



# Investigating Students' Perception Using Audio-Visual Material in Listening Class

Rahma Fitria<sup>1</sup>, Iswahyuni<sup>2</sup>, Widya Caterine Perdhani<sup>3</sup>

[rahmafitria221@student.ub.ac.id](mailto:rahmafitria221@student.ub.ac.id)

<sup>1 2 3</sup> Faculties of Cultural Studies, Universitas Brawijaya, Indonesia

Received: 2022-10-07 Accepted: 2022-12-31

DOI: 10.24256/ideas.v10i2.3052

## Abstract

Listening comprehension is one of the most difficult English language skills for learners. Since listening is an important part of communication, as foreign learners we should acquire listening skills. However, learning listening is lack motivation and most students find difficulties in learning listening. To support learners in learning listening is needed an appropriate medium that facilitates learners in improving their listening comprehension skills. This study aimed to investigate students' perceptions using audio-visual material as a media in listening class. A survey study using a quantitative approach was designed to collect the data. The researcher used a survey questionnaire with 20 Likert Scale questions and distributed them through Google Forms. The sample of this study is 9th-grade students from SMP Shalahuddin in total 109 students from classes A, B, C, and D. After collected the data, the researcher analyzes the data using SPSS. The result shows that students had positive experiences in using audio-visual material in listening class. Most of the students agree that audio visual is interesting, motivating, and entertaining them. Audio-visual also can help students to improve their listening comprehension. However, they find difficulties when the speaker speaks too fast, the speaker explains unfamiliar material or uses unfamiliar accents, and pronunciation.

**Keywords:** Audio-Visual; Listening; Students' Perceptions

## Introduction

Listening is one of the language skills that are important to be mastered in learning a foreign language. Miranty (2017) states that listening takes around 40-50% of communication. Thus, listening becomes an important part of communication and learning a foreign language. Listening is not only listening to what people say but also understanding the message. It means that the important

part of listening is comprehension. Listening comprehension is a process of listening to what the speaker says and comprehending the meaning or message. According to Diora and Noor (2020), listening is a language input. As a language input, it means that listening has an important role in language development such as improving pronunciation, syntax, and language proficiency.

However, listening is also one of the language skills that lack interest and motivation. Gilakjani and Sabouri (2016) explain that some learners find out that listening comprehension is challenging and difficult. According to Usman et al (2019) in their research result show that the factor of listening difficulty comes from the internal factor (listener) and external factor (speaker). Meanwhile Diora and Noor (2020) mention 3 factors of listening difficulties, those are listening material, listeners, and physical setting. Based on the research that Diora and Rosa conducted in 2020, the result shows the challenges that students face in learning listening are difficult to focus and concentrate, unfamiliar words, long-spoken text, unfamiliar accents, unclear voices, noise, etc. Therefore, is important to motivate students to learn listening by providing interesting activities and meaningful material to improve their listening exercises.

The development of technology in the 21st century has become more complex and influences many aspects, especially education. Nowadays, technology and multimedia are important mediums for teachers in teaching and learning activities in the classroom. The use of computer-assisted multimedia in English instruction can enhance students' speaking, listening, and writing skills as well as their excitement for communication (Guan et al, 2018). In teaching and learning activities, the selection of learning strategies and the medium is an important necessity. Therefore, the use of multimedia such as video, audio, software, and website in the teaching and learning process is the appropriate method. Multimedia is a combination between text, audio, visual, and graphic. Meanwhile audio-visual, it is also known as video is a combination between audio and visual. The use of this medium is supposed to be able to get learners to listen more intently and be able to synchronize information they hear with what they see in order to gain a better comprehension (Hardiah, 2018).

Sejdiu (in Jones, 2003) states that the use of audio-visual annotations contributes to better listening comprehension outcomes, when students are assisted with verbal and visual aids, they are better able to recall information. Audio-visual is an interesting and motivating medium for learners, they will more focus and concentrate when learning using audio-visual. It means that audio-visual is an appropriate medium for learning language especially in increasing listening comprehension.

Generation Z is currently inseparable from the influence of technology and multimedia, this causes students to be more motivated to learning listening using multimedia compared to traditional methods such as listening to audio recordings. Besides being interesting, the use of audio-visual is also fun so that they enjoy the learning activities and not be bored. According to Bilican et al (2012), their study

shows that the frequency of students using audio (CD/MP3) is lowest than using multimedia/computer. It indicates that multimedia is more interesting and effective tool to attract students' interest in learning listening activities. Furthermore, the advantage of audio-visual is accessible, where the learner can access the audio-visual material by themselves anytime and anywhere.

According to the result of Hardiah's (2018) studies, using audio-visual in listening classes is effective and can enhance students' comprehension. The result shows that audio-visual can help to increase students' focus and concentration during the listening activities. Students become more enthusiastic and motivated to learn listening using audio-visual and it influences their result of listening comprehension. Audio-video material can bring creative and positive classroom environments to enhance students' listening comprehension (Bajrami and Ismaili, 2016). Through authentic video material, teachers also can improve student-centeredness, students are more active, motivated, and confident to communicate.

Cakir (2006) defined one of the most effective materials for improving language comprehension is video. Since the video presents a communicative situation through visuals, gestures, voices, and facial expressions that the viewers can see and hear, they can comprehend the meaning and easily understand the situation. In terms of improving students' critical listening ability, video as interactive multimedia was more effective than audio media (Arono, 2014). Based on his studies, the ability of students in critical listening has significantly increased after utilizing interactive multimedia. Not only improving listening ability, multimedia also facilitates students in improving speaking, writing, vocabulary, grammar, and pronunciation.

Several researchers in previous studies presented that learning listening using multimedia tools was effective and increased positive results in listening ability. Since multimedia is one of the appropriate tools for facilitating learning, it definitely has positive and negative aspects from learners' perceptions. Therefore, in order to investigate EFL learner perceptions towards multimedia especially audio-visual material, this research was conducted to explore students' perceptions using audio-visual material in listening class. However, this research also wants to investigate students' experience and their difficulties during listening class.

## **Method**

This study used a quantitative research design consist of 20 questions. The researcher uses this research design to investigate students' perceptions using audio-visual material in listening classes. The participants of this study is 9th-grade students in SMP Shalahuddin with a total 109 students. There were 43 female students and 66 male students in this study. The average age of participants was fifteen to sixteen years old. The participants in this study had experience in using audio-visual material in their learning.

This research study used a questionnaire with 4 Likert-Scale questions related to students' perceptions using audio-visual material in listening class. The

questionnaire was distributed in Google Forms consist of 20 questions and separated into 2 sections; Students' difficulties in learning listening and students' perceptions toward audio-visual material. The four-point of Likert Scale represents: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). The researcher used a questionnaire adopted by Diora and Rosa (2020) about students' difficulties and challenges and Apriani et al (2022) about students' perceptions of ICT with a total 20 items questions. However, in this study researcher adapted the questionnaire by adding the statements related to the use of audio-visual materials in listening class.

In collecting the data, the researcher distributed the online questionnaire to the participants through Google Forms. The participants took around 10-15 minutes to fill out the questionnaire. After the participants completed the questionnaire, the researcher collected the questionnaire for analysis. The researcher used SPSS to analyze the statistical data based on the questionnaire result.

**Results**

***Students' Difficulties in Learning Listening***

To explore students' difficulties in learning listening, eight statements were given to observe the factors that make them difficult in learning listening. The result of students' opinions is shown in table 1.

*Table 1. Students' difficulties in learning listening*

No	Question	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1.	I have difficulty to understand new words because my lack of vocabulary	17 (15,6 %)	36 (33 %)	30 (27,5 %)	26 (23,9 %)
2.	I find difficulty to understand the speaker when the speaker speak to fast	14 (12,8 %)	26 (23,9 %)	34 (31,2 %)	35 (32,1 %)
3.	I find difficulty to understand unfamiliar accent and pronunciation	21 (19,3 %)	30 (27,5 %)	34 (31,2 %)	24 (22 %)
4.	I find difficulty to understand unfamiliar topic's	23 (21,1 %)	23 (21,1 %)	41 (37,6 %)	22 (20,2 %)

5.	I find difficulty to concentrate when listening the audio only	26 (23,9 %)	32 (29,4 %)	26 (23,9 %)	25 (22,9 %)
6.	I find difficulty to understand the audio because unclear sound	29 (26,6 %)	32 (29,4 %)	20 (18,3 %)	28 (25,7 %)
7.	I don't like learning using audio-visual material because the sound is not clear	40 (36,7 %)	32 (29,4 %)	20 (18,3 %)	17 (15,6 %)
8.	I don't like learning using audio-visual material because is boring	50 (45,9 %)	28 (25,7 %)	16 (14,7 %)	15 (13,8 %)

According to the table above, it can be concluded that students faced several difficulties in learning listening related to themselves as a listener and it could be from the speakers. The data in table 1 shows that 32,1 % of students agree that the factor that students' faced in learning listening is a speaker speaks too fast. When listening to the audio, sometimes students need time to understand the meaning of what the speaker said. Therefore, when the speaker speaks too fast it will more difficult for them.

The second difficulties is unfamiliar accents and pronunciation. Most of the students agree that the difficulties they faced in listening is when the speaker speaks using accents and unfamiliar pronunciation. Most of them are familiar with American accents, so they will be difficult and did not understand when the speakers use another accent. The third factor is unfamiliar topics. The data shows that 37,6 % of students felt difficult to understand when speakers talk about new topics. Students did not understand what the speakers said because the topic is unfamiliar to them.

***Students' Perceptions Using Audio-Visual Material***

Since learning using multimedia especially audio-visual is interesting, learning listening using audio-visual may be could help to motivate students in listening activities and help them to improve their listening comprehension. The questionnaire was given to explore students' experience using audio-visual material in listening classes. The result of the questionnaire is shown in table 2.

Table 2. Students' perceptions using audio-visual

No.	Statements	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
9.	The use of audio-visual material is interesting, motivating, and entertaining in teaching and learning activities	1 (0,9 %)	5 (4,6 %)	47 (43,1 %)	56 (51,4 %)
10.	Learning listening using audio-visual material is effective because I can replay the audio material anytime, so I can more understand the topic	4 (3,7 %)	15 (13,8 %)	42 (38,5 %)	48 (44 %)
11.	Audio-visual material help me to increase my listening comprehension	2 (1,8 %)	8 (7,3 %)	55 (50,5 %)	44 (40,4 %)
12	I like learning listening using audio-visual material because the material become more easily to understand	3 (2,8 %)	15 (13,8 %)	44 (40,4 %)	47 (43,1 %)
13.	Through audio-visual material I also can learning new vocabulary and improve my pronunciation	1 (0,9 %)	14 (12,8 %)	42 (38,5 %)	52 (47,7%)
14.	Learning listening using audio-visual material is effective because we can find the material in Internet or Youtube	1 (0,9 %)	6 (5,5 %)	33 (30,3 %)	69 (63,3 %)
15.	Audio-visual material help me to understand the material being delivered more easy	1 (0,9 %)	14 (12,8 %)	49 (45 %)	45 (41,3 %)

16.	Audio-visual material can develop my motivation to learning listening	2 (1,8 %)	9 (8,3 %)	49 (45 %)	49 (45 %)
17.	Learning listening using audio-visual material is interesting	3 (2,8 %)	17 (15,6 %)	34 (31,2 %)	55 (50,5 %)
18.	Through audio-visual, I can easily access the material anytime and anywhere	2 (1,8 %)	5 (4,6 %)	34 (31,2 %)	68 (62,4 %)
19.	I can enjoy and happy when learning listening using audio-visual material	1 (0,9 %)	11 (10,1 %)	46 (42,2 %)	51 (46,8 %)
20.	The use of audio-visual material can increase my level comprehension better	2 (1,8 %)	11 (10,1 %)	49 (45 %)	47 (43,1 %)

Based on the result it can be concluded that the use of audio-visual in listening class has a positive result. Most of the students strongly agree that audio-visual material is interesting, motivating, and entertaining in listening activities (51,4 %). The use of audio-visual material in listening class is interesting and entertaining for students because they will be more interested in visualization than only listening to the audio. They also agree that audio-visual material is an effective tool in listening class because they can replay the audio anytime, then they will more understand the topic (44 %).

In addition, audio-visual is also accessible. Students can find the material in the Internet and it can be accessed anytime and anywhere (63,3 % and 62,4 %). Students can download the audio-visual material from the Internet and they can watch it later at school or at home. They also stated that through audio-visual they can learning new vocabulary and improve their pronunciation (47,7 %). Through audio-visual material, they get new knowledge about new vocabulary and the correct pronunciation of words. Moreover, they more easily understand the material and felt motivated to learning listening using audio-visual material (41,3 % and 45 %). Most of the students agree that they can enjoy and enthusiasm when learning listening using audio-visual material (46,8 %). 43,1 % of them felt that audio-visual material can increase their level of comprehension better than using audio only.

**Discussion**

The use of audio-visual as a learning material in listening class is interesting and has several advantages for students. They feel enthusiastic when watching the audio-visual material and pay attention to what the speakers said. Even though sometimes they did not understand the whole meaning of the explanation in the video, they still understand the outline of the explanation in the video. The reason students like to watch audio-visual is because of the visualization. Students were more interested in watching the visuals such as pictures, animation, and videos because visualization facilitates viewers to understand the information easily and quickly. It is different when only listening to the audio, students also will be more bored. Therefore, audio-visual also motivates students to learning listening. Thus, they can feel happy and enthusiastic using audio-visual in listening classes.

However, the problem of using audio-visual material was the internet connection. Sometimes the internet connection in school was slow or not connected and it makes both teachers and students difficult to access the material from the internet. This problem will waste our learning activities' time. Therefore, to overcome this problem, the school should facilitate the equipment to support students' needs in learning. Moreover, teachers can use their own internet or mobile data when the school's internet is difficult. The other alternative is to download the video before the class started. Another problem was the speaker speaks too fast, unfamiliar material, speaker accents, and pronunciation. To overcome this problem, as a teacher we should be more careful to find the material. Teachers should select the appropriate material based on students' level of comprehension and avoid difficult accents.

**Conclusion**

The goal of this study is to investigate students' perceptions using audio-visual material in listening classes. From the result of this study, it can be concluded that students of 9th-grade SMP Shalahuddin have positive experiences in using audio-visual material in listening class. Most of the students strongly agree that learning listening through audio-visual is interesting, entertaining, and motivating them in learning. They also agree that accessible material in audio-visual can increase their listening comprehension and improve their listening ability. However, some of them still found difficulties when speakers speak too fast, speakers speak about new material, and use unfamiliar accents and pronunciation.

Since this research only collects the data through survey questionnaires from the students, so the data is relatively limited. For further research, may be can explore more information about students' perceptions through open-ended questions or interviews. The next researcher also can investigate the perceptions from the teachers' point of view. Moreover, the next research also can conduct a study to compare the use of audio-visual and other platforms or software as listening tools.



## References

- Apriani, E., Arsyad, S., Syafryadin, S., Supardan, D., Gusmuliana, P., & Santiana, S. (2022). ICT platforms for Indonesian EFL students viewed from gender during the COVID-19 pandemic. *Studies In English Language And Education*, 9(1), 187-202. doi.org/10.24815/siele.v9i1.21089
- Arono. (2014). Improving Students Listening Skill through Interactive Multimedia in Indonesia. *Journal Of Language Teaching And Research*, 5(1). doi: 10.4304/jltr.5.1.63-69
- Bajrami, L., & Ismaili, M. (2016). The Role of Video Materials in EFL Classrooms. *Procedia - Social And Behavioral Sciences*, 232, 502-506. doi: 10.1016/j.sbspro.2016.10.068
- Bilican, S., Kutlu, O., & Yildirim, O. (2012). The Factors that Predict the Frequency of Activities Developing Students' Listening Comprehension Skills. *Procedia - Social And Behavioral Sciences*, 46, 5219-5224. doi: 10.1016/j.sbspro.2012.06.413
- Cakir, I. (2006). The Use Of Video As An Audio-Visual Material In Foreign Language Teaching Classrooms. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>
- Diora, L., & Rosa, R. (2020). An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP. *Journal Of English Language Teaching*, 9(1), 85. <https://doi.org/10.24036/jelt.v9i1.107957>
- Gilakjani, A., & Sabouri, N. (2016). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice In Language Studies*, 6 (8): 1670. <https://doi.org/10.17507/tpls.0608.22>
- Guan, N., Song, J., & Li, D. (2018). On the Advantages of Computer Multimedia-aided English Teaching. *Procedia Computer Science*, 131, 727-732. doi: 10.1016/j.procs.2018.04.317
- Hardiah, M. (2018). Improving Students Listening Skill by Using Audio Visual Media. *Al-Lughah: Jurnal Bahasa*, 7(2), 39-39. doi: <http://dx.doi.org/10.29300/lughah.v7i2.1673>
- Keihaniyan, M. (2013). Multimedia and Listening Skills. *International Journal of Advanced Research*, 1(9), 608-617. Retrieved from <http://www.journalijar.com>
- Miranty, D. (2017). Students' Perception of Using Randall's ESL Cyber Listening Lab in the Interpretive Listening Class. *Journal Of English Language Studies*, 2(2). <https://doi.org/10.30870/jels.v2i2.2247>
- Nachoua, H. (2012). Computer-Assisted Language Learning for Improving Students' Listening Skill. *Procedia - Social And Behavioral Sciences*, 69, 1150-1159. doi: 10.1016/j.sbspro.2012.12.045
- Safranji, J. (2015). Advancing Listening Comprehension Through Movies. *Procedia - Social And Behavioral Sciences*, 191, 169-173. doi: 10.1016/j.sbspro.2015.04.513

- Sejdiu, S. (2013). The Impact Of Multimedia Technology On Developing L2 Listening Skills. In the 1st International Conference on Research and Education – Challenges Toward the Future (ICRAE2013).
- Sejdiu, S. (2017). Are listening skills best enhanced through the use of multimedia technology. *Digital Education Review*, 1(32), 60-72. Retrieved from <https://eric.ed.gov/?id=EJ1166469>
- Silviyanti, T. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies In English Language And Education*, 1(1), 42. doi: 10.24815/siele.v1i1.1119
- Usman, B., Nasir, C., & Akmalia, T., (2019). The X Factor in Understanding Listening Comprehension Skill. *English Education Journal (EEJ)*, 10(3), 252-259, Retrieved from <http://jurnal.unsyiah.ac.id/EEJ/article/view/14342/10796>
- Xuan, K., & Simanjuntak, D. (2017). Students' Perspective of Factors Affecting Listening. *Acuity : Journal Of English Language Pedagogy, Literature And Culture*, 2(1), 1-11. doi: 10.35974/acuity.v2i1.584
- Yana, D., & Putri, A. (2021). Accessing Multimedia Technology and Listening Skill: Are they correlated?. *Proceeding Of International Conference On Language Pedagogy (ICOLP)*, 1(1), 20-25. doi: 10.24036/icolp.v1i1.17