

**IMPROVING THE ELEVENTH GRADE STUDENTS' LISTENING ABILITY
THROUGH AUDIO-VISUAL MEDIA AT SMA NEGERI 14 BANDAR
LAMPUNG**

By :

ALIFATUR ROSYIDAH

1913042028



**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
TEACHERS' TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY**

2025

**IMPROVING THE ELEVENTH GRADE STUDENTS'
LISTENING ABILITY THROUGH AUDIO-VISUAL MEDIA AT SMA
NEGERI 14 BANDAR LAMPUNG**

By :

Alifatur Rosyidah

Undergraduate Thesis

**Submitted in a partial fulfillment of
The Requirements for S1-Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2025

ABSTRAK

MENINGKATKAN KEMAMPUAN MENYIMAK SISWA KELAS XI MELALUI MEDIA AUDIO-VISUAL DI SMA NEGERI 14 BANDAR LAMPUNG

Oleh:

ALIFATUR ROSYIDAH

Media audio-visual, yang mengintegrasikan unsur visual dan auditori, dikenal efektif dalam meningkatkan hasil pembelajaran bahasa karena penyajiannya yang bersifat multimodal. Di antara berbagai bentuk media audio-visual, cuplikan film (movie clips) banyak digunakan untuk mendukung pembelajaran menyimak. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media audio-visual terhadap kemampuan menyimak siswa serta untuk mengidentifikasi komponen keterampilan menyimak yang mengalami peningkatan paling signifikan. Penelitian ini menggunakan metode kuantitatif dengan desain one-group pretest-posttest dalam kerangka pre-experimental. Partisipan penelitian terdiri dari 35 siswa kelas XI SMA Negeri 14 Bandar Lampung yang dipilih melalui teknik purposive sampling. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik pada kemampuan menyimak siswa setelah penggunaan media audio-visual. Uji paired sample T-test menghasilkan nilai Sig. (2-tailed) sebesar 0.00, yang menunjukkan bahwa hipotesis alternatif diterima. Hal ini terlihat dari peningkatan nilai rata-rata siswa dari 43.25 pada pre-test menjadi 80.65 pada post-test. Selain itu, sub-keterampilan menyimak yang mengalami peningkatan paling tinggi adalah aspek pemahaman. Hasil uji paired sample T-test untuk setiap aspek menunjukkan adanya peningkatan yang signifikan setelah perlakuan, dengan nilai signifikansi < 0.0001 . Peningkatan tertinggi ditemukan pada aspek pemahaman. Temuan ini menunjukkan bahwa penggunaan media audio-visual dalam pembelajaran menyimak secara efektif dapat meningkatkan performa siswa.

Kata kunci: Audio, Media Visual, Menyimak, Pemahaman, Cuplikan Film, Pembelajaran Bahasa

ABSTRACT**IMPROVING THE ELEVENTH GRADE STUDENTS'
LISTENING ABILITY THROUGH AUDIO-VISUAL MEDIA AT SMA
NEGERI 14 BANDAR LAMPUNG****By****ALIFATUR ROSYIDAH**

Audio-visual media, which integrates both visual and auditory elements, is recognized for its effectiveness in enhancing language learning outcomes due to its multimodal delivery. Among the various forms of audio-visual tools, movie clips are widely employed to facilitate listening instruction. This research aimed to investigate the impact of audio-visual media on students' listening performance and to determine which specific listening components experienced the greatest improvement. A quantitative method was applied, utilizing a one-group pretest-posttest design within a pre-experimental framework. The participants consisted of 35 eleventh-grade students from SMAN 14 Bandar Lampung, selected through purposive sampling. The results demonstrated a statistically significant improvement in students' listening abilities after the use of audio-visual media. The paired sample T-test produced a Sig. (2-tailed) value of 0.00, indicating that the alternative hypothesis was supported. This was reflected in the rise of the average student score from 43.25 on the pre-test to 80.65 on the post-test. In addition, the most improved listening sub-skills were identified as understanding. The result of the paired sample T-test for each aspect revealed a significant improvement in all aspects after the treatment with the significant value < 0.0001 . The greatest improvement was found in understanding aspect. These findings indicate that the use of Audio-Visual Media in teaching listening can effectively enhanced the students' performance.

Keywords : Audio, Visual Media, Listening, Comprehension, Movie Clips, Language Learning.

Research Title : **IMPROVING THE ELEVENTH GRADE STUDENTS' LISTENING ABILITY THROUGH AUDIO-VISUAL MEDIA AT SMA NEGERI 14 BANDAR LAMPUNG**

Student's Name : *Alifatur Rosyidah*
Student's Number : 1913042028
Study Program : English Education
Department : Language and Arts Education
Faculty : Teacher Training and Education



Advisor

Co-Advisor

M. Muhammad Sukirlan
Prof. Dr. Muhammad Sukirlan, M.A
NIP 196412121990031003

Khairun Nisa
Khairun Nisa, S.Pd., M.Pd.
NIDN 0003109202

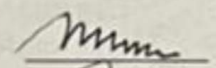
The Chairperson of The Department of Language and Arts Education

Dr. Sumarti
Dr. Sumarti, S.Pd., M.Hum.
NIP 197003181994032002

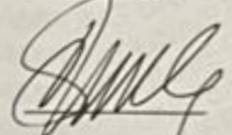
ADMITTED BY

1. Examination Committee

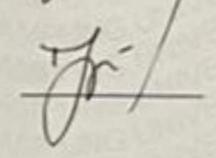
Chairperson : Prof. Dr. Muhammad Sukirlan, M.A.



Examiner : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.



Secretary : Khairun Nisa, S.Pd., M.Pd.



The Acting Dean of Teacher Training and Education Faculty

Dr. Albet Maydiantoro, M.Pd.
NIP 19870504 201404 1 001

Graduated on : 17 December 2025

LEMBAR PERNYATAAN

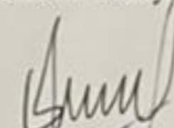
Saya yang bertandatangan di bawah ini:

Nama : Alifatur Rosyidah
NPM : 1913042028
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : IMPROVING THE ELEVENTH GRADE STUDENTS'
LISTENING ABILITY THROUGH AUDIO-VISUAL
MEDIA AT SMA NEGERI 14 BANDAR LAMPUNG

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

Bandar Lampung, 17 Desember 2025

Yang Membuat Pernyataan


Alifatur Rosyidah

CURRICULUM VITAE

Alifatur Rosyidah was born in Bandar Lampung, on December 5th 2001. She is the second child in the family of Siti Masriah and Zainuddin

She started her educational life for the very first time at TK Tut Wuri Handayani. Then she continued her study at SDN 2 Gunung Terang. After she graduated from elementary school in 2013, she continued her study at SMPN 28 Bandar Lampung and graduated in the middle of 2016. After that, she entered MAN 1 Bandar Lampung to continue her high school education and finally she graduated from high school in 2019.

In the same year, she was accepted as a student of English Education Study Program of Teacher Training and Education Faculty at Lampung University through SBMPTN program in June. She joined Kampus Mengajar in 2022, the program that was facilitated by the government. She was placed at SDN 2 Pasir Sakti, Lampung Timur. She taught the students there for around 5 months. To complete her study, she took a research related to the use of Audio-Visual Media in improving students' listening skill at SMAN 14 Bandar Lampung.

DEDICATION

This script is entirely dedicated to:

My beloved parents, Siti Masriah and Zainuddin

My honorable lecturers of English Education Study Program

My Almamater, University of Lampung

MOTTO

“silence is a source of great strength”

(Lao Tzu)

ACKNOWLEDGEMENT

Praise is only for Allah AWT, the Almighty God, for blessing the writer with health to finish the script. This script, entitled “Improving The Eleventh Grade Students’ Listening Ability Through Audio-Visual Media At Sma Negeri 14 Bandar Lampung” is presented to the Language and Arts Education at the Teacher Training and Education Faculty, University of Lampung as partial fulfillment of the requirements for S-1 degree in English Department.

It is important to know that this script would never have come into existence without any support, encouragement and assistance from several generous people. The author would like to express her respectful gratitude and sincere to:

1. Prof. Dr. Muhammad Sukirlan, M.A., as her first advisor who has given knowledge, suggestion, patience, kindness, support and also valuable guidance during accomplishing this script
2. Khairun Nisa, S. Pd., M. Pd., as the second advisor who has contributed and given support, suggestion, valuable guidance in accomplishing the script.
3. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as her examiner who has given constructive suggestion and encouragement for the improvement of the script.
4. Dr. Feni Munifatullah, M.Hum., as the Head of English Education Study Program and all lecturers of English Education Study Program who have contributed her guidance directly and indirectly on this work.
5. Prof. Dr. Cucu Sutarsyah, M.A., as the Academic advisor for the support and help.
6. All lecturers of English Education Study Program who have given precious knowledge during her study at University of Lampung
7. Her beloved parents; Siti Masriah, S.Pd.I and Zainuddin also her brother, Ahmad Dian Wahyudi, for giving strength unconditional love, endless support, countless prayers, and also motivation
8. Her best friends; Amna, Stevany Eva, M. Fazri, Raditya Andra, Azhari Ismael, Mahesa Djaya, Abrorist Talentio, Divta Arsana, Annisa Mamluaturrahmatika, M.

Naim Almarham who have always been there for her unconditionally. Thank you for making the good times even better and the hard times a whole lot easier, the willingness to help her in any condition, being a good listener, giving happiness, motivation, enormous supports, and also precious moments in her life.

9. Her colleges in English Department, especially Adinda Rachma, Nurmanita Arianti, Vara Helga, Anastasia Lousie, Nada Nabila, Aisyah, Ginta Galbi, Boy Syahraga, Adi Budiyanto who have muchly helped, encouraged her, given countless supports during the process of working this script,
10. Students of class XI – 5 of 2023/2024 of SMAN 14 Bandar Lampung for the willingness to be the participants of this research.

Bandar Lampung, 17 Desember 2025

The Author,

Alifatur Rosyidah

NPM. 1913042028

TABLE OF CONTENTS

ABSTRAK	ii
ABSTRACT	iii
CURRICULUM VITAE	viii
DEDICATION	ix
MOTTO	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	5
1.3 Objective of the Research.....	5
1.4 Uses of the Research	5
1.5 Scope of the Research	6
1.6 Definition of Terms	6
LITERATURE REVIEW	8
2.1 Previous Study.....	8
2.2 Definition of Teaching.....	9
2.3 Concept of Teaching.....	10
2.4 Definition of Listening	11
2.5 Aspects of Listening	12
2.6 Definition of Media	13
2.7 Kinds of Media.....	14
2.8 Definition of Audio-Visual Media.....	15
2.9 Kinds of Audio Visual Media	16
2.10 Theoretical Assumption	19
2.11 Hypothesis	19
RESEARCH METHODOLOGY	20
3.1 Research Design	20
3.2 Population and Sample.....	21
3.3 Sampling Technique	21

3.4	Instruments of the Research	21
3.5	Data Collecting.....	22
3.6	Research Procedures.....	22
3.7	Validity and Reliability of The test.....	24
3.7.1	Validity	25
3.7.2	Reliability.....	27
3.7	Data Analysis.....	28
3.8	Data Treatment	28
3.9	Level of Difficulty.....	29
3.10	Discrimination Power.	31
RESULT AND DISCUSSION		33
4.1	Result.....	33
4.1.1	Result of Pre-Test.....	33
4.1.2	Result of Post Test.....	34
4.1.3	Result of Pre-test and Post-Test	35
4.1.4	Result of the Normality Test.	36
4.1.5	Result of Hypothesis Test.....	36
4.1.6	Result of Each Aspect	38
4.2	Discussion	40
CONCLUSION AND SUGGESTION		47
5.1	Conclusion.....	47
5.2	Suggestion	48
REFERENCES.....		50
APPENDICES.....		54

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, the objectives of the research, the uses of the research, the scopes of the research and the definition of terms

1.1 Background

In English language, there are several skills that we have to be mastered such as; speaking, writing, reading and listening. Listening is one of the skills that used frequently. Listening is the key of communication. Listening is the ability of receiving information from other people. To avoid misunderstood of the communication. Listening is not as same as hearing, listening means we listen, remember and understand everything that is said by other people, while hearing means we only hear from other without understanding.

Helgesen in Nunan (2003), listening is an active process of not only what people hear but also how people connect it to other information they have already known. It is the ability to understand what people say include understanding about accent, grammatical, pronunciation, and also finding the meaning. Listening is one of the important parts to do in communication. For human being, listening is the first communication skill they had. It is a vital aspect for communication. Based on Owen (2012) research had showed that adults spend 45%-55% of their daily life communication by listening which is more than any other form of communication such as speaking.

In teaching English language, using any kind of media is needed. There is some kind of media that can be used by the teacher. One of the media is audio-visual media. This kind of media uses video as the media. Teaching English language using video looked easy but it has its own difficulties. Smaldino (2012) stated that the word of media comes from “medium” from the Latin language that means carrier or escort, a thing bringing information from a source to a receiver. Media can be divided into three types. They are audio media, visual media, and audio-visual media. The focus of this study is on audio-visual media. There are many various techniques that can be used by the teacher to help students in improving their listening ability.

Audio-visual media is an intermediary media or the use of material and its absorption through sight and hearing so as to build conditions that can make students able to gain knowledge, skills, or attitudes. The use of Audio-Visual Media or can be named video in teaching listening is expected to be able to motivate students to pay attention to the material that given by the teacher and it can helps the students to improving listening ability. Kusumarasdyati (2004, cited in Martinez, 2010:19) studied *Listening, Viewing and Imagination: Videos in EFL Classes*. The study suggests a technique of presenting videos in EFL listening classes. The use of audio-visual media in the classroom can guide the study activities in the interesting way. Audio-visual media provides information to both eyes and ears, so students can see communication in action and it presents language. As stated by Arsyad (2018), educators should be able to choose and use audio visual media in the process learn to teach in order to achieve the goals achieved. This is because audio visual media can serve as a medium of learning that can assist teachers in delivering messages or lessons so that learners can understand the lessons delivered.

According to Amaliyah, 2013 the use of audio visual media in the learning process can be described as follows: the teacher prepares the learning space, prepares the audio visual media/equipment and supporting facilities, conditioned the readiness of children

to follow the learning process, review and evaluate and hold plan follow-up activities. So it can be said that the audio visual media can be a medium of learning by using the tools of infrastructure that support, in order to help teachers to convey learning messages to learners

Buck (2010:46-47) stated that visual support can aid language learners, especially less proficient learners, and is particularly helpful with more difficult texts. The setting, action, emotion, gestures, etc. that the students can observe in a video clip provide important visual stimuli for language production and practice. Also Buck (2010:172) mentions that visual information is more important in interactional language use, where the emphasis is on the relationship between participants. He also mentions that with audio visual aids it is easy to see who is speaking, the setting of places plus the situations and the gestures.

There are some types of audio visual media that can be used to help the teacher in delivering the material in the classroom, such as; movie, television, video etc. in this study, the researcher focus on using movie as the type of audio visual media. Using movies to improve listening ability have been researched by Cahyanta (2013), Pratama (2017), Aufa (2017), and Qiu (2012). Cahyanta (2013) concluded that that using film clips can improve the students listening comprehension ability.

Based on the previous research by Purba, (2018), with title “effect of Audio-Visual Media on students listening comprehension”, that using audio-visual media in teaching is a good decision in teaching listening comprehension. The result of that study inspires the researcher to do the related research. In addition, a previous study by Cahyaningrum (2010) found that the use of video is effective in teaching listening than audio-only. It may be different from a study by Coniam (2001) which found that the result of the use of audio media is higher than audio-visual media in listening test.

One of the advantages of using audio-visual media in teaching listening is that visual images can stimulate students’ perception directly, while written word can do this

indirectly. Videos are more sensory than reading. Besides all the verbal language, there is color, movement and sound. Being able to see the speakers, their context and body language is a huge advantage to listeners. Furthermore, there is the interest factor of seeing people in their natural habitat, a useful source of cultural information. Another advantages of using audio visual media is that the use of audio visual media can serve as a medium of learning that can help teachers in delivering messages or lessons so that learners can understand the lessons delivered, then educators should be able to choose and use audio visual media in the process learn to teach in order to achieve the goals achieved (Arsyad, 2018)

Listening is an essential ability when talking with others, but since there aren't many opportunities to really listen to and speak with native speakers, it's up to the teacher to provide additional learning circumstances to help students improve their listening abilities. Listening to and repeating CDs or recordings from textbooks may not be interesting or realistic instances of communication. Teachers must also consider alternative listening activities that are often pleasurable for kids, like watching movies and television and listening to music. Students can engage in visual and aural representations of real-life events with the natural vocabulary, phrases, slang, and intonation used by native speakers by watching carefully chosen scenarios and excerpts from the English language. Students' interest in the plot and characters of what they are seeing may improve their desire to learn English.

This research will be focus on using movie clips which is the type of Audio-Visual media. According to Lonergan (1984), movie is one of the most authentic materials that teachers can provide in a classroom situation. Movie brings 'real' lives into classroom, and also has the same benefits as the use of realia such as restaurant menus or bus time tables. The students watching movies in the classroom will bring the same expectation of having fun as they have when they are watching movies in the cinema or on a TV screen at their homes (Allen, 1985). Morley & Lawrence (1972) also say that viewing films is an intellectually challenging and motivating experience for students and teachers alike. Movies offer visual contexts, so that the students can understand by

watching situations what the pronoun is indicating or what the speakers really wants to convey. Riley (1981) also says that through watching TV students can be exposed to semi-real communication in face-to-face interaction.

1.2 Research Questions

Based on the background of the study above, the research question of this study are:

1. Is there any significant improvement of students listening ability after being taught by using Audio – Visual Media?
2. What aspects of listening that improves the most?

1.3 Objective of the Research

Based on the research question mentioned before, the research aims to:

1. Find out the significant improvement of students' listening ability after being taught by using Audio – Visual Media.
2. Find out which aspects of listening that improves the most in improving students listening ability.

1.4 Uses of the Research

The finding of this research can be useful both theoretically and practically. Theoretically, this research hopefully can be a source of information which can be used as the references and guidelines for other researcher related to this topic. Practically, this research expectantly can be a consideration for teachers to use Audio-Visual Media in the classroom in order to improving students' listening ability. This research provides information and suggestion for teachers to use Audio-Visual Media in listening class by examine the advantages and disadvantages of Audio-Visual Media.

1.5 Scope of the Research

The research was conducted at SMAN 14 Bandar Lampung. The subjects of the research were the 11th grade of a class that consists of 35 students. The focus of this research was to find out the improvement of students listening ability in using AudioVisual Media in the classroom, also to find out which aspects of listening that improves the most. The aspects of listening consist of receiving, understanding, evaluating, remembering, and responding.

1.6 Definition of Terms

a. Teaching

Teaching is the process of paying attention to people's needs, experiences and feelings, and intervening so that they learn certain things, and go beyond what is given.

In education, teaching is the integrated sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of a stimulus for one's psychological and intellectual growth by another person or artifact. Teaching is the sharing of shared knowledge and experience, which is usually organized within a discipline and, more generally, the provision of a stimulus for one's psychological and intellectual growth by another person or artifact.

According to Hirst (1975), teaching should implicate:

- a. Setting out with intention of someone learning something
- b. Considering people's feelings, experiences, and needs. Teaching is only teaching if people can take on what is taught.

b. Listening

Listening is where the listener listens to what the speaker is saying, then the listener will try to understand and interpret the information given from the speaker.

Listening provides people with information, so they can develop the information needed to understand and use language. By listening, people refine the information they have received in their minds before they talk to each other or write. The prospect of listening is to provide input that will encourage the development of second language proficiency. The main purpose of listening is to make people maintain social interaction between each other and also understand spoken discourse. Brown (2006) has stated that listening is a procedure of constructing and analyzing connotations of verbal and non-verbal input.

c. Audio Visual Media

According to Munadi (2010: 59), audio visual media is a kind of media that involve sense of hearing and sight at the same time. Audio visual media has capability to be able to overcome the lack of audio media or visual media because its characteristics are more complete than those media (Basuki, 2001: 67)

CHAPTER II

LITERATURE REVIEW

This chapter consists of several previous studies, the explanation of teaching, the aspects of listening, the definition of media includes kinds of media, and the definition of Audio – Visual Media.

2.1 Previous Study

In this section, the researcher reviews previous studies that are relevant to the present research. In teaching listening, Audio - Visual Media plays a big role in improving students' listening ability. The use of Audio - Visual Media is more effective than other existing media, because it uses both human senses such as sight and hearing. Purba (2018) conducted a research in English Department of FKIP HKBP Nommensen Pematangsiantar in December 2018. He found out that the effect of using Audio-Visual Media in teaching listening is more significant than using conventional teaching media. It was proven by the mean of the score in the pretest is 73.82 and post test 81.18. He also says that using Audio-Visual Media in teaching listening is a good decision.

Purba (2018) used quantitative research design. He used two classes that are used a control and experimental group which Audio-Visual teaching media issued in experimental group in control group issued without Audio-Visual teaching media. The data was collected multiple choice test. The population of this research is the second semester college students.

One kind of media in Audio – Visual Media is movie clips. In addition to training students' listening abilities, the use of movie clips as a media can motivate students' desire in learning, it can also improve the atmosphere of teaching learning activities. Cahyanta (2014) conducted a research in 2014. She did the research in SMA Negeri 1 Sleman with the population of the study is the first grade students. She found out that the use of movie clips in this study successfully improved the students' listening comprehension ability. The researcher also found out that the movie clips could help the teacher to deliver the materials in the classroom. With reference to the obtained data, the students were more enthusiastic and had a good motivation to read. As a result, they performed a better comprehension and tended not to make the same mistakes in their work.

From both the previous studies above, it concludes that using of Audio-Visual Media as the tool in teaching learning activity is a good decision. Audio-Visual Media can motivate students in listening activity. Students can focus on the material without feel any burdened. It can also help the teacher in delivering the material easily.

2.2 Definition of Teaching

Teaching is the activity of giving instruction, imparting a certain skill or subject. In this context, teaching is demonstrating or explaining to students how to do something.

According to Brown (2007: 7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. In other word, teaching means giving instruction, trying to help students earn something and make them understand the knowledge that they have learned. Another definition from Brown, he says that teaching is guiding facilitating, learning, enabling the learners to learn and setting the condition for learning (Brown, 2000:7) Robertson (1987) indicated that “Teaching is a generic term which denotes actions undertaken with the intention of bringing about learning in another”.

Hirst (1975) makes two very important points. For him teaching should involve:

- a. Setting out with the intention of someone learning something.
- b. Considering people's feelings, experiences and needs. Teaching is only teaching if people can take on what is taught.

Davis and Glaser (1962) have pointed out that the entire structure of teaching has four steps:

- a. Step-I: Planning of teaching which includes content analysis, identification and writing of objectives.
- b. Step-2: Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.
- c. Step-3: Identification of suitable teaching learning strategies for effective communication of content.
- d. Step-4: Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the feedback to teacher and students

2.3 Concept of Teaching

The International Encyclopedia of Teaching and Teacher Education have classified the concept of teaching into three categories:

- a. Teaching as success signifies that learning is implicated in teaching. Teaching entails learning and can be defined as an activity which necessarily affects learning.
- b. Teaching as an intentional activity means that teaching may not logically imply learning, but it can be anticipated that will result in learning
- c. Teaching as normative behavior denotes action undertaken with the intention of bringing about learning another. It designates a family of activities: training and instructing are primary members and indoctrination

2.4 Definition of Listening

Listening abilities are the ability to accomplish this with comprehension, focus, and appreciation. The integration of language abilities such pronunciation, vocabulary mastery, writing, speaking, and reading is therefore required for listening activities. The capacity to pay attention or hear something might be construed as having good listening abilities. But hearing and listening are two different things. Essentially, listening is a passive, automatic process. Without actively thinking about it, it is possible to hear sounds. The brain does not automatically interpret words into the message they represent when we are listening. In its most basic form, hearing involves interpreting the intent and message of sounds or words. Labeling sounds or words is only one part of this active process. Listening is an active process that seeks to understand what we hear, according to Nunan (2003:24). Thus, hearing is an active skill since we have to interpret the meaning of what we hear.

The linguistic ability that is used the most in daily activities is listening. Communication includes listening, which enables us to share our thoughts with others. According to Underwood in Gilakjani (2011), several academics have defined listening as the process of paying attention to the speaker and attempting to derive meaning from what we hear. In order to create great communication, listening is one of the key components that must be present. (Rost 2009)

According to Brown (2006), listening is a procedure of building and analyzing the connotation from both verbal and non-verbal input. The primary purpose of listening in second language learning is to understand what is being spoken (Richards 2008). As cited in Oxford (1993: 206), Listening is more than just hearing sounds; it is a complex problem-solving ability. Basic linguistic knowledge is part of listening. Children, teenagers, and adults learn the majority of their information, comprehension of language and human affairs, feeling of value, sense of purpose, and appreciation through this medium.

According to Rivers (1966), listening is a creative skill. This means that we interpret the sound that reaches our ears and then build a meaning from the raw materials of the words, their arrangement, and the rise and fall of the sound. The listener must consider the speaker's language and sentence structure choices. Brown (2001: 247) recognized the importance of listening, he stated that students always do more listening than speaking when they in classroom. It implies that hearing is crucial in daily life and that we can interpret things by listening.

2.5 Aspects of Listening

There are many factors that can interfere with listening, so you need to be able to manage a number of mental tasks at the same time in order to be a successful listener. De Vito (2000) has divided the listening process into 5 stages;

1. Receiving (hearing)

It is referring to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

2. Understanding (learning)

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur.

For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering (recalling)

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

4. Evaluating (judging)

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process increases.

5. Responding (answering)

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

2.6 Definition of Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. According to Bakri (2011:3) media is plural form of medium, which derives

from Latin word *medius* that has meaning “middle”. In Bahasa, *medium* means “between or interval”. The meaning of media aimed at something that delivers information (message) between message sender and receiver

Choosing media is a crucial component in learning progress (Anderson 1996: 86). He separated the media into eleven sections for this reason; audio visual media, print media, printed voice media, projection media (visual), sound projection media, visual motion media, media audio visual motion, objects, human and environmental sources, and computer media.

2.7 Kinds of Media

There are three types of media which are audio media, visual media, and audio visual media:

a. Audio Media

According to Sudjana and Rivai (2003:129) in Siti, audio media for teaching is defined as a piece of content that provides an auditory message that can pique students' thoughts, sentiments, concerns, and willingness to learn.

Audio media can serve a variety of purposes. In Siti, Sudjana (2005:129) includes the use of audio media in instructional functions, with an emphasis on: (1) teaching music literally (poetry reading) and documenting activities (2) The teaching of foreign languages, whether through audio or video (3) Radio-based instruction or educational radio (4) The packaging that were looked at for various kinds of material Radio education, audio tape recording, recording, telephone, and compact disc are examples of audio media (CD).

b. Visual Media

All forms of visual media can be enjoyed using the five senses of the eye as teaching tools in the educational process. Pictures or images, sketches, diagrams, graphs, cartoons, posters, maps and globes, flannel boards, bulletin boards, etc. are a few examples of visual media. Visual communication is used to transmit information from the source to the audience. The intended message is poured into graphic symbols. Visual media also serve to draw attention, explain concepts, and exhibit or beautify data that may be easily forgotten without visualization.

c. Audio Visual Media

Visual and auditory media are referred to as audio-visual media. When items are used and information is absorbed through sight, sound, and other senses, it creates the conditions for pupils to learn new information, develop new abilities, or adopt new attitudes.

The following are some examples of audio-visual media: Motion audio-visual medium, including television, videotapes, movies, and audio media (2) Audiovisual quiet, such as a voiceover, sound slide, or a filmstrip (3) audio content that is semimoving, such as board media (4) visual motion pictures, including silent movies.

2.8 Definition of Audio-Visual Media

Audio – Visual Media is a media that combine between Audio and Visual, means that it can be seen and heard by the students. The function of this media is to develop the sight and hearing

According to Januszewski and Molenda (2008: 27), explained Audio visual media can stimulate the use of several senses, and it also serves as a modern tool to get over the limitations of textbooks and teachers' lectures. However, audio visual simply serves to enhance the learning process and does not fully replace the role of the teacher and book.

Munadi (2008:55) defines audio-visual media as: media that simultaneously engages the senses of hearing and sight. The types of messages that can be disseminated include verbal and nonverbal messages that resemble audio-visual media as well as verbal and nonverbal messages. Sanjaya (2014: 118) defines audio-visual media as a kind of media that, in addition to including components of sound, also includes elements of visible visuals. Examples of this category of media include video recordings, films of various sizes, sound slides, and so forth.

Media with sound and visual components are referred to as audio-visual media, according to Djamarah et al (2013:124). Due to the fact that it combines elements of the first and second types of media, this type of media has superior capacities. The term "audio-visual media" can also refer to a group of devices that can project sound and moving images. The original object's character is preserved when image and sound are combined.

2.9 Kinds of Audio Visual Media

There are several kinds of Audio – Visual Media in teaching. The kinds of media are explained by experts, as follows:

Sanjaya (2014: 118) defines audio-visual media as a kind of media that, in addition to including components of sound, also includes elements of visible visuals. Examples of this category of media include video recordings, films of various sizes, sound slides, and so forth.

There are a lot of audio-visual materials that can be utilized in educational materials, but the author will only discuss a few of them. This medium is classified into two categories, according to Djamarah (2013: 125), namely:

- a. Silent audiovisual, which is media that combines sound and still images, such as sound slides, sound series, and sound prints.

- b. Motion audio visuals or media that can show both moving images and sound, including sound films and videocassettes.

According to Basuki (2001: 67-62), audio visual media can be divided into three types as follow:

- a. Television

Television is media which delivers information through motion picture with sound effect. It can be used to improve the quality of learning process.

- b. Film

Film can be utilized in teaching and learning process. It is attractive media and it can be replayed and played slowly

- c. Video

Video is popular media used by people. it delivers audio and visual information. Its information can be factual or fictive

According to Sadiman et al. (2011:67), audio-visual media can take the following forms:

- a. Film

The power of film as a teaching and learning tool is quite significant. Film comes in three different sizes: 8 mm, 16 mm, and 35 mm. Arsyad (2016: 50) claims that the movie goes swiftly and alternatively to give viewers continual sights. The picture has its unique attraction because of how well it can create vivid visuals and sounds. This type of media can be used to provide information, clarify complicated ideas, educate skills, compress or lengthen time, and affect attitudes.

- b. Television (TV)

TV is a media in addition to movies. Television, in addition to movies, is a medium for delivering audio-visual learning messages with motion components. At the moment, television is so pervasive in society. Television is used for more than just

entertainment. However, as a tool for education. Students can learn about the most recent happenings thanks to television.

c. Video

Video and video compact disks can be used to display moving pictures that have sound effects (VCD). Broadcast video programs are frequently employed by distance learning schools as a delivery method for educational information, much like the audio medium. Videos can be informative, educational, or instructional, and they can deliver messages that are real (such as news about significant events) or fictitious (such as stories).

The usage of video in the learning process can benefit greatly from a number of its properties. Slow motion is one of these capabilities, which allows the movement of specific objects or events that happen very quickly to be slowed down to make learning easier for pupils.

d. Projector LCD (Liquit Crystal Display)

The LCD projector is an example of an optical and electronic device. Since the optical system is effective, it can project text, images, or text and images that can be correctly transmitted onto the screen without turning off (darkening) the room lights. 144 (Hujair, 2015).

An electronic device in the shape of a projection screen called LCD media serves as an educational tool that aids in the achievement of learning goals by displaying visual pictures.

In order to excite students, encourage them to remember what they have learned, stimulate new concepts, and engage them in the learning process, LCD projectors are used as learning medium.

2.10 Theoretical Assumption

Many of senior high school students are still having difficulty in their listening ability. Teacher needs to provide other media to help students improving their listening ability. Audio-Visual Media is one of the media that can help students in having a motivation to improving their ability in listening. Audio-Visual media is a usual media that used to teach listening. By using media, students will be more motivate to do the listening activity. The media that is used in this research is movie clips, as mentioned by Morley and Lawrence (1972), viewing movie is an intellectually challenging and motivating experience for students and also teacher. As founded by Cahyanta that has been doing the quite same research in 2014, the use of movie clips was successfully improved students' listening ability.

The researcher believes that Audio-Visual Media is the right media to teach listening because by using visual aid in learning process can motivate students in learning activity. As a result, the researcher expects that using Audio-Visual Media especially in using movie clips will improve students listening ability.

2.11 Hypothesis

Based on the problem, theories, and theoretical assumption, the hypothesis of the research can be formulated as:

1. Alternative hypothesis (H1): the use of Audio-Visual Media in teaching listening ability can improves student listening ability.
2. Null hypothesis (Ho): the use of Audio-Visual Media in teaching listening ability cannot improve students listening ability.

CHAPTER III

RESEARCH METHODOLOGY

The research method is the important point in every research as a guideline to attain the object of the study. This chapter focused on the method used for the research such as the research design, population and sample, instruments, validity, reliability, techniques for data collection, and techniques for data analysis.

3.1 Research Design

There were several techniques used in conducting sufficient research and allows the author to obtain valid data and solve problems in this study. In general, research is described as a process of gathering data and analyzing that data rationally and systematically.

Based on the research's objective, this research used experimental method and use quantitative research. The type of experimental method used by the researcher is preexperimental research in form of one-group pretest- posttest design. The design was used because the researcher only used one class as the experimental class which receives treatment of teaching listening by using Audio-Visual Media.

The research design will be presented as follows:

T1 X T2

- T1 : Pretest (before the students are given the treatment)
- X : Treatment (using Audio-Visual Media as the tool)
- T2 : Posttest (after get the treatment)

3.2 Population and Sample

The population was a group consists of object/subject selected by the researcher to be studied and conclusions drawn (Sugiyono, 2012). The populations of this research were from the eleventh/second grade of senior high school students in SMAN 14 Bandar Lampung. The researcher took one class as the sample of this research. Since the research design is one group pretest and posttest design, the sample uses one class only.

3.3 Sampling Technique

According to Coolidge (2000), sample is a smaller group of scores selected from population scores. The researcher used purposive sampling in determining the sample. Purposive sampling was used with the aim that an individual or selected case could represent a case that could answer the research problem (Setiyadi, 2018). The researcher selected 35 students (one class) from class XI – 5 as the sample of this research.

3.4 Instruments of the Research

There are several instruments that can be used to collect the data such as; questionnaires, tests, multiple choices, etc. In this research, the data was collected by multiple choice tests. There were 20 questions with four options. The students were given pre-test before getting treatments by the researcher. After getting the treatments by the researcher, the students were given a post-test to measure their improvement also to know whether the media is effective or not to be used in the classroom. The purpose of pre-test is to assess students' ability in listening. Treatment is the process of improving students' listening ability. A post-test is given to find out the result of the treatment.

3.5 Data Collecting

In collecting the data, the researcher applied three kinds of activity such as pre-test, treatment and post-test as explained below:

1. Pre – test

Pre- test was conducted to the students in experimental class in order to find out the students' listening ability before being taught by using Audio Visual Media. The pre-test that was used by the researcher was the objective test in form of multiple choices. The test was consist of 20 questions with four options (a, b, c and d). The time allocation was in 30 minutes. The result of the pre-test was compared with post-test result. The researcher took the students' scores to know their listening ability before being taught by using Audio Visual Media.

2. Treatment

The researcher gave the treatment after pre-test. In experimental class, the researcher used Audio-Visual Media as the media in learning activity

3. Post-test

Posttest was conducted after the treatment. It was used to know the improvement of students' listening ability after being taught by using Audio Visual Media. The questions of the post-tests have the same topic as in pretests. The post-test was consist of 20 questions with four options (a, b, c, and d) in 30 minutes time allocation. The type of test was multiple choices and the scoring system was same as in the pre-test.

3.6 Research Procedures

There were several procedures that the researchers did to gain the data to answer the research question. The procedures that used were:

1. Planning

To ensure the program run smoothly, the researcher made certain plans. There

were some steps that the researcher has planned. The steps taken to plan this research can be summarized as follows:

a. Determining the Subject

The researcher selected the first semester of the eleventh grade at SMAN 14 Bandar Lampung as the focus of the research during the phase. The chosen class was XI – 5.

b. Giving Try-Out Test

Before conducting the pretest and applies the method of teaching, the researcher gave a Try-Out test to determine the validity and reliability of the test.

c. Analyzing Try-Out Test

Based on the result of the Try-Out Test, there were 20 questions that were valid and reliable. Then the researcher used 20 questions for the pretest and post-test.

d. Giving a Pre-Test

A type of test (known as a pre-test) is created by the researcher and administered to the students. The pre-test and post-test practice tests that the researcher produced have a total of 20 questions with four options (a, b, c, and d) in every question.

e. Determining the Material to be Taught

The treatment was held for three meetings. It required 100 minutes for each meeting. The researcher determined the material that taught to the students with listening that has a correlation to the material and syllabus.

f. Preparing Post-Test

The researcher prepared a kind of test (called post-test) that was given to the students after treatments. The purpose of the post-test is to know the students' listening ability after being given the treatment. The kind of test is the same as pre-test.

2. Application.

After made the plan, the researcher applied the research procedure that was already been planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave the pre-test.

The kind of test that used was multiple choices test. The test consist of 20 questions with four options (a, b, c, and d). After gave the pretest, the researcher gave the first treatment.

- b. In the second meeting, the researcher conducted the treatment. The researcher conducted the treatment by using Audio Visual Media in the class.
- c. In the last meeting, the researcher gave a treatment and post-test. Before giving the last test to the students, the researcher gave the last treatment for 50 minutes. After gave the last treatment, the researcher conducted the last test, that was post-test. The kind of test is multiple choices test. The test consist of 20 questions with four options (a, b, c, and d).

3. Reporting.

The last point that the researcher did in this research was reporting. There were three steps in reporting. The steps were as follows:

- a. Analyzed the data that were from tryout test.
- b. Analyzed the data that were from pre-test and post-test.
- c. Made the report that found by the researcher

3.7 Validity and Reliability of The test

Validity and reliability were important to be measured in the research. Validity refers to how accurately a method measures what is supposed to be measured. Reliability is the consistency of measurement.

3.7.1 Validity

Validity test refers to how well it measures, what is intended to be measured (Setiyadi, 2006). There are two types of validity; content validity and construct validity.

1. Content Validity

Content validity refers to the extent to which an instrument covers all relevant parts of the construct it sets out to measure. Regarding content validity, the material provided must be relevant with the curriculum. It indicates that the material should be based on the core competence and basic competence in the eleventh grade senior high school syllabus at SMAN 14 Bandar Lampung.

Table 1. Basic Competence

Basic Competence	
3.2 Apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to opinions and thoughts, according to the context of use. (Pay attention to the linguistic elements I think, I suppose, in my opinion).	4.2 Compile transactional interaction texts, spoken and written, short and simple, which involve the act of giving and asking for information related to opinions and thoughts, taking into account social functions, text structure, and linguistic elements that are correct and appropriate to the context.

The test validation was conducted by two English teachers from SMAN 14 Bandar Lampung and was calculated by using index validity from Aiken V with the result a mean of 0.8 that indicates that the score is high and valid for testing (Aiken, 1980; 1985; Kumaidi, 2014). The calculation of the data is showed in **Appendix 8**.

2. Construct Validity

Construct validity is concerned with the test's quality. Additionally, construct validity relates to whether or not the test's content is appropriate for assessing mastery or ability. In this research, the researcher asked the students to do exercises in order to assess their listening ability. The researcher assessed students' listening according to the aspects of listening by Joseph De Vito (2000). The aspects of listening are divided into five categories; receiving, understanding, remembering, evaluating and responding. Those are the aspects of the test that were covered by construct validity.

Table 2. Distribution Item Test (Try Out)

Skill	No	Aspects	Item number	Percentage	Total
Listening	1	Receiving	1, 11, 13, 16, 18, 29, 30, 32, 37	23%	9
	2	Understanding	2, 8, 12, 21, 23, 26, 38	18%	7
	3	Remembering	3, 7, 9, 17, 24, 28, 31, 33	20%	8
	4	Evaluating	4, 5, 15, 22, 25, 27, 39, 40	20%	8
	5	Responding	6, 10, 14, 19, 20, 34, 35, 36	20%	8

Table 3. Distribution Item Test (Pre Test)

Skill	No	Aspects	Item number	Percentage	Total
Listening	1	Receiving	12, 14	10%	2
	2	Understanding	6, 8, 9, 11, 18	25%	5
	3	Remembering	2, 3, 13, 20	20%	4
	4	Evaluating	7, 10, 15, 19	20%	4
	5	Responding	1, 4, 5, 16, 17	25%	5

Table 4. Distribution Item Test (Posttest)

Skill	No	Aspects	Item number	Percentage	Total
--------------	-----------	----------------	--------------------	-------------------	--------------

Listening	1	Receiving	5, 6	10%	2
	2	Understanding	2, 4, 9, 16, 18	25%	5
	3	Remembering	6, 11, 13, 14	20%	4
	4	Evaluating	3, 8, 10, 17	20%	4
	5	Responding	1, 12, 15, 19, 20	25%	5

3.7.2 Reliability

The consistency of the test is defined as its reliability (Hatch and Farhady, 1982). Students' scores consist of true and false score. Reliability helps estimate the error part of the score because there are various source of error in different types of tests. According to Cronbach, the Alpha formula can be used to assess the validity of tests that use scales, such as Likert scale attitude tests and tests that use an essay format. Nunnan in Ghozali (2006) explains that a variable is said to be reliable if it provides a Cronbach Alpha value >0.60 . The reliability test was measured with the help of SPSS version 16.0 with the classification of the difficulty level index of the questions below.

Table 5. Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	40

Between 0.81 – 1.00 = Very high reliability

Between 0.61 – 0.80 = High reliability

Between 0.41 – 0.60 = Moderate reliability

Between 0.21 – 0.40 = Low reliability

Between 0.00 – 0.20 = Very low reliability

(Riduwan, 2010)

The calculation showed that the reliability coefficient of the test is 0.817. Based on the Cronbach's Alpha Value, it indicates that the instrument is reliable with very high criteria.

3.7 Data Analysis

Steps of analyzing students' scores were:

1. Scoring the pre-test and post-test
2. Finding the mean of pre-test and post-test by using the formula below:

$$M = \frac{\sum x}{N}$$

Note:

M : Mean (average score)

$\sum x$: The total of students' score

N : The total number of students

(Hatch and Farhadi, 1982)

3. To find out the improvement of students' listening ability before and after being taught by using Audio-Visual Media, the measurement used SPSS statistic program. The formula that used was:

$$I = X_2 - X_1 \text{ Note:}$$

I : The improvement of students achievement

X₂ : The average of post-test score X₁

: The average of pre-test score

3.8 Data Treatment

There were two treatments of the data; there were normality test and hypothesis test that explained below:

1. Normality test

Normality test is used to determine whether the data are distributed normally or not. The data was tested by using one-sample Kolmogorov-Smirnov Formula (SPSS 25). The criteria of normal distribution are:

H_0 : The data is not distributed normally. (The significant value is <0.05)

H_1 : The data is distributed normally (The significant value is >0.05)

2. Hypothesis testing

The hypothesis testing is analyzed by using the paired simple T-test. Hypothesis testing is used to determine the hypothesis proposed in the research is accepted or not.

The hypotheses are:

a) Alternative Hypothesis (H_1)

There is an improvement of students listening ability after being taught by using Audio-Visual Media. (Accepted if the significant is $\alpha < 0.05$)

b) Null Hypothesis (H_0)

There is no improvement of students listening ability after being taught by using Audio-Visual Media. (Accepted if the significant is $\alpha > 0.05$)

3.9 Level of Difficulty

The level of difficulty is used to categorize test questions into easy or difficult questions. To know the difficulty level of the research questions, the researcher used the formula below:

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

LD : Level of difficulty

U : The proportion of upper group students L : Refers to the proportion of lower group students

N : The total number of the students following the test.
(Shohamy, 1985)

This research used to find out students abilities, students who have more knowledge and who have less about listening. The purpose of this test was to balance the number of students, despite the fact that some of the outstanding students do not pass the standard criteria.

Table 6. Level of Difficulty Criteria

No.	Computation	Criteria	Total Items
1	<0.30	Difficult	5
2	0.30 - 0.70	Average	27
3	>0.70	Easy	8

<0.30 : Stands for difficult questions

0.30 – 0.70 : Stands for the average questions

>0.70 : Stands for easy questions

(Shohamy, 1985)

Based on the result of the test, there were five questions that have a value below 0.30, which means that the questions are categorized as difficult questions. There are twenty seven questions that scored between 0.30 and 0.70, which means that the questions categorized as average questions. There are eight questions that have value more than 0.70, which means that they are classified as easy questions. The details of the result can be seen in **Appendix 2**.

3.10 Discrimination Power.

Discrimination power (DP) refers to the degree to which an item on a test distinguishes between high and low knowledge students. To find out the discriminating power of a test, the researcher used the formula below:

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

DP : Discrimination Power

U : Total of the correct answer of the higher group

L : Total of the correct answer of the lower group

N : Total number of the students

(Shohamy, 1985)

Table 7. Discrimination Power Criteria

No.	Computation	Criteria	Total Items
1	Negative	Bad	0
2	0.00 - 0.20	Poor	0
3	0.21 - 0.40	Satisfactory	0
4	0.41 - 0.70	Good	0
5	0.70 - 1.00	Excellent	40

DP: = Bad items (Should be removed)

(Negative)

DP: 0.00 – = Poor items

0.20

DP: 0.21 – = Satisfactory items

0.40

DP: 0.41 – = Good items

0.70

DP: 0.70 –

1.00

= Excellent items

(Shohamy, 1985)

Based on the result of the test, it can be concluded that the whole questions have value more than 0.80 which means that the whole questions were categorized as excellent items.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter showed the conclusion of the research, also the suggestions based on the data presentation and analysis from the previous chapter. This chapter will be divided into two parts; conclusion and suggestion

5.1 Conclusion

After doing a research in class XI – 5 SMA Negeri 14 Bandar Lampung, the researcher found the result of the research that has been explained in the previous chapter. Based on the result of the research, the researcher can conclude that:

The findings of this study indicate that the use of Audio-Visual Media successfully improves students' listening ability. Based on the results of the paired t-test, the Sig. (2-tailed) value was 0.00, which is lower than 0.05. This indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. The improvement is also supported by the comparison between the students' pre-test and posttest results. The mean score increased significantly from 43.25 in the pre-test to 80.65 in the posttest, showing a substantial improvement in students' listening performance after the implementation of Audio-Visual Media.

Furthermore, the results of the analysis show that all aspects of listening demonstrated improvement. Among these aspects, Understanding showed the highest increase. The paired t-test results confirmed that there was a significant improvement in each aspect of listening, with the Understanding aspect increasing by a mean difference of 1.94 ($t = 9.130, p \leq .001$), which was higher compared to other assessed components.

Overall, the findings suggest that Audio-Visual Media is an effective learning tool that can support students' comprehension and enhance their listening skills. The significant improvement in both overall scores and listening components indicates that the use of Audio-Visual Media can make the listening learning process more meaningful, engaging, and effective. Therefore, it can be concluded that integrating Audio-Visual Media in listening instruction provides a positive contribution to students' learning outcomes and can be considered a beneficial strategy for future classroom practices.

5.2 Suggestion

Based on the research that experienced by the researcher, the researcher offers some suggestions below:

1. For Teacher

Teachers are recommended to use audio-visual media as one of the learning resources in teaching listening because it can increase students' motivation and create a more engaging classroom atmosphere. During the implementation of this research, the use of movie clips helped students become more interested and attentive during the listening activity. However, due to the limited time available during classroom instruction, teachers need to carefully select audio-visual materials that are relevant to the curriculum and learning objectives so that the activities remain focused and efficient. In addition, teachers are encouraged to provide follow-up activities such as reflection, discussion, or simple assessment tasks after watching the video in order to reinforce students' understanding and maximize the effectiveness of the learning process.

2. For Further Researcher

Future researchers are encouraged to conduct similar studies with different grade levels or a larger number of participants in order to obtain more comprehensive and generalizable results, since this research only involved 35 eleventh-grade students. In addition, this study was conducted within limited time and resources, which may influence the depth of the investigation.

Therefore, future studies are suggested to include a control group to strengthen the research design and improve the validity of the findings. Researchers may also explore the use of different audio-visual materials, platforms, or additional instruments to examine their effectiveness more deeply in improving listening skills. Furthermore, investigating students' attitudes, challenges, and motivation toward the use of audio-visual media in listening activities may provide richer insights into how this media supports the learning process.

REFERENCES

- Ahmad Rivai, N. S. (2003). *Media Pengajaran: Penggunaan dan Pembuatannya*. Bandung: Sinar Baru, Algesindo.
- Alan Januszewski, M. M. (2008). *Educational Technology: A Definition with Commentary*. New York: Routledge.
- Allen, R. C. and D. Gomery. (1985). *Film History: Theory and Practice*. New York: McGraw-Hill, Inc.
- Amaliyah, A. (2013). *Meningkatkan Hasil Belajar Siswa Melalui Pendekatan Pailkem (Pembelajaran Aktif Inovatif Lingkungan Kreatif Efektif Menarik) Pada Konsep Perubahan Kenampakan Bumi Dan Benda Langit*. 48.
- Andersin, L. W. (1996). *The Effective Teacher Study Guide and Reading*. New York: Mc Graw Hill: International Edition.
- Arsyad, M. N., and Fatmawati, F. (2018). Penerapan Media Pembelajaran Berbasis Multimedia Interaktif Terhadap Mahasiswa IKIP Budi Utomo Malang. *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 8(2), 188. <https://doi.org/10.25273/ajsp.v8i2.2702>
- Arsyad, A. (2016). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Bakri, H. (2011). *The Effectiveness of Photograph as a Teaching Vocabulary*. Meditex.
- Brown, S. (2006). 'Teaching' listening. *Education 3-13*, 1–16. <https://doi.org/10.1080/03004277708558854>

- Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching*. USA: Longman.
- Cahyaningrum, D. (2010). *the Effectiveness of Using Video in Teaching Listening of Oral Narrative Text*. <https://core.ac.uk/download/pdf/16508466.pdf>
- Coniam, D. (2001). The use of audio or video comprehension as an assessment instrument in the certification of English language teachers: A case study. *System*, 29(1), 1–14. [https://doi.org/10.1016/S0346-251X\(00\)00057-9](https://doi.org/10.1016/S0346-251X(00)00057-9)
- F. L. (2000). *Statistic: A Gentle Introduction*. London: Sage Publication.
- Evelyn Hatch, H. F. (1982). *Research Method and Statistics: for Applied Linguistics*. Cambridge: Newbury House Publisher.
- Gilakjani, A., and Ahmadi, M. (2011). *A Study of Factors Affecting EFL Learners' Comprehension and Strategies for Improvement*. *Journal of Language Teaching and Research*, 2, 977-988.
- Glaser, R. (1962) Psychology and instructional technology. In R. Glaser (Ed.), *Training research and education*. Pittsburgh: University of Pittsburgh Press.
- Hake, R. R. (1999). *Analyzing Change/Gain Scores*. USA: Dept of Physic Indiana University.
- Hatch, E. M., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. London: Newbury house.
- Hirst, P. (1975). What is teaching? In R. S. Peters (ed). *The Philosophy of Education*. London: Routledge and Kegan Paul
- Kusumarasdyati, K. (2004). *Listening, viewing and imagination: movies in EFL classes*. 1 - 10. International Conference on Imagination and Education 2004,
- Lonergan J. (1984). *Video in Language Teaching*. Cambridge University Press.
- Miller, W. H. (2000). *Strategies for Developing Emergent Literacy*. New York: McGraw-Hill.

- Morley, H. J., and Lawrence, M. S. (1972). the Use of Films in Teaching English As a Second Language. *Language Learning*, 22(1), 99–99.
<https://doi.org/10.1111/j.1467-1770.1972.tb00076.x>
- Munadi, Y. (2010.) *Media Pembelajaran*. Jakarta: Gaung Persada (GP) press.
- Nunan, David. (2003). *Practical English Language Listening*. New York: McGraw Hil
- Owen, R., Macnaghten, P., & Stilgue, J. (2012). Responsible Research and Innovation: from Science in Society to Science for Society, with Society. *Science and Public Policy*, 39(6), 751–760.
<https://econpapers.repec.org/RePEc:oup:scippl:v:39:y:2012:i:6:p:751-760>
- Power, C. N., Robertson, F., and Baker, M. (1987). *Success in Higher Education*. Commonwealth Tertiary Education, Commission, Canberra: Australian Government Publishing Service.
- Purba, R. (2018). Effect of Audio Visual Teaching Media on Students Listening Comprehension. *Journal of English Teaching as a Foreign Language*, 4(2), 1–6.
<http://ejournal.uhn.ac.id/index.php/jetafl/article/view/131>
- Richards, J. C. (2008). Second Language Teacher Education Today. *RELC Journal*.
- Riduwan. (2010). *Belajar Mudah Penelitian untuk Guru, Karyawan, dan Peneliti Pemula*. Bandung: Alfabeta.
- Shohamy, E. (1985). *A practical handbook in language testing for the second language teacher* (Experimental). E. Shohamy.
- Shohamy, E. G. (1985). *A Practical Handbook in Language Testing for Second Language Teacher*. Tel-Aviv University.
- Smaldio, S. E., Lowther, D. L., & Mims, C. (2012). *Instructional Technology and Media for Learning* (K. Davis (ed.); 12th ed.). Pearson.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Susan M. Gass, L. S. (2008). *Second Language Acquisition, An Introductory Course*. New York: Taylor & Francis e-Library.

Syaiful Bahri Djamarah, e. a. (2013). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Wibawa, B, and Mukti, F. (2001). *Media Pembelajaran*. Bandung: CV Maulana.