had an effect on students' listening skill.
Hakim (2019)	Doctoral thesis	The use of audiovisual media to improve students' listening skill (A classroom action research of the eighth grade students of Mts Assalafi Susukan in the academic year of 2018/2019)	Classroom action research	The use of Audiovisual media significantly improves students' listening skill.
Atiyah & Izzah (2019)	Journal article	A comparative study on the effectiveness of using direct and audiovisual methods for enhancing students listening comprehension	Quantitative – experiment	The use of audiovisual media had a positive effect on the enhancement of students listening comprehension.
Hardiah (2019)	Journal article	Improving students listening skill by using audio visual media	Classroom action research	The use of audiovisual media is able to improve the results of listening course.
Noviyanti & Manurung (2018)	Journal article	Pengaruh penerapan media audiovisual terhadap pengajaran listening pada mahasiswa Jurusan Pendidikan Bahasa	Quantitative – experiment	The application of audiovisual media to teaching listening had a positive effect to students of

<i>Author</i>	<i>Type</i>	<i>Title</i>	<i>Method</i>	<i>Results</i>
		Inggris FKIP UMSU		the English Department of FKIP UMSU
Rosdiana (2018)	Journal article	The use of audiovisual as media in enhancing students listening skill	Quantitative – experiment	The implementation of video enhances students' listening comprehension.
Iswandari (2013)	Bachelor thesis	Using audiovisual aids to improve students' involvement in the teaching and learning process of the third grade students of SDN Krapyak I Sleman, Yogyakarta in the academic year 2012/2013	Classroom action research	There were some positive effects of using audiovisual media in teaching listening.
Kirana (2016)	Journal article	The use of audio visual to improve listening	Quantitative – experiment	The post-test results from the experimental group were statistically significantly better than the results from the control group.
Yusroh (2018)	Journal article	The use of audiovisual aids in EFL students listening comprehension of IAII Genteng, Banyuwangi	Qualitative – observation and interview	The use of audiovisual aids could increase the students' listening comprehension and the students' interest to learn English.

Table 1 above shows that 10 previous studies meet the requirement

set in the methodology section. These studies are mostly unpublished thesis, either bachelor or doctoral thesis, and some journal/articles.

Discussions

Based on the result of the analysis of previous studies conducted by Mamun (2014); Atiyah and Izzah (2019); Amalia (2019); Rosdiana (2018); Hardiah (2019); Kirana (2016); Noviyanti and Manurung (2018); Hakim (2019); Yusroh (2018) and Iswandari (2013) showed that the average is effective in improving students' listening skill by using audiovisual. The debate, therefore, centers on the findings of the theoretical investigation into the efficiency of audiovisual media in enhancing students' listening skills.

The researchers have a distinct approach to resolving their issue based on each of the aforementioned studies. For instance, the studies conducted by Mamun (2014), Iswandari (2013), Yusroh (2018), and Hardiah (2019) used qualitative research and practiced directly, teaching listening through the use of audiovisual media to demonstrate the findings of the studies. Hakim (2019), Rosdiana (2018), Noviyanti and Manurung (2018), Amalia (2019), Atiyah and Izzah (2019), and Kirana (2016) used quantitative methods in their research.

The study was carried out by Amalia (2019), Hakim (2019), Noviyanti and Manurung (2018), Kirana (2016), and Rosdiana (2018), who had pre-test and post-test sessions. The pre-test results showed that the kids' mean scores were still lower than average. The students' mean scores improved after they employed audiovisual aids to teach listening. Based on the findings, it can be concluded that the use of audiovisual medium improved students' listening skills. In addition, only the experimental and control groups were employed for the post-test in Yusroh (2018) and Atiyah and Izzah (2019). The outcomes were ultimately statistically examined. Mamun (2014) conducted the study by interviewing and observation. First, over the course of two weeks, five language classes were observed. The data were observed using a specialized class observation checklist. Three days later, five senior language teachers had their interviews. They were questioned with predetermined questions. Then, Iswandari (2013) and Hardiah (2019) completed two cycles of study. They discovered that the pupils' average scores remained poor after the first cycle. After using audiovisuals, the students significantly improved in the following cycle.

According to Amalia (2019), Atiyah and Izzah (2019), Noviyanti and Manurung (2018), Hakim (2019), Rosdiana (2018), and Kirana

(2016) audiovisual media is effective in improving students' listening skills. It is proven as the students' mean scores improve significantly after using audiovisual. As Yusroh (2018), Mamun (2014), Iswandari (2013), and Hardiah (2019) state that the audiovisual media gives more benefits to teachers and students. Audiovisuals enhance the effectiveness of language teaching and learning by encouraging student motivation, fostering classroom interaction, and a host of other benefits. Students could actively participate and enjoy the teaching-learning process by incorporating audiovisual material into the learning process. This approach can help kids pay more attention and concentrate during listening exercises.

Experimentally direct and audiovisual methods were compared by Atiyah and Izzah (2019) in terms of how well they helped students understand what they were hearing. The results can be concluded that the audiovisual media performed significantly higher than the direct method. This result can be shown through the obtained scores. This means that audiovisual is more effective or favorable. Nevertheless, both methods can increase students' achievement in listening.

In addition, there are also studies that revealed audiovisual is also effective in teaching other language skills. For example, audiovisual could help the learners to improve their speaking skill. The study conducted by Nuraeni (2018) concludes that the use of audiovisual material gives a significantly greater contribution than the use of non-audio-visual material. It is positively stated that the use of audiovisual material improves students' speaking skills and more productively better than the use of non-audiovisual material. It indicates that using audiovisual tools, particularly video, was a good way to engage students' interests and provide them a chance to express their thoughts during class discussions. Thus, the pupils will become accustomed to maximizing their capacity to apply the provided instances. After studying the appropriate examples from the audiovisual resources, the students are not only listening to, grasping, and understanding the information; they are also learning and practicing speaking. If they can understand the material easily, they can speak about it correctly. According to the study conducted by Tiarawati (2015), speaking abilities were improved by using audiovisual aids to assist communicative instruction. They were able to view the video's subtitles as well as hear the audio, which helped them to pronounce the words correctly. The children should have more opportunities to practice speaking by being given communicative speaking exercises like games, acting out dialogues, and role-play.

Additionally, according to Fauzi (2015), using audiovisual materials can help pupils' vocabulary grow. After comparing the pre-test, cycle I, and cycle II, it was possible to draw the conclusion that teaching English vocabulary with audiovisual aids might enhance students' performance, attitude, and interest in learning the language. The terminology was very simple for the students to memorize. The pupils were more composed. The student paid close attention to what the teacher was saying and was able to bravely respond to the question. The author discovered a similar research report in this one that employed audiovisual medium to teach vocabulary. "Improving Students' Vocabulary Using Audiovisual Aids (A Classroom Action Research at SD Birul Walidain Muhammadiyah Sragen)" is the title of the research article written by Wati (2009). Her study's findings demonstrate that vocabulary instruction with the use of audiovisual materials can benefit students. Additionally, the ability to view an object in the form of a cartoon film and hear the native speaker's pronunciation makes the pupils more interested in learning vocabulary with audiovisual aids. "Improving Students' Vocabulary Mastery Using Audiovisual Aids (An Action Research at the Fourth Grade of Sd Negeri 04 Jaten Karangayar in 2011/2012 Academic Year)" is the name of the study's author, Yanita (2012). The research findings indicated that audiovisual aids could enhance students' motivation and vocabulary mastery, which involved 1) the enhancement of students' vocabulary mastery and 2) the enhancement of motivation. In her research paper, she discusses whether and to what extent audiovisual aids improve students' vocabulary mastery. We can draw the conclusion that this study may increase students' motivation and language proficiency. It is hoped that this outcome would serve as motivation for other teachers to carry out collaborative action research in their classrooms.

To summarize, audiovisual media is any medium where the emphasis is placed on both the audio and the visual, making the lesson more engaging, dynamic, and effective. Additionally, it makes it easier to introduce new subjects. The students retain a notion for a more extended period of time when audiovisual aids are used. They transmit the same idea as words, but they provide unambiguous concepts, which improve learning efficiency.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research results, the emphasis on both the audio and the visual components of an audiovisual medium makes the instruction more dynamic, engaging, and successful. It also makes it simpler to introduce new topics. The usage of audiovisual tools helps students remember concepts for longer. They convey the same notion that words do, but they offer clear concepts that increase learning effectiveness.

Data show that audiovisual media raises pupils' listening test scores. Additionally, audiovisual materials can inspire and excite kids as they acquire and are taught listening skills.

According to earlier research, using audiovisual materials in the classroom has a positive impact on students' capacity to listen. The use of audiovisual media has several benefits for both teachers and students. Because it can aid pupils in understanding the topic, the teacher must employ this approach when teaching and learning. Additionally, since audiovisuals like videos and movies are engaging and simple to utilize, students can facilitate their learning anywhere.

Three different types of media can be employed in the teaching-learning process, according to Iswandari (2013). The first is audio (tape, radio, CD, etc.); the second is visual (pictures, posters, OHP, etc.); and the third is audiovisual (television, video, VCD, computer, etc). Teachers may choose to use just one of them for a lesson or a combination of them.

The material of audio visual is easiest to find, it may be a movie or video, etc., audio visual is simple to use and implement in the classroom or at home, and audio visual can improve students' listening skill because when the students listen to a movie or a video they will get a new vocabulary and learn to pronounce the word correctly, so this is another benefit of using the authentic material (audio visual) as a media to improve students' listening skill.

Suggestions

There are various recommendations that the researchers can make in connection to the findings of this study. In order to make learning easier for students and, in particular to improve their listening skills, the researchers advised the teacher to use audiovisuals. The researchers also believe that this study would encourage teachers to use their creativity when using audiovisuals to teach their students. The researchers also believe that it will inspire new pedagogical approaches to teaching English.

The researchers would like to suggest that the students use many

ways to improve their listening skills, and audiovisual media can be used as a valuable tool to help them in mastering listening comprehension. There are many other resources on the internet and many fun ways to practice listening skills.

Additionally, the results of this research may serve as an additional source of information for people who wish to organize their own studies on the topic of audiovisual instruction of listening. For upcoming similar studies, the authors advise employing more sources of information about the efficiency of audiovisual media.

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