

THE USE OF AUDIO-VISUAL METHOD TO IMPROVE STUDENT'S LISTENING SKILLS

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Abstract

In English, listening is a fundamental ability students have to acquire. Many students still struggle to understand spoken English because of limited vocabulary and less engaging teaching methods. This study aimed to investigate the contribution of the audiovisual method to students' listening skill. The study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model involving 25 eighth-grade students at SMP Negeri 2 Lingsar. Data were collected through listening tests, observation sheets, and documentation. Quantitative data were analyzed using mean scores, percentages, and a paired sample t-test, while qualitative data were analyzed descriptively. The paired sample t-test compared the students' pre-test and post-test (Cycle II) scores and revealed a statistically significant difference (Sig. (2-tailed) = 0.000, $p < 0.05$). The mean score increased from 46.92 in the pre-test to 52.48 in Cycle I and 77.20 in Cycle II. The percentage of students achieving the Minimum Mastery Criterion (MMC) also increased from 0% in the pre-test to 0% in Cycle I and 84% in Cycle II. These findings suggest that the audiovisual method contributed to improvements in students' listening skill during the classroom action research. However, additional instructional support or learning cycles may be needed to help more students achieve the Minimum Mastery Criterion (MMC).

Keywords— Audio-Visual Method, Listening Skills, English Language Teaching.

Introduction

English is one of the most important international languages in the modern era, with considerable applications in communication, education, science, and technology. When learning English, pupils are expected to acquire four basic language skills: listening, speaking, reading, and writing. Listening is considered a foundational skill since it serves as the primary input for language acquisition. According to (Efrina, 2021), listening ability is among the skills that can be developed during lessons, where individuals are expected to comprehend, analyze, and assess the information they receive. The capacity to engage in active listening can enhance relationships by reducing disputes, encouraging collaboration, and fostering mutual understanding. Listening represents one of the language elements that students often find challenging to master.

In general, students face several difficulties in learning listening. Many students don't have a good enough vocabulary, which makes it hard for them to understand what is being said in spoken texts. Students often struggle to identify the main ideas and specific information in listening materials because spoken English is usually delivered at a natural speed. (Darti, 2022), found out that there were three factor which make listening difficult for the students. Those factors included listening materials which covered accents, pronunciation, length of speech, bad quality of the recorder. This can make it harder to follow along, especially when the content is complex or unfamiliar. Similar problems were identified during a preliminary observation conducted at SMP Negeri 2 Lingsar. Many eighth-grade students experienced difficulty

understanding spoken English, particularly in identifying the main idea, specific information, details, vocabulary in context, and overall meaning. In addition, English listening instruction was generally conducted using conventional audio-based activities, resulting in limited student engagement and participation during classroom learning.

To solve these issues, teachers should use the right teaching approaches, especially when teaching listening skills. One way to help students get better at listening is by using the audio-visual method. Audio-visual media use both sound and pictures, like videos, animations, and images, to help students learn spoken language better. According to (Yefridelti, 2022) states that audio-visual or audio-lingual serves as a medium that can be perceived through sight and sound to facilitate communication. One approach within audio-lingual methods is the use of video. Videos can be selected based on the relevant content required. They can be utilized for viewing films. By using movies, it can enhance students' comprehension. Therefore, the use of audio-visual methods is considered an effective strategy to improve students' listening skills and increase their engagement in the learning process. Previous studies have demonstrated that audiovisual media improve students' listening comprehension and learning motivation. (Shaojie, 2022) reported that audiovisual input provides authentic language exposure that supports listening comprehension, while (Oktapiani, 2024), found that English-subtitled videos enhance students' listening performance and vocabulary acquisition. Similarly, (Fitri, 2025), emphasized the role of multimodal learning in increasing students' engagement during listening activities. However, these studies primarily focused on overall listening achievement and learning motivation rather than examining students' listening improvement based on specific listening indicators such as identifying the main idea, specific information, details, vocabulary in context, inference, and overall meaning. Therefore, further research is needed to investigate how audiovisual methods contribute to each of these listening indicators in junior high school students.

SMP Negeri 2 Lingsar was selected as the research objective because preliminary classroom observations indicated that many eighth-grade students experienced difficulties in listening comprehension. Most students had limited vocabulary, found it difficult to identify important information from spoken texts, and demonstrated low participation during listening lessons. Moreover, audiovisual media had not been optimally integrated into listening instruction, making the school an appropriate setting for investigating the implementation of the audiovisual method. eighth-grade students were chosen because listening is one of the competencies emphasized in the Grade VIII English curriculum. At this level, students are expected to understand various spoken texts, identify the main ideas, specific information, vocabulary in context, and overall meaning. However, classroom observations indicated that many students had not yet achieved these competencies, making them an appropriate target for this classroom action research. Therefore, this study aims to investigate how the implementation of the audiovisual method contributes to students' listening skills in terms of identifying the main idea, specific information, details, vocabulary in context, and overall meaning among ninth-grade students at SMP Negeri 2 Lingsar. This research is anticipated to offer benefits in both theory and practice. From a theoretical standpoint, it enhances the existing knowledge on the use of audiovisual techniques in teaching English listening by analyzing particular listening signs. In practical terms, the results are anticipated to give English teachers a different teaching method to enhance students' listening abilities by using meaningful visual and audio learning opportunities.

Literature Review

Listening Skill

Listening is considered one of the most important language skills because it provides the primary input for language acquisition. Rather than simply hearing sounds, listening is viewed as an active cognitive process involving receiving, understanding, interpreting, evaluating, and constructing meaning from spoken language (alzamil J, 2021; Bodie, 2023; Pamungkas, 2020). These scholars consistently emphasize that listening requires learners not only to recognize spoken sounds but also to actively process information in order to construct meaningful understanding. Therefore, listening plays a fundamental role in helping learners develop overall

language proficiency. Furthermore, effective listening requires learners to relate spoken information to their prior knowledge, identify important information, and interpret the speaker's intended meaning. (Kluger, 2023; Nazarieh, 2022; Sidauruk, 2024) emphasize that listening comprehension involves attention, meaning construction, and active interpretation. Collectively, these perspectives indicate that listening is a multidimensional process that integrates linguistic knowledge with cognitive processing. As a result, listening instruction should provide meaningful learning experiences that enable students to understand spoken messages accurately and respond appropriately in different communication contexts. Based on these theories, this study adopts listening as an active cognitive process. Therefore, the listening test developed in this research measures students' ability to identify the main idea, specific information, details, vocabulary in context, and speaker intention.

Indicators of Listening Skills

Students' listening skills are measured based on the indicators proposed by (Aryadoust, 2023). These indicators are used to measure students' ability to understand spoken English effectively, which include:

1. Main idea

The ability of the students to recognize the main idea of the listening material is referred to as the main idea. Students are required to grasp the primary idea in this context without paying close attention to every single word.

2. Specific Information

Specific information relates to the students' abilities to extract specific data from the listening material, such as names, times, locations, or other relevant information. This ability enables pupils to answer more specific questions based on what they hear.

3. Understanding details

Understanding details means being able to grasp the extra information that explains the main idea. This ability allows students to have a better grasp of the content and the situation of what is being said.

4. Making inferences

Making inferences is about the skill of reaching conclusions and figuring out meanings that the speaker does not openly say. Students utilize hints from the context, their existing knowledge, and logical thinking to make sense of what is suggested.

5. Understanding vocabulary

Understanding vocabulary in context is a skill that helps students find the meaning of new words or phrases by looking at the information around them instead of just depending on what they already know.

6. Understanding speaker's intention

Understanding the speaker's intention is the ability to recognize the purpose, feelings, or goals of the speaker, like informing, convincing, asking, or sharing views. Knowing what the speaker intends is crucial for effective communication and for accurately understanding what is being said.

In this study, these listening indicators served as the basis for constructing the listening test and observation sheet. Each test item was designed to measure one or more listening indicators, while the observation sheet was used to monitor students' participation and responses during the implementation of the audiovisual method. Therefore, the research instruments were aligned with the theoretical framework of listening comprehension.

Audio-Visual Method

The audiovisual method combines auditory and visual elements to facilitate students' learning. Unlike conventional listening instruction that relies only on audio recordings, audiovisual media present spoken language together with visual information such as videos, pictures, facial expressions, gestures, subtitles, and contextual situations. These visual supports help learners interpret spoken messages more accurately. Several researchers agree that

audiovisual media combine sound and visual information to improve communication, increase students' engagement, and create meaningful learning experiences (Haleem, 2022; Hasibuan, 2022). Through the integration of videos, images, animations, and other visual supports, students receive authentic language input that helps them understand spoken English more effectively. Furthermore, audiovisual media provide authentic exposure to English through real-life pronunciation, accents, and cultural contexts while simultaneously increasing students' motivation and reducing anxiety during listening activities (Gilakjani., 2022). Visual support also assists learners in interpreting unfamiliar vocabulary and understanding the meaning of spoken messages more accurately. Therefore, audiovisual media create a richer learning environment that facilitates listening comprehension by integrating verbal and visual information. In this study, the audiovisual media consisted of educational English videos obtained from YouTube. The selected videos contained dialogues and short conversations relevant to the learning objectives for eighth-grade students. The integration of spoken language with visual cues, such as images, facial expressions, gestures, and subtitles, was intended to support students in understanding the main ideas, specific information, vocabulary in context, and overall meaning of the listening texts.

The effectiveness of audiovisual media in improving listening skills has been supported by recent studies. (Shaojie, 2022) concluded that audiovisual input provides authentic language exposure and meaningful multimodal contexts that significantly improve second-language listening comprehension. Similarly, (Oktapiani, 2024) reported that English-subtitled videos improve students' listening comprehension because learners can connect spoken language with written forms simultaneously. Alamri (2025) also found that authentic audiovisual materials increase learners' motivation and provide meaningful contexts for learning vocabulary, pronunciation, and everyday expressions. Likewise, (Zuhriyah, 2025), through a meta-analysis of quantitative studies, concluded that audiovisual media have a significant positive effect on EFL students' listening comprehension across different educational levels. These studies demonstrate that audiovisual media support listening comprehension by providing authentic language input, reducing listening difficulties, increasing students' motivation, and facilitating meaning construction through visual support. Therefore, the audiovisual method is considered an appropriate instructional approach for improving students' listening skills in English language learning.

Research Method

Research Design

This research utilized Classroom Action Research (CAR) following the framework suggested by Kemmis and McTaggart in 1988. The research was conducted at SMP Negeri 2 Lingsar with eighth-grade students. The study consisted of two cycles, and each cycle included two meetings. Each meeting lasted approximately 60 minutes. Every cycle followed four stages: planning, acting, observing, and reflecting. The action continued until the expected improvement in students' listening skills was achieved.

Research setting and Participants

This research was conducted at SMP Negeri 2 Lingsar during the 2025/2026 academic year. The participants were 25 eighth-grade students. The class was selected because preliminary classroom observations indicated that numerous students faced challenges in listening comprehension, particularly in identifying the main idea, specific information, vocabulary in context, and understanding spoken texts. Therefore, the class was considered appropriate for implementing the audiovisual method.

Research Procedure

The research followed the Classroom Action Research model proposed by Kemmis and McTaggart (1988), consisting of planning, acting, observing, and reflecting.

Cycle I

Planning



During this stage, the researcher prepared lesson plans, selected English learning videos from YouTube, designed listening worksheets, prepared observation sheets, and developed the pre-test and post-test.

Acting

The teacher implemented the audiovisual method by presenting English videos containing dialogues and short conversations. Students watched the videos, completed listening activities, answered comprehension questions, and discussed the answers with the teacher.

Observing

Students' participation, attention, motivation, interaction, and responses during the learning activities were recorded using observation sheets.

Reflecting

The reflection showed that although students became more interested in the learning activities, many still experienced difficulties in identifying specific information and understanding unfamiliar vocabulary. Therefore, several improvements were made in Cycle II, including selecting videos with clearer pronunciation, providing additional explanations, and offering more guided listening practice.

Cycle II

The procedures in Cycle II were similar to those in Cycle I but were revised based on the reflection results. The researcher selected more suitable YouTube videos with clearer pronunciation and contextual topics, provided more opportunities for guided listening practice, and encouraged students to participate actively in classroom discussions. These improvements aimed to enhance students' listening comprehension and classroom engagement.

Audio-Visual Intervention

The audiovisual intervention used educational English videos obtained from YouTube. The selected videos contained short dialogues and conversations appropriate for eighth-grade students and were aligned with the learning objectives. The videos integrated spoken English with visual supports such as pictures, facial expressions, gestures, contextual situations, and English subtitles. During each lesson, students watched the videos, completed listening tasks, discussed the answers, and received feedback from the teacher. The integration of visual and auditory information was intended to help students identify the main idea, specific information, details, vocabulary in context, and overall meaning of the listening texts.

Research Instruments

The study employed observation sheets and listening tests as the research instruments. The observation forms were utilized to document students' involvement, enthusiasm, focus, and interaction within the classroom while using the audiovisual method. The listening test consisted of 35 multiple-choice questions based on the listening materials. Each correct answer received one point, while incorrect answers received zero points. The total score was converted into a scale of 0–100, with the Minimum Mastery Criterion (MMC) set at 75.

Table 1. Blueprint

Listening Indicators	Number of Items
Main Idea	6
Specific Information	8
Understanding Details	6
Making Inferences	5
Vocabulary in Context	5
Speaker's Intention	5
Total	35

Example of Listening Test Item:

1. What technology is available in the new school?
 - A. Radio
 - B. Chalkboard only
 - C. Tablets
 - D. Computers and smartboards

Validity and Reliability

Validity

The listening test was examined for content validity based on the English syllabus, lesson plans, and listening indicators. Item validity was analyzed using the Pearson Product Moment correlation in IBM SPSS Statistics.

Reliability

The reliability of the instrument was measured using Cronbach's Alpha. The analysis produced a Cronbach's Alpha coefficient of 0.741, indicating that the listening test had acceptable reliability (Kalkbrenner, 2021).

Research Procedures

Data Collection

Data were collected through listening tests, observation sheets, and documentation.

The listening tests included:

1. Pre-test before the implementation of the audiovisual method.
2. Post-test after Cycle I.
3. Post-test after Cycle II.

Observation sheets were completed during every meeting to record students' participation and responses throughout the learning process. Documentation included lesson plans, students' worksheets, photographs, and other supporting research documents.

Data Analysis

Based on the analysis of the pre-test and post-test data, the students' listening skills showed a gradual improvement after the implementation of the audiovisual method. The quantitative data were analyzed using descriptive statistics, including the mean score and the percentage of students who achieved the Minimum Mastery Criterion (MMC), as well as inferential statistics using a paired sample t-test. The analysis was conducted to determine the effectiveness of the audiovisual method in improving students' listening skills. The analysis of the mean scores revealed that the students' average score increased from 46.92 in the pre-test to 52.48 in Cycle I and further increased to 77.20 in Cycle II. This improvement indicates that the audiovisual method helped students understand spoken English more effectively. The combination of visual and audio materials enabled students to identify the main ideas, recognize pronunciation, and understand the context of the listening materials more easily. As a result, students demonstrated better performance in each cycle of the classroom action research.

Furthermore, the analysis of the percentage of students achieving the Minimum Mastery Criterion (MMC) also showed positive progress. In the pre-test, none of the students achieved the MMC (0%). After the implementation of the audiovisual method in Cycle I, one student (0%) successfully achieved the MMC. In Cycle II, the number increased to five students (84%). Although the percentage had not yet reached the expected target, the results indicate that more students were able to achieve the required level of learning achievement after receiving instruction through the audiovisual method. To examine whether the improvement was statistically significant, a paired sample t-test was conducted using IBM SPSS Statistics. The analysis showed that the significance value (Sig. 2-tailed) was lower than 0.05, indicating a statistically significant difference between the students' pre-test and post-test scores. Therefore, the findings suggest that the implementation of the audiovisual method contributes positively to improving students' listening skills.

Criteria of Success

The classroom action research was considered successful if students demonstrated improvement in their listening skills as indicated by:

1. an increase in the mean score from the pre-test to the post-test;
2. a statistically significant result of the paired sample t-test (Sig. < 0.05);
3. an increase in the percentage of students achieving the Minimum Mastery Criterion (MMC); and
4. better classroom participation and engagement based on the observation sheets.

Results and Discussion

Analysis student observation

Based on the observation results, students' participation gradually improved during the implementation of the audio-visual method. At the beginning of the research, many students showed low participation in listening activities. They had difficulty understanding spoken texts, identifying the main ideas, finding specific information, and understanding unfamiliar vocabulary. Several students were also reluctant to answer the teacher's questions and were easily distracted during the learning process.

After the implementation of the audio-visual method, students showed more positive responses toward the learning activities. They paid greater attention to the audio-visual materials presented by the teacher and became more actively involved in classroom discussions. Students were also more confident in answering questions related to the listening materials. The visual support provided by the videos helped students understand the context of the conversations, making it easier for them to identify the main ideas, specific information, and the overall meaning of the spoken texts.

The observation also revealed that students were more motivated and enthusiastic during the learning process. They actively participated in classroom activities, responded to the teacher's questions, and completed the listening tasks with greater confidence. Compared with the initial observation, the classroom atmosphere became more interactive, and students showed better cooperation during the learning activities.

Baseline Data

The quantitative data is analyzed using descriptive statistics, including the mean score and the percentage of students who achieved the minimum mastery criterion. The analysis aimed to determine the improvement in students' listening skills after the implementation of the audio-visual method.

The mean scores of the students in the pre-test, Cycle I, Cycle II are presented in Table 1

Table 1. Mean Scores of Students' Listening Achievement

Test	Mean Score
Pre-test	46.92
Cycle I	52.48
Cycle II	77.20

Table 1. presents the students' mean scores in the pre-test, Cycle I, and Cycle II. Before the implementation of the audiovisual method, the students obtained a mean score of **46.92**, indicating that their listening achievement was relatively low. After the implementation of the audiovisual method in Cycle I, the mean score increased to **52.48** showing that the students began to improve their listening skills. In Cycle II, the mean score further increased to **77.20**. Indicating continuous improvement in students' listening achievement throughout the classroom action research.

The gradual increase in the mean scores demonstrates that the audiovisual method provides positive contributions to students' listening comprehension. The use of visual and audio materials helps students understand spoken English more effectively by providing contextual information, improving their concentration, and enhancing their understanding of pronunciation and vocabulary.

Table 2. Descriptive statistics

Test	N	Min	Max	Mean	SD
Pre test	25	42	52	46.92	2.783
Cycle I	25	48	58	52.48	2.710
Cycle II	25	73	83	77.20	2.677

Table 2, the minimum score increased from 42 in the pre-test to 48 in Cycle I and reached 73 in Cycle II. Likewise, the maximum score increased from 52 to 58 and finally to 83. The standard deviation slightly decreased in Cycle II, indicating that students' scores became more consistent after the implementation of the audiovisual method.

Table 3 Percentage of Students Achievement the Minimum Mastery Criterion (MMC)

Test	Students achievement MMC	Percentage
Pre test	0	0%
Cycle I	0	0%
Cycle II	21	84%

Table 3. presents the percentage of students who achieved the Minimum Mastery Criterion (MMC) in each stage of the research. In the pre-test, none of the students achieved the MMC, resulting in a percentage of **0%**. Similarly after the implementation of the audiovisual method in Cycle I, no students reached the MMC, indicating that additional improvements in the teaching strategy were still needed. Following the revisions made based on the reflection from cycle I, the results in Cycle II, showed substantial improvement. A total of **21** out of **25** students (**84%**) successfully achieved the MMC. These findings indicate that the implementation of the audiovisual method, together with the instructional improvements made in Cycle II, contributed to a considerable increase in students' listening achievement.

To determine whether the improvement was statistically significant, paired sample t-tests were conducted using IBM SPSS Statistics

Table 4. Paired Sample t-test

Comparison	Mean Difference	t	df	Sig. (2-tailed)
Pair 1 Pre-test - Cycle 1	-5.560	-15.405	24	0.000
Pair 2 Cycle 1- Cycle 2	-24.720	-27.623	24	0.000
Pair 3 Pre test – Cycle 2	-30.280	-205.396	24	0.000

A paired sample t-test was conducted to compare students' scores across the three stages. The comparison between the pre-test and Cycle I showed a statistically significant improvement ($t(24) = -15.405, p < .001$). A significant improvement was also found between Cycle I and Cycle II ($t(24) = -67.263, p < .001$). Furthermore, the comparison between the pre-test and Cycle II demonstrated the largest improvement ($t(24) = -205.396, p < .001$). These findings indicate that the implementation of the audiovisual method significantly improved students' listening achievement.

Table 5. Observation Results

Indicators	Cycle I	Cycle II
Attention	Fair	Good
Participation	Fair	Very Good
Response to teacher	Fair	Good
Task completion	Good	Very Good
Cooperation	Good	Very Good

Classroom observations showed that students became increasingly engaged throughout the research cycles. During Cycle I, several students were still hesitant to participate actively and occasionally lost concentration during listening activities. After revising the instructional procedures based on the reflection stage, students demonstrated greater attention, participation, cooperation, and confidence in Cycle II. Most students completed the assigned tasks independently and responded more actively to the teacher's questions.

Discussion

The results of this research show that using the audiovisual method helped to enhance students' listening skills during the classroom action study. Even though none of the students met the Minimum Mastery Criterion (MMC) in the pre-test and Cycle I, students' mean scores increased from 46.92 in the pre-test to 52.48 in Cycle I and reached 77.20 in Cycle II. Moreover, the percentage of students achieving the MMC increased substantially to 84% in Cycle II. The paired-samples t-test also revealed statistically significant differences between the pre-test and Cycle I, Cycle I and Cycle II, and the pre-test and Cycle II ($p < .001$). These findings suggest that the instructional revisions implemented after the reflection stage of Cycle I, together with the use of audiovisual materials, contributed to better listening achievement. One possible explanation for these findings is that audiovisual materials provide learners with both verbal and visual information, enabling them to understand spoken English more effectively. Rather than depending solely on auditory input, students were able to interpret facial expressions, gestures, pictures, subtitles, and contextual situations presented in the videos. (Qomariyah, 2021), students demonstrated greater interest and motivation in learning listening comprehension through the use of YouTube videos as learning media during the classroom learning process.

This finding is consistent with (Mayer, 2024), which explains that learning becomes more meaningful when verbal and visual information are processed simultaneously. Similarly, Tan Shaojie, Samad, and Ismail (2022) reported that audiovisual input provides authentic language exposure and meaningful multimodal contexts that facilitate second-language listening comprehension by helping learners interpret spoken messages and maintain their attention. The improvement observed in Cycle II may also be explained by the revisions made after the reflection stage of Cycle I. During Cycle I, classroom observations indicated that several students still experienced difficulty identifying specific information, understanding unfamiliar vocabulary, and maintaining concentration during listening activities. Based on these findings, several instructional improvements were implemented in Cycle II, including providing clearer instructions, replaying the YouTube videos, pausing the videos to explain unfamiliar vocabulary, encouraging classroom discussions, and providing additional feedback. These modifications enabled students to better understand the listening materials and actively participate in classroom activities. The observation results also showed improvements in students' attention, participation, cooperation, and task completion during Cycle II.

The findings of this study are supported by several previous studies. Oktapiani et al. (2024) found that English-subtitled videos improve listening comprehension because students are able to connect spoken language with written forms simultaneously, facilitating vocabulary acquisition and pronunciation recognition. Likewise, Alamri (2025) reported that authentic audiovisual materials increase learners' motivation by providing meaningful contexts for understanding vocabulary, pronunciation, and everyday expressions. While Zuhriyah and Irmayani (2025), through a meta-analysis, confirmed that audiovisual media have a significant positive effect on EFL students' listening comprehension across different educational levels. These studies strengthen the present findings by demonstrating that audiovisual instruction supports listening achievement through authentic language input and meaningful visual support even with these good results, there are a few drawbacks to this study. The research involved only 25 eighth-grade students from one junior high school and was performed using a Classroom Action Research design without a control group. In addition, the intervention was implemented this could limit how widely the results can be applied. So, future research should include bigger groups of people, different educational settings, longer intervention periods, or comparative research designs to obtain broader evidence regarding the effectiveness of audiovisual methods in improving students' listening skills. The findings of this study have important pedagogical

implications for English language teaching. English teachers are encouraged to integrate audiovisual materials, particularly educational videos from YouTube, into listening instruction because they provide authentic language input, meaningful visual support, and engaging learning experiences. Such materials can help students understand spoken English more effectively, increase classroom participation, and create a more interactive learning environment. Therefore, the audiovisual method may serve as an alternative instructional strategy for supporting the development of students' listening skills in junior high school contexts.

Conclusion

The findings of this Classroom Action Research indicate that the implementation of the Audio-Visual Method contributed to improvements in the listening skills of the eighth-grade students at SMP Negeri 2 Lingsar. This improvement was reflected in the increase in the students' mean scores, from 46.92 in the pre-test to 52.48 in Cycle I and 77.20 in Cycle II. The paired sample t-test showed statistically significant differences between the pre-test and Cycle I, as well as between Cycle I and Cycle II ($p < 0.05$), indicating that students' listening achievement improved throughout the implementation of the intervention.

Classroom observations also showed that students became more attentive, participated more actively in learning activities, and demonstrated greater confidence when responding to listening tasks after the use of audiovisual materials. The combination of visual and audio input helped students understand spoken English by providing contextual clues, supporting vocabulary recognition, and improving comprehension. However, the findings should be interpreted within the context of this study. The research involved only one class with 25 students, was conducted over two action research cycles, and did not include a control group. Therefore, the results cannot be generalized to other educational settings without further investigation. Future studies are recommended to involve larger samples, longer intervention periods, clearer success criteria based on the Minimum Mastery Criterion (MMC), and more detailed analyses of specific listening indicators.

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