



ENHANCING ENGLISH LISTENING SKILL: EXPLORING STUDENT EXPERIENCE WITH AUDIO VISUAL MATERIALS

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Abstract : *This research has objective to investigate the experiences of STIT Miftahul Midad students in using audiovisual materials as a learning tool in an effort to improve listening skills in teaching English. This research takes an in-depth qualitative case study approach to understand how students STIT Miftahul Midad respond, interact, and utilize audiovisual materials during English language learning.*

Data was collected through in-depth interviews with students, classroom observations, and document analysis related to the use of audiovisual materials in English language learning. The results of this research reveal various aspects related to students' experiences, including the role of motivation in motivating them to be more active in honing their listening skills. The results of this research provide a deeper understanding of how students at STIT Miftahul Midad experience the use of audiovisual materials in improving their listening skills in learning English. The implications of this research may provide valuable insights for the development of more effective and beneficial teaching strategies in improving students' listening skills in similar educational environments. In conclusion, audiovisual materials have an important role in shaping students' English learning experiences at STIT Miftahul Midad.

Keywords: *Audiovisual; Listening Skill; English Language Teaching*

Abstrak : *Penelitian ini bertujuan untuk mengetahui pengalaman mahasiswa STIT Miftahul Midad dalam menggunakan materi audiovisual sebagai alat pembelajaran dalam upaya meningkatkan keterampilan mendengarkan dalam pengajaran bahasa Inggris. Penelitian ini mengambil pendekatan studi kasus kualitatif mendalam untuk memahami bagaimana mahasiswa STIT Miftahul Midad merespon, berinteraksi, dan memanfaatkan materi audiovisual selama pembelajaran bahasa Inggris. Data dikumpulkan melalui wawancara mendalam kepada siswa, observasi kelas, dan analisis dokumen terkait penggunaan materi audiovisual dalam pembelajaran bahasa Inggris. Hasil penelitian ini mengungkapkan berbagai aspek yang berkaitan dengan pengalaman siswa, termasuk peran motivasi dalam memotivasi mereka agar lebih aktif dalam mengasah keterampilan mendengarkannya. Hasil penelitian ini memberikan pemahaman yang lebih mendalam tentang bagaimana mahasiswa di STIT Miftahul Midad mengalami pengalaman mendengarkan. penggunaan materi audiovisual dalam meningkatkan keterampilan mendengarkan mereka dalam belajar bahasa Inggris. Implikasi dari penelitian ini dapat memberikan wawasan berharga untuk pengembangan strategi pengajaran yang lebih efektif dan bermanfaat dalam meningkatkan keterampilan mendengarkan siswa di lingkungan pendidikan serupa.*

Kesimpulannya, materi audiovisual mempunyai peran penting dalam membentuk pengalaman belajar bahasa Inggris mahasiswa di STIT Miftahul Midad.

Kata Kunci : *Audiovisual; Keterampilan Mendengarkan; Pembelajaran Bahasa Inggris*

INTRODUCTION

According to Tyagi (2013) the listening process includes four stages; understanding, remembering, evaluating and responding. Considering the complexity of the listening process, the right method should be used, so that the students can explore listening skill maximally. At the same time, Underwood (1989) defined listening simply as an activity focused on understanding the meaning of what is heard. Listening plays an important role in regular communication and academic success in today's globalized world, serving as a gateway to understanding spoken discourse, interacting with others and accessing various educational and professional opportunities. However, acquiring English listening skills can be difficult for learners, especially in situations where English is taught as a foreign language. It is in line with Hidayat (2022) that state mastering English is challenging for many individuals due to their limited opportunities for regular practice in daily conversations, despite attending English classes.

In recent years, the inclusion of audiovisual material in the learning of the English language to improve listening skills is increasingly observed. Audiovisual resources such as videos, podcasts, multimedia presentations and online platforms provide dynamic and engaging opportunities for learners to develop their listening skills in an authentic context. These materials provide exposure to natural language use, different accents and cultural nuances, enrich the learning and prepare students for real communication scenarios. One important part of audiovisual learning media is video. Videos are usually viewed on television screens, computer screens or personal media devices. Ujihanti et al. (2019) explained that video is a form of communication that can be understood without language alone. Atiyah and Izzah, (2019) emphasizes the importance of videos in the classroom, promotes the development of vocabulary, language structures and functional language skills, which improves students' general language skills. The combination of audio and visuals in a video helps in effective comprehension, and the visual aspect helps students understand the context more effectively. Despite the potential benefits of audiovisual materials, their integration into language learning settings remains under explored, particularly from the perspective of student experiences. Understanding how learners engage with and perceive the use of audiovisual resources can provide valuable insights into effective teaching practices and strategies for enhancing English listening skills.

Therefore, this study aims to explore student experiences with audiovisual materials in the context of English language learning, focusing specifically on the enhancement of listening skills. By examining students' perceptions, attitudes, and challenges related to the

use of audiovisual resources, this research seeks to uncover the effectiveness of such materials in facilitating listening comprehension and identify best practices for their integration into language teaching pedagogy.

METHOD

This study used a qualitative research design to explore student experiences with audiovisual materials in enhancing English listening skills. Qualitative methods allow for in-depth exploration of individual perspectives, attitudes, and experiences, providing rich insights into the phenomenon under investigation. Participants for this study is selected from STIT Miftahul Midad students of English Language Education program semester four, encompassing a diverse sample of students enrolled in English language Learning. The data collected by using an individual semi-structured in-interviews will be conducted with participants to elicit their experiences, perceptions, and attitudes towards using audiovisual materials for English listening practice. Interviews were audio-recorded with participants' consent. Beside it used classroom observations that was conducted to observe students' engagement with audiovisual materials during English language lessons. Field notes were taken to document students' interactions, behaviors, and responses to the audiovisual stimuli.

RESULT AND DISCUSSION

The result section is provided before the discussion section. Each section stands alone as a subtitle.

1. Result

In this research, the researcher employed semi - structured interviewed and it were structured to align with the research objectives and to provide insight the topic under investigation. In this type of data, the researcher utilized an interview protocol that consisted of questions based on the following criteria:

Table 1: Criteria and Sample Questions

No	Criteria	Sample questions
1.	To know Students' experiences with learning English through audio and audio-visual media in terms of listening comprehension	What was your experience after learning by using an audio and audio-visual media in terms of listening comprehension English listening using only audio?
2.	To know students' perceptions of learning English through audio and audio-visual media	What do you think on your experience of learning English listening using only audio? Did you find it more enjoyable, or was it rather boring?

No	Criteria	Sample ques-tions
	regarding listening comprehension	What do you think on your experience of learning English listening using audio accompanied by images? Did you find it more boring, or was it more enjoyable?
3.	To know students' preferences for learning English through audio and audio-visual media regarding listening comprehension.	Which one do you prefer, learning English listening using only audio or learning English listening using audio added by images?

Based on the table one the sample that is consist of five students. They are two male students and three female students. Most of them very interesting listening by using both of Audio and visual method. Because they can listen the listening English lesson by watching the video. This makes it easier for them to understand what the speaker is saying. because in the picture there are gestures that represent the sentences spoken by the speaker.

Listening English by using only audio makes all of them bored because they still have great difficulty in understanding the sentences spoken by the speaker. so they feel it is boring just listening to sentence by sentence without knowing the meaning.

All students think that learning using audio visuals is an effective way to make it easier for them to listen to English. because they can see images that support what the speaker is saying. This can make it easier for them to understand the meaning conveyed by the speaker.

Meanwhile data analyzed that is used by the researcher is thematic analysis to analyze the data. This methods aim to explain the data from the perspective of participants about a particular phenomenon and to identify patterns and themes from collected data. The aim was to gain a deeper understanding of how students perceive and see the role of presented visual sound in auditory comprehension, and to know their preferences from auditory to comprehension. The thematic analysis was supposed to provide valuable knowledge about the experiences and preferences of the participants regarding the use of media in learning English, especially in listening comprehension. Data Analysis Procedure In this study, the researcher analyzes the collected data. Data analysis in qualitative research is gathering information obtained through interviews so that it is easier to understand and use as information. The research result of these collected data then were broken down descriptively to make it easier to the researcher to analyze the results of the participants' answer to make them easier to understand. Data analysis procedure for this study.

1. Transcription

Transcription refers to the transcription the audio from a recorded or live speech to facilitate efficient data analysis and retrieval of original information. According to Dornyei (2007), transcription divided into two parts full transcription and partial transcription. This

study uses full transcription to generate written data from interviews and help the researchers analyze the data.

2. Pre - coding and coding

Pre - coding and coding involves organizing, categorizing and understanding the collected data. The purpose of pre-coding is to inspect the data and identify underlying themes and patterns. Meanwhile, coding involves assigning labels or categories to the data recent studies, reducing large amounts of data into manageable categories and creating a structure for analysis. The researcher uses pre - coding and coding in this research to understand the perspectives and preferences the participants and draw important conclusion from the data.

3. Adding Information

In this step the researcher added detailed information that has been received about the information obtained from analyzing the data.

4. Conclusion

In this last step, the researcher concluded the results of all analyzed data. Thus, making this conclusion made it easier for the researcher to verify all the data and information obtained.

5. Reliability and Ethical Consideration

It was important to ensure that the information obtained is reliable valid. According to Dornyei (2007) trustworthiness is crucial to ensure reliability and validity, which can lead to reliable results. The researcher used various techniques to instill confidence in the research findings, including journal making, member checking and extended engagement. These techniques provided a clearer description of the context and characteristics of the participants, which increased the reliability of the research findings. In addition, ethical considerations were paramount and the researcher ensured that ethical guidelines were followed to the best of his ability. According to Dornyei (2007), ethical considerations include making sure that subjects understand what is being asked, that participants are competent and agree to provide information without coercion, and maintaining participant confidentiality. In addition, participants' names, identities were not revealed if they objected and confidentiality was maintained during the process, including interview and recording.

2. Discussion

Students' experiences by learning English using Audiovisual media in terms of Listening Comprehension

The first aspect to be investigated is related to students' experiences of using audio and audio-visual media according to audio-comprehension. Four questions were asked and the answers are as follows: The first question concerns students' experiences in learning listening using audio and audio-visual materials. It was noted that all participants already

had experience using both audio and visual materials. This can be divided into two observations. First, participants did not prefer the audio-only approach because it was difficult to understand. These difficulties are related to focus and concentration. When students listen without visual elements, they may face challenges in maintaining focus and concentration. This was also acknowledged by P1, who stated that When learning is only through audio, I am limited. There are words that I do not understand because there is no visual or gesture from the speaker. Second, participants strongly preferred learning through audiovisual materials because of the rich elements of this media, which ranged from visual images and sound elements to the direct gestures of the speaker. This is also acknowledged by P2, who stated that According to her own experience, when learning with audio-visual aids, there must be a visual presentation or special materials that cannot be explained only with words or writing; therefore, there should be a special visual; aids while applying learning. Another question concerns the experience of learning to listen through audio material. Some participants answered yes, while others answered no. Among the positive responses, they noted that audio materials help listening while learning. This is consistent with the answer of P3 who stated the presence of Back sound, we can be more focused just by listening, you know, according to the context of the object. So if it's just audio, it's much more focused and much easier to understand. At the same time, the negative responses indicate that some participants easily feel bored and confused when learning with only audio material. This is consistent with the statement of P4 who said that "My experience after learning to listen). only the sound is sometimes confusing because without the visual content it is difficult for me to understand the context that is being conveyed". The third question concerns the learning experience of listening through audio in the classroom and whether it is useful or harmful for the participants. There are two interesting answer to the question about the advantages and inefficiencies of this remedy. In terms of its benefits, audio materials have been shown to offer listening comprehension benefits, and some participants feel helped by using this media. On the other hand, the problems associated with this inefficiency are a sense of challenge and difficulties in understanding what is said. The fourth question pertains to the learning experience of listening using audiovisual teaching materials in the classroom and the extent to which this media aids the learning process. The results of this question have yielded responses regarding the usefulness of audio-visual media, particularly in creating positive learning experiences that enhance listening comprehension. This is in line with the response provided by one of the participants, P5 who said that "In my opinion, audio-visual materials are undoubtedly more helpful than just using audio alone. With audio, we only focus on what is being conveyed. However, with the visual element, we can directly see the accompanying images. As a result, even if we are not familiar with the words or pronunciation, the visual aspect makes it easier for us to understand the speaker's intended message". The use of audiovisual media

is considered effective in increasing the interest, focus and understanding of participants, while audio alone is sometimes considered less interactive and challenging. In classroom learning, audiovisual material is seen as more interesting and interactive due to the combination of images and sound. Overall, audio and audio-visual media play an important role in participants' learning experiences and English listening outcomes.

Students' perceptions in learning English through audio and audiovisual media regarding Listening Comprehension

Another aspect to be investigated is related to students' understanding of the use of audio visual media in term of listening comprehension. Five questions were asked and the answers are as follows: The first question concerns the participants' perceptions of the challenges of listening. comprehension with audio and audiovisual materials. All of the challenges we face, the most common is the difficulty in visualizing a specific word or meaning associated with learning. This was expressed by P2 who stated not understood and the lack of imagination drags me down so that the message is not effectively communicated. The second question concerns participants' perceptions of overcoming listening comprehension challenges with audio and audiovisual material. All of the methods used to respond to challenges, repeating the sound and closing the eyes are the ones that are effective according to P3, "My way to win is repeat both the sound and also the visual aspects and I prefer to concentrate with my eyes closed because it helps me to understand better. The third question concerns the participants' perceptions of how interested and enthusiastic they are in learning to listen through audio-visual material. All responses indicate that both media have the power to increase participants' interest in learning. One of the students, P5, expressed "personally, I'm very interested, and what I'm interested in is obviously that in addition to how interactive these media are, er, there's also a very noble purpose, which is to help struggling students experience learning only by oral input ", (Personally, I am very interested and what interests me goes beyond the interaction of their media. The goal is also very noble: to help students who may have difficulties to learn Oral input alone. The fourth question concerns how the participants measure the effectiveness of listening and learning through audio and video material. All responses show that taking tests is the method students most often use to assess their understanding and comprehension of what is learned in both media. This was shown by P5 who stated "Measurement is definitely done with TOEFL performance tests, for example, in general determined by tests whose results are quite good". The fifth question concerns participants' perceptions of improved concentration when learning is delivered only through audio. There are two interesting aspects to all the answers given, namely the increase in concentration and difficulty concentrating due to the challenge of visualizing the intended meaning from the source of the sound. To improve concentration, you must concentrate at a

high level, because if you cannot concentrate, you will not understand the material presented through audio. This is consistent with the answer of P2 who stated that Audio greatly improves concentration and learning ability because when we listen, we listen, we need concentration and cannot think about other things. On the other hand, difficulty concentrating when the material is delivered through audio alone is usually due to the challenge of visualizing the speaker's intent and the difficulty of understanding a new accent heard for the first time. This is consistent with what was revealed by P1 who sometimes find it difficult to imagine what the speaker means.

CONCLUSION

This research examines students' experiences of learning English using audio-visual and audio-visual media for listening comprehension. The researcher identified the effectiveness of this teaching method and the extent to which these media contribute to the understanding of the material being taught. The results of the interviews show that the use of audiovisual and audio media has a positive effect on learning. Visual image, sound and the ability to observe movements directly in these media create an interactive and exciting learning environment. Besides that, this study examines how students perceive the critical role of auditory and audiovisual elements in improving listening comprehension skills. In addition, the results of this study also focus on students' views on how these media help to understand difficult concepts.

Therefore, the results show that they are important to facilitate the understanding of complex concepts by using audiovisual media in teaching English listening. This research is related with the previous research that is conducted by Firman Hidayat, 2023 who stated that the presence of visual, sounds and the ability to directly observe movements displayed in this media creates an interactive and captivating learning environment.

ACKNOWLEDGMENT

The researcher would like to propose some suggestions about this research that have both theoretical and practical implications: From a theoretical perspective, this study is expected to be bench marking and idea generation. related to the understanding that audio-visual media can be explored as effective and useful learning tools to improve listening comprehension, especially in relation to the learning of the English language in a certain group of studied participants.

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