

# Implementation of Audio-Visual Teaching Media in Improving Students' Listening Comprehension: A Case on Teaching Method

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## ABSTRACT

The objective of this study was to determine the effect of audio-visual media on listening comprehension of eleventh grade students of SMA Negeri 5 Pematang Siantar on narrative text. This study used an quantitative research with quasi-experimental design with a sample of 72 eleventh grade students of SMA Negeri 5 Pematang Siantar selected by purposive sampling. The experimental group was given material using audio-visual teaching media, while the control group was given material with lecture-based learning traditional teaching method. The data were analysed using the t test. From the results of data analysis, the mean pre-test and post-test values for the experimental class were 40 and 90, while for the control class were 50.1, and 78. It is also known that the average value in experimental class reached 90 and control class 78. The results showed that students who learned by using audio visual media had better listening comprehension than students who learned with lecture-based learning traditional teaching method. Hypothesis testing also shows that audio visual teaching has a significant effect on listening comprehension on a narrative text. The results show that T-test is higher than T-table ( $4.12 > 1.667$ ) with the level of significance 5%, then  $H_a$  is accepted and  $H_0$  is rejected. Based on the results of the research, it can be concluded that the use of audio-visual media affected students' listening comprehension on narrative text.

**Keywords:** *Audio Visual Teaching Media, Listening Comprehension, Narrative Text.*

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## INTRODUCTION

Listening comprehension is crucial for language learning because it forms the basis for developing other skills and it serves as the foundation for the learning process (Hardiah, 2019). In education, good listening skills are essential for students at the secondary level. They are needed to understand teacher instructions, absorb information from class presentations, and effectively follow lessons. When teachers provide verbal instructions, strong listening skills are crucial for students to understand tasks and directions clearly (Atiyah & Izzah, 2019). They will be better able to interpret and apply instructions accurately. While listening skills are highly important, they are often perceived as the most challenging language skill for some learners.

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(Pratiwi & Andriyanti, 2019) stated that many students face difficulties to understand and master listening skills. Students can have difficulty in understanding instructions, distractions, and inattention. EFL learners face challenges due to their limited ability, leading to difficulties in understanding spoken language (Sofyan et al., 2019). These learners may struggle to comprehend what the speaker is saying, often failing to recognize transitions between topics. Since listening involves the reception of information, concentration is crucial for listeners to grasp the speaker's message. These difficulties are particularly prevalent among new learners of a foreign language.

The above problem is in line with the researcher's experience in teaching practice at SMA Negeri 5 Pematang Siantar in September 2022. Students had trouble grasping the intent when the researcher spoke. The students had been too unfamiliar with listening to simple conversations in English. They had invented unfamiliar words and had spent too much time translating them. It was known that many students have low achievement in listening since they had the got low score when the listening tasks were given. Researcher also observed that teachers at the school primarily used a textbook-based approach to explain listening materials, lacking variation in their methods. The available teaching resources were limited to traditional tools like whiteboards, markers, erasers, and rulers. Language exercises especially for listening were rarely conducted. The emphasis was primarily on providing materials that could be used to answer test questions, with the perception that high test scores equated to intelligence. The difficulty in learning to improve listening skills can be attributed to the methods and media used by educators to teach this skill.

In dealing with these situations, it is important to look for better strategies in teaching listening that actively involve students in the learning process. Using media in the teaching and learning process can effectively create a conducive learning environment. Objects, pictures, and other instructional media can be used to present and manipulate language, as well as engage students in activities (Ujihanti et al., 2019). For example, in teaching English listening skills, teachers can use audio visual recordings containing text, conversations or dialogues between English speakers. The teacher assigns students an assignment to listen to the video recording and record any important information they hear. Next, students are asked to discuss in small groups to share the information they recorded. After that, each group is asked to present the results of their discussion to the whole class. Media plays a crucial role in enhancing student motivation and morale in learning. Among various types of media, audio-visual media, which combines audio and visual elements, is particularly effective. It helps students reinforce their knowledge, skills, and principles in academic learning. The use of audio-visual teaching media is expected to improve students' understanding of the subject matter by facilitating visualization and employing both auditory and visual cues to enhance comprehension.

One important aspect of audio-visual teaching media is video. Videos are typically viewed through television screens, computer monitors, or personal media devices. Ujihanti et al., (2019) explained that video is a form of communication that can be understood without relying solely on language. (Atiyah & Izzah, 2019) highlights the importance of videos in the classroom, contribute to the development of vocabulary, language structures, and functional language skills, thereby improving students' overall language proficiency. The combination of audio and visuals in videos aids effective comprehension, with the visual aspect helping students understand the context more effectively.

Based on the explanation above, researcher chooses video as an audio-visual teaching medium as a solution to the phenomenon found during the teaching experience at school. The use of audio-visual teaching media, such as video, is considered an effective step in helping students' listening comprehension skills. This research consistently links the findings with previous supporting studies. For example, it found that the use of audio-visual teaching media in the form of videos had a positive impact on helping students' listening comprehension skills. This finding is in line with previous studies that have successfully applied a similar approach. In research conducted by (Harsa et al., 2020), they applied English language

teaching using audio-visual teaching media in the form of video. This study used an experimental research design. The results showed that students who were taught using audio-visual media achieved higher scores compared to students who did not use audio-visual media. T-test analysis showed that the observed  $t$ -obs values were higher than the  $t$ -table values. In this case, the  $t$ -obs value of 4.291 is higher than the  $t$ -table value of 1.308 ( $t = 0.05$ ) with degrees of freedom (df) 19. This indicates that  $H_a$ 's alternative hypothesis is acceptable.

Another study was shown by (Asrul et al., 2020) who implemented audio visual teaching media with video. A slight difference is that this study has the aim of looking for the effects of audio-visual teaching media in reading comprehension. The research sample was divided into two groups, namely the control group and the experimental group. The experimental group was given treatment using audio-visual media, while the control group used conventional methods. Conclusion, it can be concluded that the use of audio-visual media significantly affects students' comprehension in reading.

Researcher assumes that the use of audio visual teaching media can be an effective way to motivate students to understand listening material. However, the use of video in teaching listening is still rarely applied in high schools. In this study, researchers will investigate the implementation of the use of video as a learning medium in teaching listening skills. The aim is to find out whether the use of audio-visual teaching media can improve student achievement in listening comprehension in the context of narrative text.

## METHOD

According to (Nimehchisalem, 2018), research design is the process of planning and executing a study to answer specific questions. This process allows to test hypotheses in the business or scientific fields. That means the importance of this process is so that we can reach valid and objective conclusions, as well as produce reliable results. The researcher used quantitative research with an experimental design to test the hypothesis that the use of audio-visual media could improve students' listening comprehension skills.

Rebuschat et al., (2017) stated that quantitative research originated in positivism, positivism is often considered the traditional scientific method, which 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 achieve 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.

Experimental research includes different types of designs, one of which is quasi-experimental research. The researcher opted for a quasi-experimental research design for this research. Quasi-experimental research could be understood as research that closely resembled either quasi-experimental or experimental designs. Tsushima (2015) stated on his book that quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes if the programme/policy had not been implemented. Hence, the programme or policy can be said to have caused any difference in outcomes between the treatment and comparison groups. In this research, the control group did not use audio-visual media in learning, while the experimental group used audio-visual media in learning.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X1	Y	X2
Control	X1	-	X2

Where:

X1 : Pre-test for experimental and control clas

Y : Treatment by using audio visual teaching media

X2 : Post-test for experimental and control class

- : treatment by using lecture based learning traditional teaching method

## 2. Research Setting

This research was conducted at SMA Negeri 5 Pematang Siantar, which is situated on Medan Street, Km. 6.8, Tanjung Tongah, Siantar Martoba subdistrict, Pematang Siantar city, North Sumatera. The research was implemented during the academic year 2023/2024. The participants of this study consisted of students from two classes, namely XI PMIA I and XI PMIA II. The main focus of the research was the learning process that took place within the classroom.

## 3. Population and Sample of the Research

### A. Population of the research

Population is a group that wants to be known or explored further to get a better understanding of the phenomenon under study. It is supported by the statement of Majid (2018: 3) that stated the population is the study's target that it intends to study or treat . The population of this research was the eleventh-grade students of SMA Negeri 5 Pematang Siantar, consisting of 10 classes. There were five classes for PMIA and five classes for PIIS. The total number of students in the population was 360 students.

Table 2. Population of the Research

No.	Class	Student
1	XI PMIA 1	36
2	XI PMIA 2	36
3	X PMIA 3	36
4	XI PMIA 4	36
5	XI PMIA 5	36
6	XI PIIS 1	36
7	XI PIIS 2	36
8	XI PIIS 3	36
9	XI PIIS 4	36
10	XI PIIS 4	36
Total	Ten classes	360

### B. Sample of the Research

According to (Tsushima, 2015) sample is the group on which information is obtained. It means that sample in research refers to a group of individuals, objects, or units that are selected representatively from a larger population to serve as research subjects. In this research, the researcher took one class from each Science class and Social class as the samples. The samples in this research were XI PMIA I and X PMIA 11, with a total of 72 students. One

of the techniques used in determining samples was purposive sampling. Purposive sampling allows researchers to select samples based on their assessment with the aim of collecting relevant data according to research needs, based on previously existing information. In this technique, researchers deliberately selected samples that had the desired characteristics and were relevant to the research objectives, in the hope that the sample would be able to provide answers to the research problem being studied.

*Table 3. Sample of the Research*

<b>Number</b>	<b>Class</b>	<b>Student</b>	<b>Percentage (%)</b>
<b>1</b>	XI PMIA 1	36	10%
<b>2</b>	XI PMIA 2	36	10%
<b>Total</b>	Two classes	72	20%

#### 4. Variable of the Research

Abiodun-Oyebanji (2017: 14) stated a variable is not only something to be measured, it is what a researcher can also manipulate and control for as obtainable in experimental research. Two kinds of variables are included in this research. , namely:

##### A. Independent variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Independent variable is the cause of other variable. Based on the definition above, the independent variable of this research is the effect of audio visual teaching media.

##### B. Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. This is the effect of independent variable. The dependent variable of this research is the listening comprehension of grade eleventh students of SMA Negeri 5 Pematang Siantar.

#### 5. Instrument of the Research

The research instruments used in this research were tests and observations. The test was designed in multiple-choice format to measure students' listening comprehension after they received treatment with audio-visual teaching media. It consisted of 25 questions for both the pre-test and post-test. Using this test, the researcher collected objective data on students' listening comprehension skills.

*Table 4. Part of Text*

<b>Text</b>	<b>Number</b>
Text 1	1-5
Text 2	6-10
Text 3	11-15
Text 4	16-20
Text 5	21-25

*Table 5. Aspects to Evaluate Listening Comprehension*

<b>Aspects</b>	<b>Number of Text</b>	<b>Number of the Test</b>
Orientation	Text 1	<b>1</b>
	Text 2	<b>7</b>
	Text 3	<b>13</b>
	Text 4	<b>16</b>
	Text 5	<b>22</b>
Complication/Problem	Text 1	<b>2, 3, 4,</b>
	Text 2	<b>6, 8, 9</b>
	Text 3	<b>11, 12, 14</b>
	Text 4	<b>17, 18, 19</b>
	Text 5	<b>21, 23, 24</b>
Resolution	Text 1	<b>5</b>
	Text 2	<b>10</b>
	Text 3	<b>15</b>
	Text 4	<b>20</b>
	Text 5	<b>25</b>

In addition, observations were made by the researcher to observe student interaction with audio-visual teaching media during the learning process. In these observations, the researcher actively recorded students' responses to audiovisual media that could be directly observed. These observations provided deeper insight into how students interacted with audiovisual media, as well as helped understand the factors that affected students' future listening comprehension.

## 6. Technique of Data Collection

During data collection, the researcher will employ an experimental and controlled class approach. The instruments that will be utilized for data collection are as follows:

### a. Pre-test

The researcher administered a pre-test to both the experimental and control classes. Students were presented with multiple-choice questions based on the upcoming material. The pre-test aimed to determine the average scores of both the control and experimental groups before any treatment was implemented.

### b. Treatment

Both the experimental and control groups were taught using the same material but with different techniques. The experimental group received instruction incorporating audio-visual media, while the control group followed a conventional teaching method.

### c. Post-test

The post-test was conducted to assess the effectiveness of audiovisual teaching media on students' listening comprehension. It aimed to evaluate the students' achievement after they had received the treatment through teaching. The post-test employed the same set of questions as the pre-test to ensure consistency in measurement.

The data collection process involved administering a pre-test, implementing the treatment, and conducting a post-test. These steps allowed for a comprehensive evaluation of the impact of audiovisual teaching media on students' listening comprehension.

## 7. Procedure of Data Collection

The research procedure was carried out as follows:

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1. Throughout the research process, subjects from two classes learned English using the similar material, namely narrative text.
2. The researcher used video as the audio-visual medium in the experimental group. This media offered distinct advantages in effectively conveying of messages.
3. For the control group, the lessons were taught using standard lecture-based teaching techniques, mostly with teaching media such as textbooks and instruction on a white/blackboard.
4. With the aim of assessing the listening ability of the subjects, both groups were asked to participate in the same test - a pre-test and post-test of listening comprehension. Following the test, the researcher collected the test papers
5. The test result were analyzed using a t-test to ascertain any significant differences between the two groups.

### 8. Technique of Data Analysis

In the data analysis process, the researcher employed the t-test for independent samples. This statistical test was utilized to determine whether there was a significant difference between the means of two groups. In the specific context of the research study, the t-test was used to examine the statistical significance of the effect of video in teaching listening comprehension of a narrative text. By applying this formula, the researcher was able to statistically assess the impact of using video on students' listening comprehension skills compared to another teaching method or control group.

## FINDINGS AND DISCUSSION

### 1. Results

Based on the data analysis, the researcher has made several key findings that address the research problem as follows:

- 1) The effect of using video as an audio-visual teaching media on the listening comprehension of grade eleven students at SMA Negeri 5 Pematang Siantar on a narrative text can be summarized in figure 4.1 and 4.2.

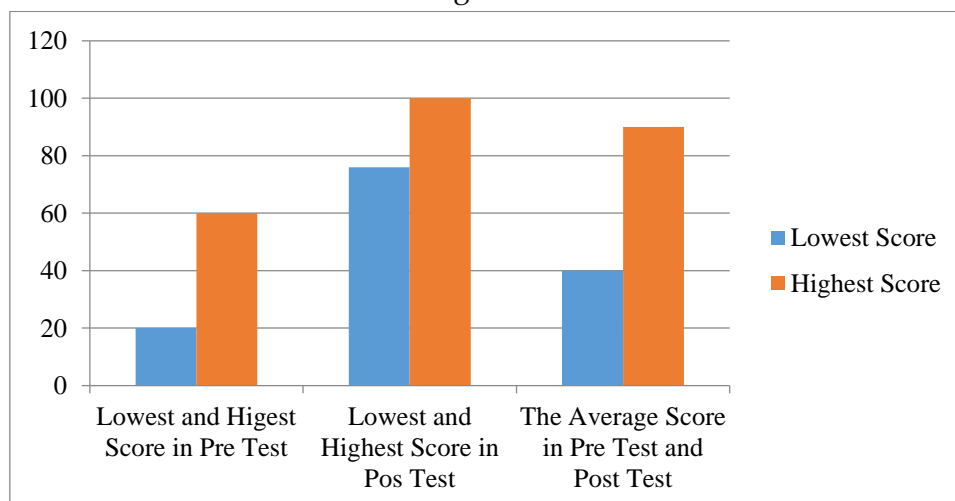


Figure 1. Scores in Experimental Class

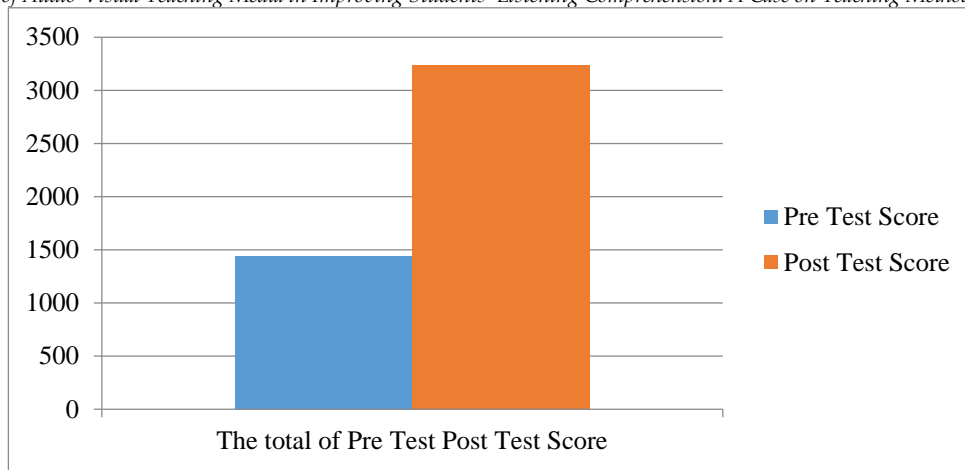


Figure 2. Total Scores in Experimental Class

The chart's data provides a clear and compelling picture of progress before and after treatment. Figure 1 explained that in the pre-test phase, it observed a range of scores, with the highest reaching 60 and the lowest at 20. However, a significant change took place in the post-test phase. The lowest score increased to 76, while the highest score surged to an impressive 100. The average score scored a low 40 on the pre-test, but it increased dramatically to 90 on the post-test. Then, from figure 2, add up all the scores, the pre-test total was 1,440, whereas the post-test total surged to 3,240.

- 2) The effect of traditional lecture based learning methods on the listening comprehension of grade eleven students at SMA Negeri 5 Pematang Siantar for narrative text can be summarized in figure 3 and 4.

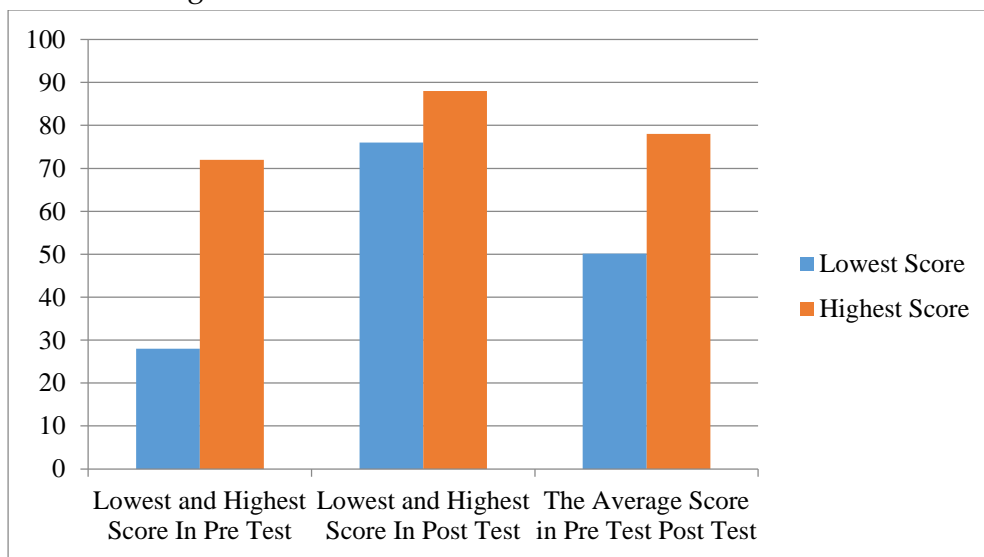


Figure 3. Scores in Control Class



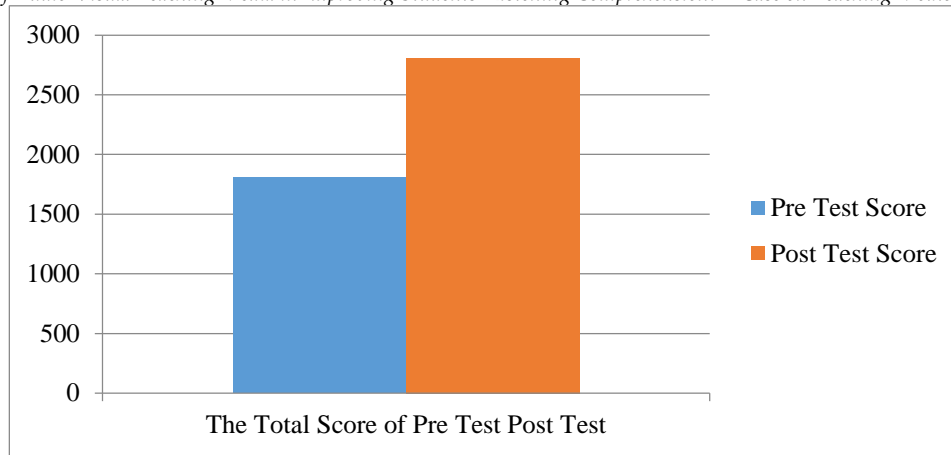


Figure 4. Total Score in Control Class

The chart's data provides a comprehensive view of the changes observed before and after treatment. From 3 figure, during the pre-test phase, it showed a range of scores, with the highest achieving 72 and the lowest at 28. However, in the post-test phase, it observed a noticeable change. The lowest score increased to 76, while the highest score reached 88. In the pre-test, the average score was 50.1, but in the post-test, it substantially improved to 78. Additionally from figure 4, it considered the total scores, the pre-test totalled 1,804, while the post-test total increased to 2,808.

3) The researcher found that the  $T_{test}$  is higher than  $T_{table}$  and it showed in figure 5

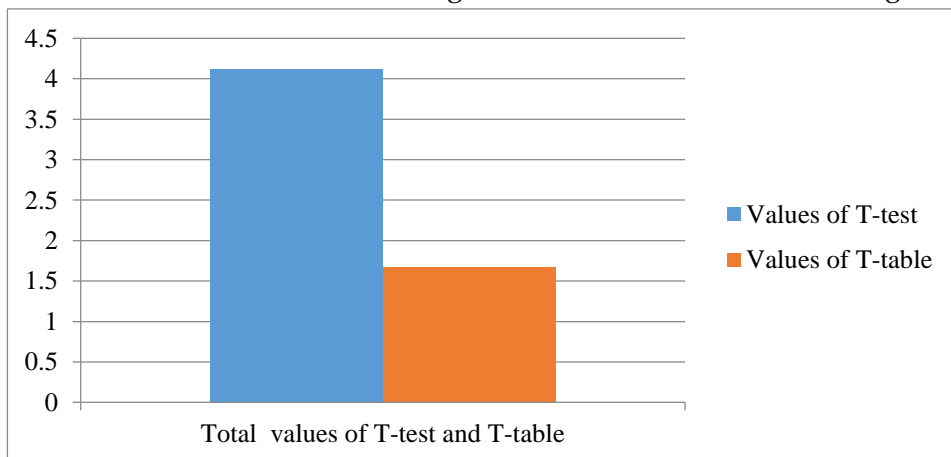


Figure 5. Total Values of T-test and T-table

The researcher's analysis showed that the t-test value, which was 4,12 exceeded the critical t-table value of 1.667. Therefore, it can be concluded that using video as an audio-visual teaching media has a significantly greater effect on the listening comprehension of grade eleven students at SMA Negeri 5 Pematang Siantar on a narrative text compared to the traditional lecture based learning method.

## 2. Discussion

After conducting the research, analyzing the data, and testing the hypotheses, the researcher found several findings that addressed the research problem. The main objectives of this research were to determine the effect of audio-visual teaching media and traditional

lecture-based learning methods on students' listening comprehension of narrative texts. Additionally, this research aimed to identify which of these methods had a more significant effect on the listening comprehension of grade eleven students at SMA Negeri 5 Pematang Siantar when it came to narrative texts. Owca et al., (2003) states that listening is an important skill language teaching.

Based on the data analysis, the researcher has used quantitative method and quasi-experimental design to process and obtained the data and gave pre-test and post-test to the experimental and control class. The total score of students listening comprehension in pre-test from 36 students with audio visual teaching media is ( $\sum X_1 = 1.440$ ) with the mean score is ( $\bar{x} = 40$ ). Meanwhile, the total score of students listening comprehension in post-test from 36 students with audio visual teaching media is ( $\sum X_2 = 3.240$ ) with the mean score is ( $\bar{x} = 90$ ). The total score of students listening comprehension in pre-test from 36 students with lecture based learning method is ( $\sum X_1 = 1.804$ ) with the mean score is ( $\bar{x} = 50,1$ ). Meanwhile, the total score of students listening comprehension in post-test from 36 students with lecture based learning method is ( $\sum X_2 = 2.808$ ) with the mean score is ( $\bar{x} = 78$ ). It is in line with (Yusroh, 2018) who stated that audio lingual media can be used as media in teaching listening comprehension.

After the researcher finished analyzing the data the researcher already got the  $t_{\text{test}}$  value was 4,12. And has obtained a  $t_{\text{table}}$  value was 1,667 based on degrees of comparison (df) at a significant level of 0,05, then the researcher tested the hypotheses  $H_a$  and  $H_0$  with the criteria that if audio visual teaching media has a significant effect, then  $H_a$  is accepted and  $H_0$  is rejected. From the calculation results, it concluded that  $t_{\text{test}} > t_{\text{table}}$  or 4,12 is higher than 1,667. The result of the research is  $H_a$  is accepted and  $H_0$  is rejected. Thus, audio visual teaching media has more significant effect than lecture based learning traditional teaching method to the listening comprehension of grade eleven students of SMA Negeri 5 Pematang Siantar on a narrative text. Nguyen (2020) stated that the students' understanding listening comprehension should be considered in learning language.

## CONCLUSIONS

The research was determined that  $H_a$  (alternative hypothesis) was accepted, while  $H_0$  (null hypothesis) was rejected. Consequently, it was concluded that the utilization of audio-visual teaching media significantly affect the listening comprehension of grade eleven students at SMA Negeri 5 Pematang Siantar when it comes to narrative texts. This conclusion is substantiated by notable changes observed between the average pre-test and post-test scores. Specifically, in the experimental class, the mean pre-test score was 40, whereas the post-test score increased significantly to 90. Conversely, the effect of traditional lecture-based learning methods on listening comprehension for grade eleven students at SMA Negeri 5 Pematang Siantar was found to be insignificant. This is indicated by the lack of a significant shift between the average pre-test and post-test scores. In the control class, the mean pre-test score stood at 50.1, and the post-test score only marginally increased to 78. Overall, the research results clearly demonstrate that audio-visual teaching media has a more pronounced effect than traditional lecture-based learning methods on enhancing listening comprehension among grade eleven students at SMA Negeri 5 Pematang Siantar in the context of narrative text.

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