

**THE EFFECTIVENESS OF AUDIO-VISUAL MEDIA  
(STORYTELLING) IN TEACHING LISTENING**

**(Undergraduate Thesis)**

Oleh

***Novita Dewi Astriani***

**2113042032**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

**2025**

## **ABSTRACT**

### **THE EFFECTIVENESS OF AUDIO-VISUAL MEDIA (STORYTELLING) IN TEACHING LISTENING**

**By**

**Novita Dewi Astriani**

This study aimed to investigate the effectiveness of audio-visual media in teaching listening, particularly in listening to narrative texts (storytelling). The research design used was a one-group pre-test–post-test design. The sample consisted of 30 students from the third-grade students at SMP PGRI 1 Natar, Lampung. The instruments used for data collection were the pre-test and the post-test. The data from listening comprehension were analyzed using repeated measures t-test in order to know whether there was an improvement on students' listening skill after receiving the treatments.

The results indicate that audio-visual media is effective in teaching listening. Additionally, the students' mean scores increased from 38.53 to 90.80, representing a gain of 52.27 points. There was a significant improvement in students' listening skills after being taught using audio-visual media as a learning media. This significance can be seen from the fact that H1 is accepted since the p-value (0.000) is lower than the significance level (0.05). These results suggest that audio-visual media can be an effective learning media to enhance students' listening skills, as it combines visual and auditory elements that make it easier for students to comprehend the material.

**Keywords:** *listening skill, audio-visual media, narrative text, storytelling.*

**THE EFFECTIVENESS OF AUDIO-VISUAL MEDIA  
(STORYTELLING) IN TEACHING LISTENING**

**By**

**NOVITA DEWI ASTRIANI**

**2113042032**

**Undergraduate Thesis**

**Submitted In A Partial Fulfillment of  
The requirement for S-1 Degree**

**In**

**The language and Arts Department of  
Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

**2025**

**Research Title : The Effectiveness of Audio-Visual Media (Storytelling)  
In Teaching Listening**

**Student's Name : Novita Dewi Astriani**

**Student's Number : 2113042032**

**Study Program : English Education**

**Department : Language and Arts Education**

**Faculty : Teacher Training and Education**

**APPROVED BY**  
**Advisory Committee**

**Advisor**



**Dr. Ari Nurweni, M.A.**

**NIP 19630302 198703 2 001**

**Co-Advisor**



**Hery Yufrizal M.A., Ph.D.**

**NIP 19600719 198511 1 001**

**The Chairperson of**  
**The Department of Language and Arts Education**



**Dr. Sumarti, M.Hum.**


**NIP 197003181994032002**



**ADMITTED BY**

**1.Examined Committee**

**Chairperson : Dr. Ari Nurweni, M.A.**

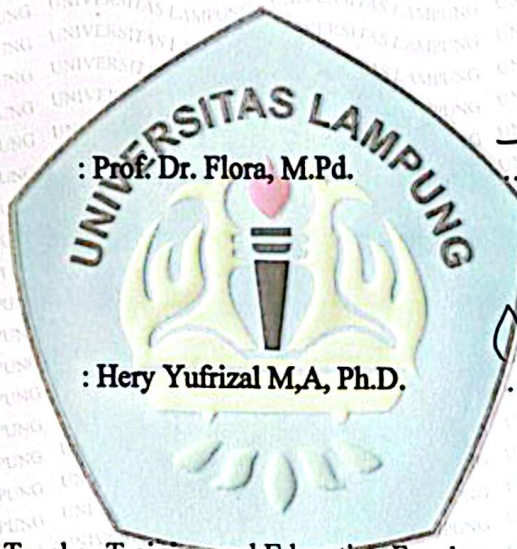
  
.....

**Examiner : Prof. Dr. Flora, M.Pd.**

  
.....

**Secretary : Hery Yufrizal M,A, Ph.D.**

  
.....



**2. The Dean of Teacher Training and Education Faculty**



**Dr. Riswandi, M.Pd.**

**NIP. 197608082009121001**

**Graduated on: February 07<sup>th</sup>, 2025**

## LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Novita Dewi Astriani  
NPM : 2113042032  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Effectiveness of Audio-Visual Media (Storytelling) In Teaching  
Listening

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 21 Maret 2025

Yang membuat pernyataan



Novita Dewi Astriani

2113042032

## **CURRICULUM VITAE**

Novita Dewi Astriani was born on March 29, 2003, in Sukoharjo 1, Pringsewu, Lampung. She is the only child of Guwono and Sulastri. She began her educational journey at TK Islamiyah Sukoharjo II in 2008, after that she continued her study at SD Negeri 2 Sukoharjo II. Then, she continued her study at SMPN 1 Sukoharjo. After graduating from junior high school, she continued her study at SMK PELITA MADANI PRINGSEWU in 2018. In 2021, she was registered as a student of English Education Study Program at University of Lampung. During her studies, she participated in a Kuliah Kerja Nyata (KKN) in Rejosari, Natar, and completed her Pengenalan Lapangan Persekolahan (PLP) at SMP PGRI 1 Natar. To finish her study at college, she conducted research at SMP PGRI 1 Natar, Lampung.

## **MOTTO**

“Allah tidak akan menguji seseorang melainkan sesuai dengan kemampuannya.”

QS. Al-baqarah : 286

“Give peace a chance, let the fear you have fall away”

– Lana Del Rey



## **DEDICATION**

By the name of Allah who blessed my life, this script is proudly dedicated.

The writer dedicates this script to:

Her Beloved Parents – My lovely Mom Sulastri and my Dad Guwono

Her Beloved Ibu – DR. dr. Retno Ariza S. Sp.P(K). FCCP. FISR

Her Almamater – University of Lampung

Her Friends in English Education Program Batch 2021

## **ACKNOWLEDGEMENTS**

All praises only for Allah SWT, The Almighty God, for the strengths and incredible blessings granted do the writer was able to finish her paper entitled “The Effectiveness of Audio-Visual Media (Storytelling) In Teaching Listening”. Peace and blessing be upon Prophet Mohammad SAW, his families and all Moslems. This paper is presented as one of the requirements for S-1 Degree in English Education Study Program, Arts and Language Education Department, Faculty of Teacher and Education in University of Lampung. During writing this paper, there are a lot of people who always supported and gave her a generous suggestion. The Writer would like to express her deepest gratitude and honor to:

1. Dr. Ari Nurweni, M.A., as the first advisor who has given support, advice, guidance, understanding, kindness, and patience in guiding the writer to accomplish this research.
2. Hery Yufrizal M,A., Ph.D., as the second advisor who has given his suggestions, motivation and solution in completing this research.
3. Prof. Dr. Flora, M.Pd., as the examiner who has given constructive suggestion, evaluation, encouragement, from the beginning until the end of this research.
4. Dr. Feni Munifatullah, M.Hum., as a chairperson of English Education Study Program, for her attention and contribution.
5. All of English Department lecturers who have given valuable lessons and contributions in extending the writer’s knowledge during her study.
6. My dearest parents, my lovely mom Sulastri and my beloved dad Guwono, thank you for everything, thank you for your love, thank you for your support, thank you for being my parents, thank you for your patient, thank you for dedicated your life to support and always believing me.

7. My dearest Ibu, Dr. dr. Retno Ariza Soeprihatini, Sp.p (K) FCCP, FISR., thank you for everything Bu, thank you for your supports, motivation, guidance, and also your kindness to always help me.
8. My Asnapun Families, thank you for all support and motivation for me in all conditions.
9. My lovely Boyfriend, Muhammad Andre Syahreza, thank you for your love and your attentions, thank you for always care and support me in every situation, thank you for being a good man for me, I love you.
10. My beloved Puput, thank you for always accompanying me for almost ten years, thank you for your support and your motivation, thank you for being a good friend for me. I will always remember our story.
11. My beloved Marina's gang (Tyak and Nutnut) thank you for all your support, thank you for being good friend for me, thank you for being a sun when the world goes down, thank you girls.
12. My KKN gang, KKN Rejosari 2024, Thank you for being a good part of my life, I will always remember us.
13. My Buddies (Milo and Doyi), thank you for being cute so I have spirit to pass all the problems.
14. All friends in English Department 2021.
15. Last but not least, I wanna thank me. I wanna thank me for believing myself. I wanna thank me for everything.

## TABLE OF CONTENTS

<b>COVER.....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>COVER 2.....</b>	<b>iii</b>
<b>LEMBAR APPROVED.....</b>	<b>iv</b>
<b>LEMBAR ADMITTED.....</b>	<b>v</b>
<b>LEMBAR PERNYATAAN.....</b>	<b>vi</b>
<b>CURRICULUM VITAE.....</b>	<b>vii</b>
<b>MOTTO.....</b>	<b>viii</b>
<b>DEDICATION.....</b>	<b>ix</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>x</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>I. INTRODUCTION.....</b>	<b>1</b>
1.1 Background .....	1
1.2 Research Question .....	6
1.3 Objectives of The Research .....	6
1.4 Uses of The Research.....	6
1.5 Scope of The Research.....	7
1.6 Definition of The Terms .....	7
<b>II. LITERATURE REVIEW .....</b>	<b>9</b>
2.1 Definition of Listening.....	9
2.2 Types of listening.....	9
2.3 Aspect of listening .....	12
2.4 Media in Teaching of Listening .....	14
2.4.1 Audio.....	14
2.4.2 Audio Visual Media.....	14
2.4.3 Kinds of Audio-Visual Media.....	15
2.4.4 Contents of Youtube .....	19
2.5 Audio-visual media as a media for teaching listening .....	21
2.6 Audio-visual media in teaching listening .....	22
2.7 Procedure .....	23

2.8	Advantages and Disadvantages of Audio-visual Media and Youtube.....	24
2.8.1	Advantages and Disadvantages of Audio-visual Media .....	24
2.8.2	Advantages and Disadvantages of Youtube .....	24
2.9	Theoretical Assumptions .....	26
2.10	Hypothesis.....	27
<b>III.</b>	<b>METHOD.....</b>	<b>28</b>
3.1	Research Design .....	28
3.2	Population and Sample.....	29
3.3	Research Variable .....	30
3.4	The Implementation of Audio Visual as Media.....	30
3.5	Instrument of Data Collection.....	31
3.6	Validity and Reliability of the Instrument .....	31
3.6.1	Validity.....	31
3.6.2	Reliability.....	33
3.6.3	Level of Difficulty .....	36
3.6.4	Discrimination Power .....	39
3.7	Research Procedure.....	41
3.8	Data Analysis .....	42
3.8.1	Normality Test .....	44
3.8.2	Homogeneity Test.....	44
3.9	Hypothesis Testing.....	45
<b>IV.</b>	<b>RESULT AND DISCUSSION.....</b>	<b>46</b>
4.1	Results of The Research .....	46
4.2	Result of Pre-Test.....	47
4.3	Result of The Post Test .....	49
4.4	Improvement of students' Listening Skill from The Result of The Pre-Test and The Post-Test .....	51
4.5	Hypothesis Testing.....	51
4.6	Discussion of findings Research Question.....	52
<b>V.</b>	<b>CONCLUSION AND SUGGESTION .....</b>	<b>55</b>
5.1	Conclusion .....	55
5.2	Suggestion.....	57
5.2.1	Suggestion for English Teacher .....	57
5.2.2	Suggestion for Further Researcher.....	58
<b>REFERENCES.....</b>		<b>59</b>
<b>APPENDICES .....</b>		<b>64</b>



## LIST OF TABLES

Table 3.2.1 .....	29
Table 3.6.1 .....	37
Table 3.6.2 .....	40
Table 4.1 .....	47
Table 4.2 .....	48
Table 4.3 .....	48
Table 4.4 .....	49
Table 4.5 .....	50
Table 4.6 .....	51
Table 4.7 .....	52

## **I. INTRODUCTION**

In order to introduce this research, this chapter will discuss some points including background, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **I.I Background**

Listening is one of the basic skills that is very important in language learning because it functions as a foundation for other language skills such as speaking, reading and writing. Buck (2001) emphasizes that listening is a complex process that involves recognizing sounds, understanding the meaning of words and phrases, and interpreting meaning from context. Good listening skills are very important to understand the message in oral communication, which ultimately supports effective speaking skills. Many students experience difficulty in mastering listening skills. Vandergrift (2007) identified that one of the main causes of these difficulties is students' unfamiliarity with the various accents and speech rates of native speakers. Apart from that, the use of idioms, slang and everyday language that is different from the language taught in textbooks is also a challenge in itself. This research shows that mastering listening skills requires a different approach compared to other language skills. Effective learning strategies can help overcome challenges in listening learning. Field (2008) suggests using authentic materials, repeated listening practice, and gradual development of listening skills. These strategies help students understand language in real contexts and improve their skills gradually through repeated practice.

Fisher (1984) states that storytelling is the main way humans understand the world and share experiences. Narratives provide meaning and context to our life

experiences. Edwards and McKee (1997) states that storytelling is the art of creating stories that arouse emotions through an organized and meaningful structure. A good story has elements such as a strong plot, characters and themes. Taylor (2003) states that storytelling is a way to build identity and community. Stories enable individuals and groups to express their values, norms, and history, and form shared understandings. Haven (2007) says Storytelling increases information retention because stories are easier to remember compared to facts or raw data. Stories create emotional connections that make information stick more in memory.

Goleman (1995) states that storytelling can help develop empathy. Stories allow listeners to feel the experiences and emotions experienced by the characters in the story. Bruner (1990) says that storytelling is a powerful tool in education. Stories help students understand and internalize complex concepts in a more accessible and comprehensible way.

Audio visual media are tools or materials used to assist in the teaching and learning process using moving images and sound. They emphasize that this media can increase interest and motivation to learn and help in explaining complex concepts (Heinich et al., 1996). Arsyad and Azhar (2011) says "Learning Media" defines audio-visual media as a tool that combines audio and visual elements in conveying messages or information. He emphasized that this media can make the teaching and learning process more lively, interesting and interactive. Audio visual media is a means of conveying messages or information by combining sound and image elements. He stated that this media is very effective in improving the quality of learning because it can provide a more real and comprehensive learning experience, Sadiman (2006).

Heinich et al. (1996) Stated that audio-visual media can increase students' interest and motivation in learning because of its interesting and interactive nature. The use of images and sound can make lesson material more interesting and easy to follow. Sadiman (2006) says audio-visual media can help clarify concepts that are difficult to understand only through verbal explanations. With a combination of images and sound, students can more easily understand complex and abstract material.

Rager et al. (2009) says that The use of audio-visual media in education has grown rapidly along with advances in information and communication technology. One of the most prominent and popular platforms is YouTube. YouTube provides various types of content that can be accessed by anyone, anytime and anywhere, so it has great potential to be used as a learning medium. YouTube offers a wide variety of video content that can be used for various subjects and educational levels. In the context of English learning, YouTube provides a lot of material that can be used to improve students' listening skills. Starting from videos of daily conversations, speeches, news, to documentaries and short films. This diversity allows teachers to choose material that suits students' needs and interest (Jung, 2005)

According to Rager et al. (2009), YouTube videos often present authentic and contextual communication situations. This means students can hear English used in real situations, not just language created artificially for learning purposes. This experience of hearing language in an authentic context can help students understand the more complex nuances of language, such as intonation, facial expressions, and body language, which are critical in everyday communication. One of YouTube's main advantages is its flexibility. Students can access videos anytime and anywhere as long as they are connected to the internet. This allows for more flexible learning, where students can adapt their study time to their daily activities. Additionally, students can also replay videos as per their needs to ensure better understanding.

According to Berk (2009), YouTube videos are usually more interesting than traditional teaching materials such as textbooks or audio recordings alone. The use of attractive visual elements can increase students' interest and motivation to learn. When students are interested in the material they are studying, they tend to be more active and involved in the learning process, which can ultimately improve their understanding and learning outcomes. Snelson (2011) says Using YouTube as a learning medium not only helps students improve their listening skills, but also helps them develop digital skills. In today's digital era, the ability to search, evaluate and use information from the internet is a very important skill. By using YouTube, students can learn how to find and utilize online resources effectively and responsibly.

According to Rager et al. (2009), Many YouTube videos come with interactive features such as subtitles, comments, and links to other resources. Subtitles, for example, can be a great help to students in understanding fast-paced conversations or difficult-to-understand accents. Apart from that, interaction in the comments column can be an additional learning resource where students can discuss and exchange opinions with other viewers from various parts of the world. The use of YouTube in learning also encourages students to learn independently. Students can choose the videos they like and learn at their own pace (Heinich et al., 1996). This encourages students' independence and responsibility for their learning process. Additionally, students can search for videos related to topics they are interested in, which can expand their knowledge beyond the school curriculum. Using YouTube as a learning medium is also more economical compared to traditional methods such as purchasing textbooks or subscribing to paid learning services. Access to YouTube is free, and only requires an internet connection. With a variety of quality content available for free, schools and educational institutions can save costs without reducing the quality of learning. (Jung, 2005)

Duffy (2008) says that The use of YouTube as an audio-visual medium in teaching listening skills has a number of significant positive effects. YouTube offers a variety of authentic video content, from everyday conversations to formal speeches, reflecting the use of English in a variety of real-life contexts. This helps students to be exposed to a variety of different accents, intonations, and speaking styles, all of which are essential for developing effective listening skills. YouTube videos are often more engaging and enjoyable than traditional teaching materials. This can increase students' motivation to learn and make them more involved in the learning process. Higher engagement usually contributes to better learning outcomes (Field, 2008).

According to Duffy (2008), students can access YouTube videos anytime and anywhere, as long as they have an internet connection. This provides flexibility for students to study on their own schedule and allows them to repeat the material as many times as they need to understand the content well. YouTube videos often include visual elements that help students better understand the context and content of the conversation. These visual elements can help clarify the meaning of words



or phrases that may not be clear from the audio alone, thereby improving students' overall understanding (Berk, 2009). With YouTube, students have the opportunity to learn independently outside the classroom. They can search for videos that suit their interests and needs, which can expand their knowledge beyond what is taught in class and help them develop important independent learning skills.

Although using YouTube as a learning medium has many benefits, there are also several negative impacts that need to be considered. However, this negative impact can be overcome or minimized by effectively utilizing the positive side of YouTube. One of the main concerns is the presence of inappropriate or unverified content on YouTube. Students may find videos that are inaccurate, low quality, or even misleading which can hinder the learning process. **Helpful Positive Impact:** Teachers can curate and select content before recommending it to students. By curating playlists of videos that have been verified for quality and suitability, teachers can ensure that students only access high-quality, educational content (Snelson, 2011).

YouTube, as an open platform, also has a lot of content that can be a distraction for students. Advertisements, recommended videos, and external links can distract students from learning material. **Helpful Positive Impact:** Using YouTube features such as teacher-controlled playlists can help minimize distractions (Berk, 2009). Additionally, there are services such as YouTube Kids or YouTube Edu that are designed specifically for educational environments and can filter inappropriate content. Access to YouTube requires a stable internet connection, which may not be available to all students, especially in remote areas or for those with financial limitations. **Helpful Positive Impact:** Teachers can download YouTube videos to be used and share them offline using storage media such as flash drives or via digital learning platforms that support offline access. Apart from that, many schools have started to provide adequate internet facilities to support digital learning (Field, 2008).

The reason why I took Audio-Visual Media by using Youtube video as the teaching material for this study is because based on my experienced when KKN at SMP PGRI 1 Natar, the learning there never used this media for the teaching and learning

process, the boring learning made me inspired to use it. YouTube videos that being a media for my learning process at that time, and it turned out that my students liked that method and they admitted that it was easier to understand the lesson with that method. Therefore I thought about whether Audio-Visual media can improve students' listening skills? Then that gave me an idea to make this research "The Effectiveness of Audio-Visual Media by Using YouTube Video as a Media for Teaching Listening (Storytelling)".

## **1.2 Research Question**

In line with the background stated earlier, the researcher formulates the following research question “is audio-visual media (storytelling) effective for improving students’ listening skill in junior high school?”

## **1.3 Objectives of The Research**

Based on the research question above, the objectives of this research are formulated as follow “to find out whether or not audio-visual media (storytelling) is effective for improving students’ listening skills in junior high school”

## **1.4 Uses of The Research**

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically.

### **1. Theoretically**

Theoretically this research can enrich the literature on the effectiveness of audio-visual media in learning, especially in teaching listening skills. The research results can be used to develop new theories or strengthen existing theories regarding the use of audio-visual media in education. This research can test theories related to how student engagement and information retention are influenced by audio-visual

media. For example, theories about the role of media in increasing student motivation and engagement could be tested in the context of YouTube video use.

## 2. Practically

Practically, this research can provide empirical evidence regarding the effectiveness of YouTube videos in improving students' listening skills. Teachers can use these findings to implement more effective methods in teaching listening. The research results can be a guide for educators and teachers in choosing and using appropriate audio-visual media for listening learning. This will help them in designing more interactive and engaging learning activities.

### **1.5 Scope of The Research**

This study is quantitative research, which deals with the effectiveness of Audio-Visual Media to improve students' listening skill in storytelling. However, the researcher will take audio visual media in the form of YouTube videos from the channel (The Fable Cottage.com) to use as material for teaching storytelling as teaching material to improve students' listening skills. The researcher use a true-experimental approach with pretest and post-test design.

### **1.6 Definition of The Terms**

In this study, some terms appear frequently in the explanations of each chapter. These terms became the core of this study, such as:

#### 1. Audio-visual Media

Audiovisual media in learning is an involvement of audio-visual technology which is interpreted as a way of producing or delivering material using mechanical and electronic machines to present audio and visual messages.

## 2. Listening skills

Listening skills is ability to understand native speech at normal speed, involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning.

## 3. YouTube

Youtube is an online video-sharing platform owned by Google, where users can upload, view, share, and comment on videos. Launched in 2005, YouTube has become one of the largest and most popular websites globally, hosting a vast array of content including educational videos, music videos, vlogs, documentaries, tutorials, and much more.

## 4. Storytelling

Storytelling is the art of conveying events, experiences, or messages through the narrative structure. It involves the use of words, images, sounds, and other media to entertain, educate, or instill values in the audience. Storytelling can take various forms, such as oral traditions, written narratives, digital media, and visual arts. It is a powerful tool for communication and engagement, capable of making complex ideas more relatable and memorable by connecting with the audience on an emotional level. In an educational context, storytelling can enhance learning by making content more interesting and accessible.

In this chapter, the researcher has presented several points including background, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter will discuss the literature review that will be used in this study. Specifically, about everything related to the research the author conducted such as listening, types of listening, aspects of listening, etc.

### **2.1 Definition of Listening**

Listening is one aspect that needs to be developed in learning English. Listening itself, Morley (1972) states that listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Listening is the first step for students when they want to understand a language, particularly English. It is a receptive skill and a very important skill in foreign language classrooms because it provides input for the learners; by listening the students can produce language such as speaking and writing by vocabulary that they obtain from listening. For most people, being able to claim knowledge of a foreign language means being able to speak and listen to that language (Richard, 2002). Of course, there has been a lot of progress in learning to listen in English itself. In schools in Indonesia, of course, there has been a lot of significant development and progress. This is certainly a good thing for students, and will also make it easier for teachers in the learning process.

### **2.2 Types of listening**

According to Brown (2004) there are several types of listening as following:



### 1. Informational Listening

This type of listening focuses on obtaining information or knowledge. The main goal is to understand and absorb the data or facts presented. In this situation, the listener must concentrate fully and frequently note important points to ensure that no information is missed. Examples of practice listening to information include listening to lectures, news on the radio, or explanations from instructors in class. Success in listening to information is highly dependent on the listener's ability to differentiate between relevant and irrelevant information.

### 2. Discriminative Listening

Discriminative listening is listening to differentiate between different sounds and understand messages conveyed through different tones, accents, or intonations. This type of listening is important for recognizing nuances and differences in verbal communication. For example, listening to someone who speaks a different dialect or understanding the meaning behind the tone of someone's voice. This skill is especially important in intercultural communication and in situations where subtle differences in tone or intonation can change the meaning of the message conveyed.

### 3. Biased Listening

Biased listening occurs when listeners only hear what they want to hear, often ignoring information that conflicts with their beliefs or prejudices. Biased listeners tend to be selective in absorbing information, only paying attention to arguments that support their own views. For example, in a political debate, individuals may only listen to arguments that support their own views and ignore others. This type of listening lacks objectivity and can hinder a true and thorough understanding of an issue.

### 4. Sympathetic Listening

Sympathetic listening is listening with the aim of providing emotional support to the speaker. In this situation, the listener shows empathy and concern for the speaker's feelings. For example, when a friend talks about their personal problems or sadness, a sympathetic listener will listen attentively and provide a response that shows understanding and support. This type of listening is important for building strong, supportive interpersonal relationships.

#### 5. Comprehensive Listening

Comprehensive listening aims to understand the entire message or idea conveyed by the speaker. This involves a deep and thorough understanding of the information provided. Examples include listening to complex presentations or in-depth explanations of scientific concepts. Listeners must be able to connect various information into a unified whole. Analytical skills are necessary in this type of listening to ensure that all elements of the message are properly understood.

#### 6. Empathetic or Therapeutic Listening

Empathetic listening is listening to really understand and feel what the speaker is experiencing. The listener tries to see the situation from the speaker's perspective and responds in a helpful and supportive way. For example, a counselor listening to a client or a friend listening to someone describe a traumatic experience. This type of listening involves deep empathy, patience, and sensitivity to the speaker's feelings and needs, as well as providing necessary support.

#### 7. Critical Listening

Critical listening is listening with the aim of evaluating or assessing the message being conveyed. Listeners consider the validity, credibility, and logic of the information provided. Examples of critical listening practices include listening to debates or arguments to determine which makes more sense or evaluating advertising to decide whether the product is worth purchasing. This type of listening

requires strong analytical skills, skepticism, and the ability to differentiate between fact and opinion, as well as evaluate arguments based on available evidence.

It can be concluded that there are different types of listening, each of which has specific goals and characteristics that are important for effective communication. Informational listening focuses on obtaining information and knowledge, while discriminative listening helps distinguish and understand the nuances of sounds. Biased listening shows a selective listening tendency based on personal prejudice, in contrast to sympathetic listening which emphasizes emotional support. Comprehensive listening aims to understand the message as a whole, while empathetic or therapeutic listening involves deep empathy to understand the speaker's feelings. Critical listening, on the other hand, involves critical evaluation and assessment of the message conveyed. Each of these types of listening plays an important role in a variety of communication contexts, from education and counseling to interpersonal relationships and critical evaluation of information, and understanding these differences can improve a person's communication and social interaction skills.

### **2.3 Aspect of listening**

According to Hardiah (2019), listening process involves four aspects: (receiving, understanding, evaluating, and responding). An effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate and assess that message, remember what's been said, and respond to information they've received.

#### **a. Receiving**

Paired with hearing, attending is the other half of the receiving stage in the listening process. Attending is the process of accurately identifying and interpreting particular sounds we hear as words. The sounds we hear have no meaning until we give them their meaning in context. Listening is an active process that constructs meaning from both verbal and nonverbal messages.

#### **b. Understanding**

The second stage in the listening process is the understanding stage. Understanding or comprehension is “shared meaning between parties in a communication transaction” and constitutes the first step in the listening process. This is the stage during which the listener determines the context and meanings of the words he or she hears. Determining the context and meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences. This, in turn, is essential to understanding a speaker’s message.

#### c. Evaluating

During the evaluating stage, the listener determines whether or not the information they heard and understood from the speaker is well constructed or disorganized, biased or unbiased, true or false, significant or insignificant. They also ascertain how and why the speaker has come up with and conveyed the message that they delivered. This may involve considerations of a speaker’s personal or professional motivations and goals. For example, a listener may determine that a coworker’s forgetting to clean off their table is factually correct, but may also understand that the co-worker’s child is sick and that may be putting them on edge. A voter who listens to and understands the points made in a political candidate’s stump speech can decide whether or not those points are convincing enough to earn their vote.

#### d. Responding

The responding stage is the stage of the listening process in which the listener provides verbal and/or nonverbal reactions. A listener can respond to what they hear either verbally or nonverbally. Nonverbal signals can include gestures such as nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling their eyes, grimacing, or any other body language. These kinds of responses can be displayed purposefully or involuntarily. Responding verbally might involve asking a question, requesting additional information, redirecting or changing the focus of a conversation, cutting off a speaker, or repeating what a speaker has said back to her to verify that the received message matches the intended message.

It can be concluded that explanation of the listening process, there are four main aspects involving reception, understanding, evaluation and response. An effective listener must be able to hear and identify the speaking voice addressed to them, understand the message of the voice, critically evaluate the message, remember what has been said, and respond to the information received. The reception stage involves the active process of constructing meaning from verbal and nonverbal messages, while understanding involves the formation of shared meaning between the parties involved in the communication transaction. Evaluation includes an assessment of the truth, relevance, and bias of the information received, while response involves verbal or nonverbal reactions that demonstrate understanding and interaction with the speaker. This entire process shows that listening is an active activity that involves complex processing of the messages received to gain a deep understanding and respond appropriately to the communication context that occurs.

## **2.4 Media in Teaching of Listening**

### **2.4.1. Audio**

According to Hardiah (2019), audio is a form of media that uses voice or sounds as the main means to convey information, messages or experiences to listeners. According to experts in the field of multimedia and communications technology, audio involves the production, recording, and transmission of sound in a variety of contexts, including but not limited to the music, radio broadcast, film, presentation, and telecommunications industries. Audio also includes supporting technologies such as microphones, sound processing, and hardware and software for recording, editing, and playing back sound. This approach allows humans to communicate effectively through sound media in a variety of practical and creative applications.

### **2.4.2. Audio Visual Media**

According to Sanjaya (2014: 118), audio-visual media is a type of media that, apart from containing sound elements, also contains image elements that can be seen, such as video recordings, various sizes of film, sound slides, and so on. According

to Bahri, et al (2022: 124), audiovisual media is media that has elements of sound and images. This type of media has better capabilities because it includes the first and second types of media.

It can be concluded that Audio, as defined by Hardiah (2019), utilizes voice or sound to effectively convey information, messages, or experiences to its listeners. It plays a crucial role across various industries including music, radio, film, presentations, and telecommunications, involving production, recording, and transmission technologies such as microphones and sound processing. This enables effective human communication through sound in both practical and creative applications. Audio-visual media, according to Sanjaya (2014: 118), and Bahri et al. (2022: 124), extends beyond audio by integrating visual elements like video recordings and images. This combination enhances its capabilities compared to audio alone, making it a versatile medium suitable for diverse communication needs.

### **2.4.3 Kinds of Audio-Visual Media**

According to Sadiman (2006), kinds of Audio-Visual Media are as follow:

#### **1) Movie Projector**

A movie projector (or film projector) is an opto-mechanical device for displaying motion picture film by projecting it onto a screen. Most of the optical and mechanical elements, except for the illumination and sound devices, are present in movie cameras. The film projector continually moves reels of film roll on wheels called sprockets using the power of an electric motor. The film will start on the supply reel and finish on the takeup reel. When the movie is finished, the film can be used in the same order once again, but it'll be on a different reel.

#### **2) Film**

Film, often referred to as motion picture or movie, is a medium used to create moving images and tell stories through visual and auditory elements. Traditionally, film refers to the physical strip of celluloid or other materials coated with light-

sensitive emulsion used in early cinema. When exposed to light through a camera, this film captures images which, when projected in rapid succession, create the illusion of motion due to the persistence of vision. Films can be categorized into various genres such as drama, comedy, action, and documentary, and they serve multiple purposes, including entertainment, education, and art.

Film production involves various stages, including scripting, casting, shooting, editing, and distribution. Filmmakers use various techniques in cinematography, sound design, and editing to craft narratives and evoke emotions. Film can be screened in theaters, broadcast on television, or distributed through streaming services.

### **3) VCD Player**

A VCD (Video Compact Disc) player is a device used to play video discs that store digital video data in a format that is somewhat similar to compact discs (CDs) used for audio. Introduced in the 1990s, VCDs were a popular medium for video playback before DVDs became the standard.

VCDs use MPEG-1 compression to store video and audio data, allowing for relatively low-cost video playback. The quality of video on VCDs is generally lower compared to DVDs or modern digital formats, with resolution typically being around 352x240 pixels for NTSC and 352x288 pixels for PAL systems. Despite this, VCDs were widely used in regions with less access to advanced video technologies.

A VCD player works by reading the video data from the disc using a laser mechanism and decoding it to produce a viewable image and sound output. The VCD player connects to a television or other display device and can often play other types of discs, such as CDs or even DVDs, depending on the model.

### **4) Computer**

A computer is an electronic device designed to process data according to a set of instructions known as a program. It can perform a variety of tasks, from basic arithmetic calculations to complex simulations and data analysis. Computers come in various forms, including desktops, laptops, tablets, and servers, each suited to different tasks and environments.

At its core, a computer consists of several key components:

Central Processing Unit (CPU): The brain of the computer that performs instructions and processes data. Memory (RAM): Temporary storage that holds data and instructions currently being used by the CPU. Storage: Permanent storage solutions such as hard drives or solid-state drives that keep data and programs. Input Devices: Devices like keyboards and mice that allow users to interact with the computer. Output Devices: Devices like monitors and printers that display or produce results from computer processes.

Computers run on operating systems like Windows, macOS, or Linux, which manage hardware resources and provide a user interface. They are used in countless applications, including personal productivity, gaming, communication, research, and professional work.

## **5) Television**

Television is an electronic device designed to receive broadcast signals and display audio-visual content. It has been a central medium for entertainment, news, and education since its widespread adoption in the mid-20th century. Modern televisions come in various types and technologies, including LED, OLED, and QLED, each offering different levels of image quality and color accuracy.

Television works by receiving signals from broadcast stations, cable providers, or streaming services. These signals are processed and displayed on the TV screen. Early televisions used analog signals, but most modern TVs use digital signals, which provide clearer images and sound.



Televisions can be equipped with additional features such as smart capabilities, allowing them to connect to the internet and access streaming services, apps, and other online content. They often come with remote controls for ease of use and may support various input sources like HDMI for connecting external devices such as DVD players, game consoles, or computers.

## **6) Youtube**

YouTube is an online video-sharing platform that allows users to upload, view, and interact with video content. Launched in 2005, it has become one of the largest and most popular video-sharing sites on the internet. YouTube hosts a vast array of videos, including music videos, educational content, movie trailers, vlogs, and more. Users can access YouTube through web browsers, dedicated apps on mobile devices, and smart TVs. The platform allows users to create channels, upload their own content, and engage with other users through comments, likes, and shares.

YouTube offers an extensive collection of educational videos and tutorials that can significantly enhance teaching. Subject-specific lessons offer structured and comprehensive explanations in subjects like mathematics, science, and humanities, making them invaluable for complementing classroom instruction. Documentaries and educational series available on YouTube offer deep dives into historical events, scientific phenomena, and cultural practices.

YouTube is a valuable resource for accessing lectures and academic talks from universities and conferences. Many educational institutions upload full-length lectures and seminars, providing students with the opportunity to engage with high-quality, expert content across various disciplines. Conference talks and professional presentations offer insights into cutting-edge research and developments in specific fields, broadening students' understanding of current trends and advancements. Expert interviews on specialized topics also provide deep dives into specific subjects, offering professional perspectives that can enrich the learning experience.

For younger audiences, YouTube hosts numerous educational channels tailored to early childhood learning. Animated learning content from channels like Sesame

Street and Little Einsteins offers age-appropriate education on topics such as basic math, literacy, and social skills through engaging animations and storytelling. Storytelling and read-aloud videos help develop literacy skills and foster a love for reading. Science experiment channels like The Sci Guys provide simple, safe experiments that can be conducted at home or in class, allowing young learners to explore scientific concepts through hands-on activities.

In conclusion, given the comprehensive and versatile nature of YouTube as an audio-visual media platform, it emerges as an optimal choice for the research. YouTube's extensive library of user-generated content, ranging from educational materials to diverse entertainment forms, provides a rich resource for exploring and analyzing various aspects of audio-visual media. The platform's accessibility allows for easy retrieval and examination of a broad spectrum of video content, making it an ideal medium for gathering data and insights relevant to the research.

The decision to use YouTube as the primary audio-visual media for the research not only leverages the platform's widespread use and familiarity but also capitalizes on its dynamic and evolving content landscape. This choice ensures that the research can draw from a diverse and up-to-date range of media, providing a robust foundation for meaningful analysis and insights.

#### **2.4.4 Contents of Youtube**

YouTube is a dynamic platform offering diverse content that caters to a wide range of interests and passions such as:

1. Films

Among its many offerings, films hold a prominent place. Viewers can access full-length movies, short films, trailers, and even behind-the-scenes content. Independent creators often use the platform to showcase their storytelling skills through compelling narratives, while film enthusiasts enjoy detailed analyses of cinematic techniques and themes.

## 2. Entertainments for children

For children, animated content on YouTube provides a mix of entertainment and education. These videos include colorful, engaging stories, nursery rhymes, and educational animations that teach numbers, colors, and life lessons in a fun, interactive way. Parents and educators often turn to these videos to aid in early childhood learning while keeping young viewers entertained.

## 3. Documentaries/Histories

History enthusiasts find a treasure trove of knowledge on YouTube. From documentaries that explore ancient civilizations to short explainers of pivotal events, the platform brings the past to life. Channels dedicated to debunking historical myths and providing visual timelines make learning history engaging and accessible to everyone, regardless of their level of expertise.

## 4. Hobby

YouTube is also a haven for hobbyists, offering videos that cater to nearly every interest. Whether you enjoy crafting, photography, gaming, or outdoor activities like hiking and fishing, there are creators who share tutorials, tips, and inspiration. These videos not only teach new skills but also foster a sense of community among viewers with similar passions.

## 5. Tutorials

Tutorials are one of the most popular types of content on YouTube, covering a vast range of topics. From cooking and technology to art and personal development, these step-by-step guides empower viewers to learn and grow. Creators provide clear instructions, making complex processes easy to understand and implement, regardless of the subject matter.

## 6. Educational Contents

Educational content on YouTube extends beyond traditional tutorials. Many channels offer material designed for academic learning, including lessons in science, mathematics, and literature. Others focus on skill development, such as language learning, coding, or public speaking. These resources make education accessible and enjoyable, benefiting students, professionals, and lifelong learners alike.

## 7. Storytelling

Storytelling is a cornerstone of YouTube's appeal, captivating audiences with its diverse formats. Some creators narrate fictional tales through animations or live-action productions, while others share personal stories that inspire and connect. From folktales and myths to serialized content that unfolds over multiple episodes, storytelling on YouTube brings imagination, culture, and emotion to the forefront, making it one of the platform's most cherished features.

### **2.5 Audio-visual media as a media for teaching listening**

Audiovisual media as a media of teaching of listening is one way in the listening learning process that must be developed because of how good this method is in learning. According to Afifah (2019), audiovisual media is very necessary for learning. YouTube, as a medium, significantly facilitates learning, particularly in enhancing listening skills. Its vast repository of diverse content allows learners to access a wide range of videos tailored to different interests and educational needs. Unlike traditional classroom settings where students may struggle with the pace of speech or the complexity of language used in recordings, YouTube offers the advantage of flexibility and control. Learners can pause, rewind, and replay videos as needed, enabling them to grasp difficult concepts or unfamiliar vocabulary at their own pace. Moreover, the visual aspect of YouTube videos complements auditory learning by providing contextual cues through images, subtitles, and graphical representations, thereby enhancing overall comprehension. This

multimedia approach not only engages auditory and visual senses simultaneously but also caters to different learning styles, making learning more interactive and effective.

Furthermore, YouTube's accessibility from various devices and platforms ensures that learning can occur anytime and anywhere, accommodating diverse learning schedules and preferences. In essence, YouTube stands out as a powerful tool for improving listening skills by offering a dynamic and adaptable learning experience that aligns with modern educational needs.

In conclusion, audiovisual media, including platforms like YouTube, plays a crucial role in enhancing the teaching and learning of listening skills. Its effectiveness lies in its ability to provide diverse and accessible content that allows learners to control their pace of learning and engage with materials in ways that traditional methods often cannot match. By combining auditory and visual elements, YouTube not only improves comprehension but also accommodates different learning styles, making it a versatile tool for modern education.

## **2.6 Audiovisual media in teaching listening**

According to Berk (2009), the use of YouTube as an audio-visual learning medium has been examined in the literature for its significant advantages in modern education. YouTube offers great flexibility and accessibility with diverse content from around the world, allowing users to learn anytime and anywhere according to their preferences. YouTube video content does not only on audio, but also includes visual elements such as images, text, and graphics, which enrich the learning experience by providing important visual context. The ability to loop and replay videos supports deeper understanding of difficult material or unfamiliar vocabulary, while the integration of audio and visuals also accommodates a variety of learning styles. However, the use of YouTube also faces challenges such as varying content quality and the need to be critical in choosing trustworthy sources. Overall, the literature highlights that YouTube has an important role in improving learning effectiveness by providing access to diverse educational content and supporting a

variety of educational needs from academic levels to practical skills, Hardiah, (2019).

## **2.7 Procedure**

In this study, the procedure of teaching using YouTube videos was adapted from the lesson structure from Richard (2008). The following are the stages in learning listening skills that were carried out in this study:

### **1) Pre-listening**

At this stage teachers are supposed to make students ready to start the learning activity (Pre-Activity). There are many examples of the pre-listening activities such as previewing new words, predicting and speculating. The teachers can prepare some starting questions related to the material that will be given next.

### **2) While-listening**

After giving the starting question, the teacher gives the learning material to students then explaining the learning stages that will be carried out during the learning process. Furthermore, after the core activities conducted, the teacher gave the students YouTube videos and worksheets related to the videos as their extensive listening material outside the class. This activity is included in while listening activities because the students are asked to take notes, find unfamiliar words in order to expand the ability to obtain information from the speaker.

### **3) Post-listening.**

This stage is carried out to measure students' comprehension. At this stage the teacher asks several questions to students to check understanding during the while listening activities.

## **2.8 Advantages and Disadvantages of Audio-visual Media and Youtube**

There is no perfection in every method or media used in the learning process. Of course, each method or media has its advantages and disadvantages.

### **2.8.1 Advantages and Disadvantages of Audio-visual Media**

**The following are the advantages of audiovisual media**

1. Makes the learning process easier
2. Make it easier for students to understand the material provided
3. Make it easier for teachers to provide material to students
4. Learning is more varied and attracts students' attention

**The following are the Disadvantages of Audio-visual Media**

1. Dependence on the tools and media used (if there are problems it will be a little difficult)
2. Using a network where not all schools have a good network

It can be concluded that audiovisual media has more advantages than disadvantages. This may be based on the minimal shortcomings of the method and media.

### **2.8.2 Advantages and Disadvantages of Youtube**

**The following are the Advantages of Youtube**

1. Videos are often more engaging than traditional text-based resources, helping to capture students' attention and maintain their interest.
2. Videos cater to both visual and auditory learners, making it easier for students to understand and retain information.
3. Many educational videos on YouTube are freely accessible, making it a cost-effective resource for both teachers and students.
4. YouTube can provide real-world examples and applications of theoretical concepts, helping students see the relevance of what they are learning

5. Content on YouTube is constantly being updated, allowing educators to use the most current information available.
6. Students can watch videos at their own pace, pause, rewind, and rewatch as needed, which is beneficial for different learning speeds and styles.

**The following are the Disadvantages**

1. The quality and accuracy of YouTube content can vary greatly, and it can be challenging to distinguish between reliable and unreliable sources.
2. YouTube's platform includes advertisements, recommended videos, and comments, which can distract students from the educational content.
3. Accessing YouTube requires a stable internet connection, which may not be available to all students, leading to issues with accessibility
4. Not all content on YouTube is appropriate for all audiences, and some videos may contain biased or controversial views.
5. Some educational videos may have hidden commercial motives, pushing products or services rather than focusing purely on educational value.

In conclusion, the benefits of using YouTube for educational purposes clearly outweigh the drawbacks, making it a valuable tool for research and teaching. YouTube's engaging videos capture students' attention better than text alone, and its content supports different learning styles. Many educational videos are free, providing a cost-effective way to access a wide range of current information and real-world examples. Overall, YouTube's strengths—its engaging format, accessibility, and up-to-date content—make it an excellent choice for research and education, ensuring that students have a rich and effective learning experience.



## 2.9 Theoretical Assumptions

Based on the literature that have been presented, the researcher assumes that There is Effectiveness of Audio-Visual Media for Improving Students' Listening Skill (Storytelling) in Junior High School. The integration of audiovisual media, particularly YouTube, significantly enhances students' listening skills. This is supported by the dual coding theory, which posits that information is better retained when presented through both auditory and visual channels. The combination of sound and imagery in YouTube videos facilitates deeper comprehension and retention of the material. YouTube's engaging and interactive nature increases student motivation and engagement in learning activities. The multimedia elements and diverse content available on YouTube can capture students' interest more effectively than traditional text-based resources, leading to improved learning outcomes. YouTube provides access to authentic language use, exposing students to real-world examples and varied accents, dialects, and speaking styles. This exposure is crucial for developing comprehensive listening skills and better preparing students for real-life communication.

Storytelling on YouTube operates several theory such as narrative transportation theory, which explains how compelling storytelling can immerse students into a narrative world. Creators on YouTube use visuals, music, dialogue, and editing to draw audiences into their stories, enabling emotional and cognitive engagement. This immersion helps students form a deeper connection with the content, whether through personal anecdotes, fictional tales, or cinematic productions.

The uses and gratifications theory offers insight into why audiences are drawn to storytelling on YouTube. People seek content to fulfill specific needs, such as entertainment, education, or emotional connection.

The digital Storytelling framework highlights how technology has transformed the way stories are crafted and shared. YouTube enables creators to experiment with innovative techniques, including nonlinear narratives, dynamic visuals, and special effects, which enhance the storytelling experience.

## **2.10 Hypothesis**

Based on the theories and theoretical assumptions that were discussed earlier, the researcher proposed the hypothesis “audio-visual media (storytelling) is effective for improving students’ listening skill in junior high school”.

This chapter has discussed the literature review that has been used in this study, such as listening, types of listening, aspects of listening, media in teaching listening and also audio-visual media as a method of teaching listening, procedure and the hypothesis of this study.

### **III. METHOD**

This chapter presents the important studies of this research such as Research design, Data Variable, The Source of The Data, Instrument of The Data, Data Collection Technique, Data Analysis, Data Treatment, Hypothesis Testing

#### **3.1 Research Design**

This research aimed to determine whether there was a significant effect on improving students' listening skills after using YouTube videos for storytelling as a source of additional listening education. One class was selected as the experimental class for this research. Provided with material from YouTube, this group of subjects underwent treatment or experiments.

This research intended to investigate whether there was an effectiveness of audio-visual media in teaching listening (storytelling). In order to answers the research question, the researcher used the pretest-posttest design. In this research, the pretest was given to the students to measure their listening skill before the treatment, and the posttest was given after the treatment to find out whether there was an improvement in students' listening skill after implementing the treatment. There were five meetings; the first meeting was pretest, the second to the fourth was the treatment, and the last meeting was the posttest.

The research design is illustrated as follows:

**T1 X T2**

Where:

T1 = Pre-test (conduct the students before treatment)

T2 = Post-test (after treatment) conduct to the students after implementing the treatment and to measure how far the treatment improve students' listening skill

X = Treatment (Applied the Youtube Learning Videos)

(Setiyadi, 2018)

### 3.2 Population and Sample

Population is most often a theoretical group of all possible scores with the same trait or traits (Coolidge, 2000). It means that the population is the most important thing in research. The Researcher took this data from SMP PGRI 1 Natar. Where researcher took data from students from third-grade class. All of the students from the class were the samples of this research. At SMP PGRI 1 Natar only has one class in one class, so this research focused on that one class only.

The data were taken from one class of third-grade students at Junior High School (SMP PGRI 1 NATAR). The sample was taken using a simple random sampling method. This method meant that every individual in the population had the same opportunity to be selected and used as a research sample (Setiyadi, 2018).

The specification of the source of data be seen on the table below:

**Table 3.2.1**

No	Class	Female	Male	Total	Sample
1.	IX	7	23	30	30
<b>TOTAL</b>				30	30

### **3.3 Research Variable**

#### **Dependent Variable:**

The dependent variable in this study was listening skills. This referred to the extent to which students were able to understand, interpret, and respond to information delivered through audio materials. Indicators included the ability to recognize words/phrases, comprehend the content of a story or dialogue, and accurately answer questions based on the audio-visual material provided. These skills were assessed through multiple choice questions that designed to measure the effectiveness of listening instruction.

#### **Independent Variable:**

The independent variable was audio-visual media, which referred to teaching aids that combined sound and visual elements to deliver listening materials. This included short animations used during the teaching process. The focus was on the quality, type, and method of using these media to enhance students' attention and understanding of listening materials, with the aim of positively impacting their listening skills.

### **3.4 The Implementation of Audio Visual as Media**

This research was conducted in SMP PGRI 1 Natar, Lampung Selatan for about one month from 28<sup>th</sup> August 2024 to 2<sup>nd</sup> October 2024. The researcher took a class of third grade as the experimental class which is consisted of 30 students. In the research process, there were five meetings in total that were used to gather the data and to give a pre-test, treatment, and post-test. In the first meeting, the researcher distributed the pre-test to the students. In the second to the fourth meeting, the researcher gave the treatments to the students with time allocation for almost 1 hour, explaining narrative text by implementing audio-visual media. After that, the students were given a post-test in the last meeting.

The pre-test was conducted to measure students' prior ability in vocabulary before getting the treatment from the teacher. In the pre-test, students were required to answer 25 multiple choices questions. After conducting the pre-test, the researcher gave a treatment by implementing audio-visual media. After gave a treatment by implementing audio-visual media, the researcher gave a post-test with 25 multiple choices questions.

### **3.5 Instrument of Data Collection**

The instrument of this research was a test consisting of multiple-choice questions. In the process, the researcher prepared 25 questions in the form of multiple choice, which were given to students before and after the treatment using Audio Visual Media as a tool for teaching listening. According to (Harmer, 2012), these questions were written on the question sheet that was given to the students. These questions contained material designed to assess how well the students understood the material presented.

### **3.6 Validity and Reliability of the Instrument**

Validity and reliability of the test should be considered to fulfill the criteria of a good instrument. Here are the validity and reliability of the research instrument.

#### **3.6.1 Validity**

The concept of validity is very important in instrument validity. By how far the instrument measures, it can measure how accurate the measuring tool used in this research. In this way, the validity of this research can be measured properly and can produce good results (Anggraini, 2021). To measure the instruments used in this research, the researcher applied three types of validity: content validity, construct validity, and face validity.

### A. Content Validity

Hatch and Farhady (1982) state that content validity is the extent to which the test measures a representative sample of the subject matter content. To fulfill the content validity, the researcher created the test based on the syllabus and curriculum for Junior High School.

### B. Construct Validity

Construct validity examined whether the test was actually in line with the theory of what it meant to know. It was capable of measuring the students' ability in listening skills if the test had construct validity. To analyze it, the test was designed based on the nature of the concept of listening skills.

Morley (1972) stated that listening involved auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and the form of meaning. Based on Morley's theory, the researcher created a test that was appropriate and related to the theory but only in several nature of listening skills (Selecting necessary information, Remembering it, and Connecting to the process between sound and form of meaning) by designing a number of multiple-choice questions that aligned with the theoretical framework.

### Table of Specifications

NO	NATURE OF LISTENING SKILLS	ITEM
1	Selecting necessary information	2,6,9,10,13,16,20,21,22,23
2	Remembering it	1,3,4,5,7,8,11,17,18,24
3	Connecting to the process between sound and form of meaning	12,14,15,19,25
4	<b>TOTAL</b>	<b>25</b>

### C. Face Validity

Face validity refers to the extent to which a test, tool, or measurement appears to be effective in assessing what it is supposed to measure, based on subjective judgment. It is concerned with how the content of the instrument is perceived by those who use or evaluate it, such as test-takers, teachers, or experts. While face validity is not a strong measure of validity in a technical sense, it is important for gaining acceptance and trust in the instrument, as it ensures that the items seem relevant, clear, and appropriate for their intended purpose.

#### 3.6.2 Reliability

Reliability is the extent to which a test produces consistent result when administering under similar conditions. Setiyadi (2018:13-14), says that reliability is a consistency of measurement or how far that measurement can be measured the similar subject in a different time but showed the same result. This research used the split-half method (odd-even), and the Pearson Product Moment formula was used to measure the coefficient of reliability between odd and even students.

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

Rxy: coefficient reliability between odd and even number items

X: odd number items

Y: even number items



$\sum x^2$ : total score of odd number items

$\sum y^2$ : total score of even number items

$\sum xy$ : total score of odd and even number items

Once the half-test reliability was determined, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test.

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

The design can further be described as follows:

$r_x$ : the reliability of the whole test

$r_{xy}$ : the reliability of the half test

the criteria of reliability are as follows:

0.00-0.20 = very low

0.21-0.39 = low

0.40-0.59 = average

0.60-0.79 = high

0.80-1.00 = very high (Hatch and Farhady, 1982)

### a. Reliability of Try Out Test

#### Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Part 1	Value	.443
		N of Items	20 <sup>a</sup>
	Part 2	Value	.797
		N of Items	20 <sup>b</sup>
	Total N of Items		40
Correlation Between Forms			.695
Spearman-Brown Coefficient	Equal Length		.820
	Unequal Length		.820
Guttman Split-Half Coefficient			.816

a. The items are: soal1, soal2, soal3, soal4, soal5, soal6, soal7, soal8, soal9, soal10, soal11, soal12, soal13, soal14, soal15, soal16, soal17, soal18, soal19, soal20.

b. The items are: soal21, soal22, soal23, soal24, soal25, soal26, soal27, soal28, soal29, soal30, soal31, soal32, soal33, soal34, soal35, soal36, soal37, soal38, soal39, soal40.

From the result above, it can be concluded that the reliability of the test was 0.816, which indicates that the test has high reliability and the tests are reliable. After having the results from the try-out test, the researcher decided to use 40 multiple-choice questions for the try-out test.

### 3.6.3 Level of Difficulty

The level of difficulty indicated how difficult or easy a particular item was. It classified the test items into difficult and easy ones. The questions should not have been too easy or too difficult. To determine the difficulty level of the test, the researcher used the following formula by Shohamy (1985, p. 70).

$$LD = \frac{U + L}{N}$$

LD: level of difficulty

U: the number of upper students who answer correctly

L: the number of lower students who answer correctly

N: the total number of students in upper and lower

**The criteria are as follows:**

0.00-0.30 = Difficult

0.31-0.70 = Average

0.71-01.00 = Easy

These Items falling within the range of 0.00 to 0.30 are considered difficult. This category signifies that these items requires a high level of skill, knowledge, or effort. Students might find these items challenging due to their complexity, the advanced nature of the content, or the level of critical thinking required. These items within the range of 0.31 to 0.70 are considered average in difficulty. These items are moderately challenging, requiring a reasonable level of skill, knowledge, and effort. Students are expected to handle these items with some support or through a moderate level of engagement. These items within the range of 0.71 to 1.00 are considered easy. These items are straightforward, requiring minimal skill, knowledge, or effort. Students can complete these items with relative ease, often with little to no support.

**Table 3.6.1 The Details of Level of Difficulty**

No	Items	Level of Difficulty	Criterion
1	7	0.75	Easy
2	23	0.85	Easy
3	28	0.85	Easy
4	34	0.85	Easy
5	39	0.85	Easy
6	1	0.67	Average
7	2	0.67	Average
8	3	0.53	Average
9	4	0.57	Average
10	5	0.64	Average
11	6	0.67	Average
12	8	0.53	Average
13	9	0.57	Average
14	10	0.67	Average
15	12	0.64	Average
16	13	0.46	Average
17	14	0.64	Average

No	Items	Level of Difficulty	Criterion
18	15	0.53	Average
19	16	0.53	Average
20	17	0.67	Average
21	18	0.46	Average
22	19	0.46	Average
23	20	0.57	Average
24	24	0.67	Average
25	25	0.67	Average
26	26	0.57	Average
27	27	0.53	Average
28	29	0.67	Average
29	30	0.53	Average
30	32	0.64	Average
31	35	0.53	Average
32	36	0.57	Average
33	37	0.46	Average
34	38	0.67	Average
35	40	0.67	Average
36	11	0.25	Difficult
37	21	0.21	Difficult
38	22	0.14	Difficult
39	31	0.14	Difficult
40	33	0.25	Difficult

Based on the data on the table above, it can be concluded that most of the questions prepared have an average criterion. The specification of the results from level of difficulty can be seen in appendix 13.

#### 3.6.4. Discrimination Power

Discrimination power was the ability of the item to differentiate between high-level and low-level students on the test. Discrimination power was used to distinguish between students who received high scores and those who received low scores. The researcher used the following formula to calculate the discrimination power.

$$DP = \frac{U - L}{1/2 N}$$

DP: discrimination power

U: The number of upper students who answer correctly

L: The number of lower students who answer correctly

N: Total number of students in upper and lower

The criteria are as follows:

DP: 0.00-0.19 = poor

DP: 0.20-0.39 = satisfactory

DP: 0.40-0.69 = good

DP: 0.70-1.00 = excellent

DP: -(negative) = bad items, should be dropped (Heaton et al, 1975:160)

Moreover, to know whether the test items were good or not, the researcher analyzed level of difficulty and discrimination power by using Excel. The researcher conducted the try-out test with the total 40 test items were administered in SMPN 1 Sukoharjo, Pringsewu.

In this research, the researcher did an analysis from the results of students' answered, where the students are asked to do 40 multiple choices questions, and then the results did analyzed using SPSS (Statistical Program for Social Science), from the results that the researcher got with an analysis can be seen, the test item valid or not. The valid items are used for pre-test and post-test, while invalid test items are dropped. The results obtained showed that 15 questions were invalid. The questions that did not meet the standards or were invalid were dropped and not used for the pre-test and post-test.

**Table 3.6.2 The Results of The Items Analysis**

NO SOAL	RHITUNG	RTABEL	CONCLUSION
1.	426*	.400	Valid
2.	364	.400	Tidak Valid
3.	064	.400	Tidak Valid
4.	419*	.400	Valid
5.	554**	.400	Valid
6.	517**	.400	Valid
7.	444*	.400	Valid
8.	609**	.400	Valid
9.	454*	.400	Valid
10.	558**	.400	Valid
11.	315	.400	Tidak Valid
12.	416*	.400	Valid
13.	059	.400	Tidak Valid
14.	444*	.400	Valid
15.	119	.400	Tidak Valid
16.	489**	.400	Valid
17.	517**	.400	Valid
18.	314	.400	Tidak Valid
19.	231	.400	Tidak Valid
20.	502**	.400	Valid
21.	137	.400	Tidak Valid
22.	347	.400	Tidak Valid
23.	425*	.400	Valid
24.	403*	.400	Valid
25.	314	.400	Tidak Valid

NO SOAL	RHITUNG	RTABEL	CONCLUSION
26.	513**	.400	Valid
27.	444*	.400	Valid
28.	685**	.400	Valid
29.	662**	.400	Valid
30.	499**	.400	Valid
31.	058	.400	Tidak Valid
32.	544**	.400	Valid
33.	126	.400	Tidak Valid
34.	564**	.400	Valid
35.	014	.400	Tidak Valid
36.	486*	.400	Valid
37.	340	.400	Tidak Valid
38.	475*	.400	Valid
39.	645**	.400	Valid
40.	126	.400	Tidak Valid

Based on the table above, it can be concluded that there are 25 questions that are suitable for use. The specification results of discrimination power and items analysis can be seen in appendix 14.

### 3.7 Research Procedure

In an attempt to collect the data, this research used 40 questions, which later took the form of written questions on paper. Students were expected to answer these questions to achieve the required data results.

#### • Conducting The Try-Out Test

The researcher gave a try-out test before conducting the pre-test and applied the method to determine the validity and reliability of the test.

#### • Analyzing The Try-Out Test

The researcher dropped and changed some questions that were not suitable for the students. The researcher presented 40 questions for the try-out, which were later selected again to ensure they were more valid and reliable.



- Conducting The Pre-Test

The pre-test was conducted to find out to what extent the students understood the material that would be given. This section also helped students facilitate the basic concepts of learning that would be carried out.

- Conducting The Main Activity (Treatment)

The main activities, which played a very important role in the research, were carried out as follows: the teacher provided audio-visual media as a tool for teaching listening (storytelling).

- Conducting The Post-Test

The post-test was given at the end of the research session. In this post-test, the existing research questions (RQ) were answered.

### **3.8 Data Analysis**

To answer RQ1, the researcher analyzed the data and used a quantitative approach to answer the research question. The quantitative data were analyzed using the T-test in the Statistical Package for Social Science (SPSS).

1. Scoring Pre-Test and Post-Test. The formula by Arikunto (1997, p. 212) was employed.

$$S = \frac{R}{N} \times 100$$

S: score of the test

R: total of the right answer

N: total number of the items

2. Calculating the mean of the pre-test and post-test. The mean was calculated by applying the formula below:

$$\bar{X} = \frac{\sum x}{n}$$

Notes:

X: average score/mean

$\sum$ : total score of students

N: total number of students

(Arikunto, 1997)

3. The data was analyzed by using SPSS with the analysis of Repeated Measures T-Test in order to know whether there is an improvement on students' listening skill after the treatments.

### 3.8.1 Normality Test

Test of normality aims to determine whether the distribution of the responses has a normal distribution or not

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	8.14397462
Most Extreme Differences	Absolute	.144
	Positive	.100
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed) <sup>c</sup>		.115
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.111
	99% Confidence Interval	Lower Bound
		Upper Bound

a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The results showed of the normality test from distribution of pre-test and post-test showed normal distribution since the results of significance value of 0,119 was higher than sig >0.05.

### 3.8.2 Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.961	1	28	.335
	Based on Median	.412	1	28	.526
	Based on Median and with adjusted df	.412	1	25.434	.527
	Based on trimmed mean	.860	1	28	.362

The results of the homogeneity of variances test indicated a normal distribution, as the significance value of 0.362 was greater than the sig >0.05. This suggests that the assumption of homogeneity of variances was fulfilled, and the variances across the groups are equal.

### 3.9 Hypothesis Testing

The researcher analyzed the data to investigate whether there was a significant difference in students' listening skill after the implementation of Audio-Visual Media in the teaching-learning processes. The researcher used the Repeated Measure T-Test to determine whether the hypothesis proposed in this research is accepted or rejected at the significant level of 0.05

$$H1 = \text{Sig.} < 0.05$$

Therefore, the hypothesis, which can be stated as follows:

H1: The audio-visual media (storytelling) is effective to improve listening skill for junior high school students. The criteria H1 is accepted if the alpha level is lower than 0.05 (0.05).

H0: The audio-visual media (storytelling) is not effective to improve listening skill for junior high school students. If the alpha level is greater than 0.05 ( $>0.05$ ), the H0 (null hypothesis) criteria is accepted.

This chapter has discussed important studies of this research such as Research design, Data Variable, The Source of The Data, Instrument of The Data, Data Collection Technique, Data Analysis, Data Treatment, Hypothesis Testing

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This final chapter presents the conclusion of the research and suggestion based on the analysis of findings from the previous chapter.

#### **5.1 Conclusion**

Based on the data analysis and discussion, the researcher draws the conclusion as follows:

1. Audio-visual media is effective in teaching listening (storytelling) to improve their ability to listening. Audio-visual elements, such as sound effects, visuals, help to create a more immersive experience, making it easier for learners to grasp the content and improve their listening comprehension.
2. Audio-visual media help students' ability in listening, especially in junior high school, by providing varied and interactive content that caters to different learning styles. These media allow students to hear native speakers, recognize pronunciation patterns, and familiarize themselves with cultural contexts, all of which contribute to the development of their listening skills.
3. When learning foreign languages, for example at school, supporting media was needed to facilitate the process. In the modern era with the rapid development of

technology, teachers can start using audio-visual media as the media to teaching listening.

4. Students' listening skills improved after the implementation of audiovisual media. The results showed an increase in students' scores from the pre-test to the post-test. Before getting treatment, the mean of students' listening skill was 38.53. it means that the score gets higher after the teacher uses audio-visual media, with a mean of 90.8, which means that students' post-test scores are higher than pre-test scores. Moreover, watching video could enrich students' listening skill, and also audio-visual media can help students' listening ability.

5. Audio-visual media becomes one of interactive learning media to be used in the learning process, accompanied by visual movements and sounds, helps students understand new words more easily, and makes the learning process more fun and enjoyable.

## **5.2 Suggestion**

In accordance with the conclusion above, the researcher proposes some suggestions concerning the researcher's findings as follows:

### **5.2.1 Suggestion for English Teacher**

1. The implementation of audio-visual as teaching media has been proven to give a good result to the students' listening comprehension. Hence, the teacher as facilitator is suggested to find out the students' abilities in listening skill first.
2. Teacher should explain the material first because some students need help to understand the material.
3. Teacher are suggested to determine learning media that suits how students learn so that the students can more easily accept the learning material
4. Teacher are suggested to making audio-visual media an interactive learning tool, the teacher can ask several questions or conduct a quiz by showing a picture or watching a video, and then students are asked to answer the questions randomly.
5. Teachers are suggested to optimize the use of technology further because technology continues to develop, and it can help in the learning process.
6. Teachers are suggested to balance per aspect of listening skill to make a test for listening skill.

### **5.2.2. Suggestion for Further Researcher**

1. Future researchers are suggested to examined the effectiveness of audio-visual media in other language aspects as grammar, pronunciation, spelling, and also different language skills such as reading, speaking, and writing.
2. In this research, the researcher only focused on the content listening skill to storytelling. Which is limited by the time and also has limited reach. Future researchers can research other aspects besides listening narrative (storytelling), such as listening in general.

This chapter discusses the conclusion and suggestion for both English teacher and further researchers. Hopefully, the recommendations and suggestions given can be useful.



## REFERENCES

- Amalia, A. (2019). *The Effect of Using Audio Visual AIDS on Students Listening Skills. (A Quasi-experimental Research at the Tenth Grade of MAN 2 Kota Bogor in Academic Year 2018/2019)*. Department of English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta. 12-14
- Anggraeni, S.W, (2021). Pengembangan Multimedia Pembelajaran Interaktif Berbasis Video untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar [Development of Video-Based Interactive Learning Multimedia to Increase Learning Interest of Elementary School Students]'. *Jurnal Basicedu*, 5(6). 5313–5327
- Arief, S. (2006). *Media pendidikan: Pengertian, pengembangan dan pemanfaatannya*. Jakarta: PT Raja Grafindo Persada. 87-89
- Arikunto, S. (1997). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Edisi Revisi IV. Jakarta: PT Rineka Cipta. 6-10
- Arsyad, A. (2011). *Media Pembelajaran*. Jakarta: PT. Raja Grafindo. Persada. 45-47
- Berk, R. A. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.
- Brett, P. (2022). Using Multimedia: Enhancing Learner Autonomy. *ELT Journal*. 8.(1) 63-64

- Brown H. Douglas. (2004). *Teaching by Principles an Interactive Approach to. Language Pedagogy*. Cambridge University Press. 57-70
- Bruner, J. (1990). *Acts of meaning*. Cambridge University Press. 8
- Burke, S. C., & Rager, R. C. (2009). An assessment of faculty usage of YouTube as a teaching resource. *The Internet and Higher Education*, 12(1), 43-50.
- Buck, G. (2001). *Assessing Listening*. Cambridge University Press. 122-125.
- Coolidge, Frederick L., (2000). *Statistics: A gentle introduction* London: SAGE. Publications Ltd. 100-110.
- Daniel, G. (1995) *Kecerdasan Emosional*. Jakarta: Gramedia Pustaka. 8-16
- Djamarah, & Syaiful B. (2013). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta 8
- Duffy, P. (2008). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. *The Electronic Journal of e-Learning*, 6(2), 119-130.
- Edwards, D.C. and McKee, T.B. (1997) *Characteristics of 20th Century Drought in the United States at Multiple Times Scales*. Atmospheric Science, 1-30.
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press. 67-70
- Fisher, W. (1984) The Narrative Paradigm: In the Beginning. *Journal of Communication*. 34(1) 74–87.
- Frederick L.C, (2000). *Statistics: A gentle introduction*. London: SAGE. Publications Ltd. 78

- Goleman, D. (1995) *Kecerdasan Emosional*. Jakarta: PT. Gramedia Pustaka. 91-94.
- Hardiah, M. (2019). *Improving Students Listening Skill by Using Audio Visual Media*. Al-Lughah: Jurnal Bahasa, 7(2), 39.
- Hardiah, M, (2022). Improving Student Listening Skill By Using Audio Visual Media. Allughah, *Language Jounal. E-journal System IAIN Bengkulu*. 8(1), 56.
- Harmer J, (2012). *Essential Teacher Knowledge*, Pearson Production. 57-58.
- Hatch, E. & Farhady, H. 1982. *Research Design and Statistic for Applied Linguistics*. London: New Bury House Production. 175-178.
- Haven, K. (2007). *Story Proof: The Science Behind the Starling Power*. British Library. 55
- Heaton R. K., & Hampson J. L. (1975), Therapist Characteristics VS Psychotherapy Outcome. *Journal of Nervous and Mental Disease*. 16(32) 299–308.
- Heaton J.B (1975), Writing English Language Tests, . Cambridge University Press. 117-123.
- Heinic. (1996). *Instructional Media and New Technologies of Instruction*, Englewood Cliffs, N.J. : Prentice-Hall. 67-75.
- Jung, I. (2005). ICT-Pedagogy Integration in Teacher Training: Application Cases Worldwide. *Educational Technology & Society*, 8(2), 94-101.
- Jones, R. H. (2010). *Technology and the Language Teacher*. Cambridge University Press. 88-89.
- Lonergan, J. (2018). *Video in Language Teaching*. Cambridge: Cambridge University Press. 57-60.

- Morley, J. (1972). *Improving aural comprehension*. Ann Arbor, MI: University of Michigan Press. 9-10.
- Rager Julia E, Bora Jin, David M. (2023) Bayesian matrix completion for hypothesis testing. *Journal of the Royal Statistical Society Series C Applied Statistics*. 72(2) 99-126.
- Richard, J.A. (2002). *Methodology in Language Teaching*. New York: Cambridge University Press. 67-89.
- Richard, J.A. (2008). *Learning to Teach*.Jogjakarta: New York: Cambridge University Press. 88-91.
- Sadiman, A. (2006). *Media pendidikan: Pengertian, pengembangan dan pemanfaatannya*. Jakarta: PT Raja Grafindo Persada. 33-36.
- Sanjaya, W. (2014). *Media Komunikasi Pembelajaran*, Jakarta : Kencana Prenada Media Group. 34-59.
- Setiyadi, B. (2006). *Teaching English As A Foreign Language*, Yogyakarta: Graha Ilmu. 115.
- Setiyadi, B. (2018). *Metode penelitian untuk pengajaran bahasa asing*, Yogyakarta: Graha Ilmu. 56-57.
- Snelson, C. (2011). "YouTube Across the Disciplines: A Review of the Literature". *MERLOT Journal of Online Learning and Teaching*, 7(1), 159-169.
- Syarifah I. (2022). A Review on The Use of Audiovisual as Media in Improving Listening Skills Amon Junior High School Students. *English Education Journal Universitas Syiah Kuala, Banda Aceh, Indonesia*. 2(1) 67-70.

- Shohamy E, (1985). *The power of tests: A critical perspective on the uses of language tests*. Cambridge University. 34.
- Snelson, C. (2011). *YouTube across the Disciplines: A Review of the Literature*. *MERLOT Journal of Online Learning and Teaching*, 7(1), 159-169.
- Taylor, S.E. (2003). *Health Psychology. Fifth Edition*. United States of America: Mc Graw-Hill, 88-89.
- Vandergrift, L. (2007). *Listening: theory and practice in modern foreign language competence*. Cambridge University Press. 67-69.