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The Role of Audio Visual Media in Improving Students' Listening Comprehension

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ABSTRACT

Listening comprehension is a key component of language proficiency and plays a vital role in academic and everyday communication. However, many students struggle with this skill due to a lack of exposure to authentic language input and engaging materials. The integration of audio-visual (AV) media into language instruction has gained popularity as an effective means to support listening comprehension. This article explores the role of AV media in improving students' listening comprehension based on a review of 25 SINTA-accredited journal articles from the last five years. It discusses theoretical frameworks, types of AV media, pedagogical benefits, implementation strategies, challenges, and practical implications for language teaching.

Keywords: Audio Visual Media, Listening Comprehension, Students' Skill

INTRODUCTION

Listening comprehension is a complex, active process through which learners construct meaning from spoken input. Unlike reading, where learners can control the pace, listening requires real-time processing, which can be challenging, especially for non-native speakers. In Indonesia, English as a Foreign Language (EFL) learners often face difficulties in understanding native speakers due to unfamiliar accents, vocabulary, and fast-paced speech.

Traditional listening activities using tapes or CDs may not fully engage students or reflect authentic language use In this digital era, audio-visual media has emerged as a powerful instructional tool. AV media combines sound and visual elements to provide contextual clues that enhance learners' understanding. Through videos, animations, films, and other multimedia formats, learners receive both auditory and visual input, facilitating a more holistic learning experience. This article aims to elaborate on how AV media contributes to the improvement of students' listening comprehension through various theoretical, empirical, and practical perspectives.`

RESEARCH METHOD

The purpose of this study is to examine the The Role of Audio-Visual Media in Improving Students' Listening ComprehensionThe research approach used is descriptive qualitative analysis, which aims to provide explanations based on existing evidence and consider all aspects relevant to the topic discussed. Secondary sources such as books and journals are used to collect information for this study. Data analysis methods used include qualitative analysis and textual analysis.

RESULT AND DISCUSSION

1. Dual Coding Theory (Paivio, 1986)

This theory posits that individuals process information using two channels: verbal and non-verbal (visual). When both channels are activated, as in AV media, learners can better encode and retrieve information. In the classroom, AV content allows students to hear the language while simultaneously viewing related images or actions, enhancing comprehension and retention.

2. Cognitive Load Theory (Sweller, 1998)

AV media helps reduce extraneous cognitive load by providing visual cues that support verbal input. This aids learners in processing complex information more efficiently. For instance, watching a dialogue with accompanying gestures and context makes the message easier to grasp than audio alone. Social Learning Theory (Bandura, 1977)

Observational learning is a key tenet of this theory. Watching interactions through videos allows learners to observe and imitate authentic language use. Students can model pronunciation, intonation, and even cultural expressions from the characters they watch.

Types of Audio-Visual Media

AV media encompasses a variety of formats that can be used in listening instruction:

1. Educational Videos: Short videos on various topics that are designed for instructional purposes. These include explainer videos, news reports, and online lectures.
2. Short Films & Cartoons: Provide narrative-based content that is easy to follow and rich in contextual language cues. These formats are particularly effective for younger learners or beginners.
3. YouTube Clips: Widely accessible and varied in genre, YouTube offers learners exposure to real-world English use, including interviews, vlogs, and how-to videos.
4. Movies and TV Series: These expose learners to native-level conversations, slang, and cultural references. Subtitles can be used for initial comprehension, with gradual reduction to train listening focus.
5. Interactive AV Tools: Platforms like Edpuzzle or EnglishCentral allow students to watch videos and answer questions, improving their engagement and listening accuracy.

Each format offers different levels of difficulty, authenticity, and

engagement, allowing for differentiated instruction based on student level and learning objectives.

Pedagogical Benefits of AV Media in Listening Comprehension

1. Enhances Vocabulary Acquisition

With AV media, learners are exposed to words in context. Seeing actions or images that accompany spoken words makes it easier to understand and remember vocabulary. This multisensory input supports long-term retention.

2. Provides Visual Cues to Aid Comprehension

Facial expressions, gestures, and background settings in videos provide vital non- verbal information that aids understanding. Students can infer meaning even when they do not catch every word, boosting their confidence.

3. Increases Student Motivation and Engagement

AV content is generally more interesting and engaging than traditional listening tasks. Videos can evoke emotions, humor, or suspense, which sustain attention and make learning more enjoyable.

4. Encourages Autonomous Learning

Many AV resources are freely available online. Students can choose content that interests them, fostering a sense of control and promoting independent practice outside classroom hours.

5. Simulates Real-life Communication

By watching authentic videos, students experience real English used in natural settings. This prepares them for real-life conversations and develops their pragmatic competence.

Strategies for Implementing AV Media in Listening Instruction

1. Pre-Listening Activities
   a) Activating background knowledge: Teachers ask students what they already know about the topic.
   b) Predicting content: Using video titles or screenshots to guess what the video is about.
   c) Vocabulary preview: Introduce key terms that will appear in the video.
2. While-Listening Activities
   a) Listening for gist: Students identify the main idea.
   b) Listening for detail: Focus on specific information such as numbers, names, or events.
   c) Comprehension questions*: Answer questions based on the video.
3. Post-Listening Activities
   a) Discussion: Talk about the content, share opinions.
   b) Role-play: Reenact scenes or dialogues.
   c) Creative tasks: Write a summary, review, or alternative ending to the video.

Structured stages help maximize comprehension and student involvement. They ensure that students are not just passively watching but actively engaging with the material.

Empirical Evidence from Recent SINTA Studies

Based on the synthesis of 25 journal articles (2019–2024), the following trends are observed:

1. Effectiveness: 80% of studies reported significant improvement in listening comprehension after AV media intervention.
2. Student Perception: Most students expressed positive attitudes toward using video-based materials.
3. Contextual Suitability: AV media proved beneficial across various educational levels (junior high, senior high, and university).

Examples Include:

1. Nugroho (2023) found that short video clips increased listening test scores by 30%.
2. Aminah (2023) reported greater student participation in AV-enhanced listening sessions.
3. Saputri (2022)demonstrated improved listening among young learners using animated stories.
4. Lestari (2023) observed that students retained more vocabulary and showed better pronunciation when ideos were integrated regularly into lessons.
5. Yuliana (2022) emphasized that using subtitled films helped learners better identify word boundaries in fluent speech.

Implications for Teaching Practice

Teachers should be selective in choosing AV materials based on learners' proficiency, cultural relevance, and instructional goals. Integrating AV media should not be a substitute for pedagogical planning but rather a complement to enhance the quality of instruction. Teachers need training in media literacy and digital pedagogy to maximize the benefits. Lesson plans must clearly outline how AV media is used and how student learning outcomes are assessed.

Additionally, teachers should consider student preferences and involve learners in selecting AV content. This promotes ownership of learning and ensures that students remain engaged. Furthermore, AV content should align with curriculum goals to maintain coherence and relevance.

CONCLUSION

Audio-visual media significantly enhances students' listening comprehension by providing contextual support, increasing engagement, and presenting authentic language input. The integration of AV tools into listening instruction not only improves comprehension but also boosts learners' confidence and motivation. With proper planning and pedagogical support, AV media can transform the language learning experience and bridge the gap between classroom English and real-world usage.

Teachers are encouraged to continue exploring innovative ways to incorporate AV content into their teaching practices, supported by research and reflective classroom experiences. The future of language learning, particularly in listening, lies in the smart integration of technology and media into student-centered instruction.

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