

# **Students' Perception of Audio-Visual Media in Learning Procedure Text for Listening Class**

## **• CHAPTER 1**

### *Abstract*

Listening is an essential skill for language learners and plays a significant role in shaping students' overall language abilities. This study aims to explore students' perspectives, attitudes, and the factors influencing their learning of procedural texts through the use of audio-visual media in college-level listening classes. A qualitative research method was employed, involving eight respondents as the study participants, with questionnaires used as the primary data collection instrument. The results revealed that most students responded positively to the use of audio-visual methods in their learning and agreed that this approach should be implemented in their Listening classes.

### *Introduction*

#### **1. Background**

Audio-visual media is a highly effective tool for teaching in Listening classes because it combines both sound and visual elements, enhancing students' comprehension and engagement. When students only rely on audio, their understanding can be limited, especially if they struggle with vocabulary or find it challenging to follow spoken language alone. In such cases, simply listening to audio can make it difficult for them to grasp the content or meaning of the lesson fully. This lack of comprehension can lead to confusion about the main ideas and details within a text, which can hinder their progress in listening skills.

By integrating audio-visual elements, however, students receive additional cues that aid in their understanding. Visuals provide context and help clarify vocabulary or expressions that might otherwise be difficult to understand through audio alone. For example, images, videos, or even subtitles can support students in connecting words with their meanings, thereby making the content more accessible and memorable. This multi-sensory approach not only enhances comprehension but also keeps students more engaged and motivated to learn.

Given the benefits, I am interested in exploring students' perspectives on the use of audio-visual materials in listening classes, particularly when studying procedure texts. By examining how students perceive and respond to these materials, we can gain insights into their effectiveness and how they can be used to improve listening skills.

## 2. Purpose

- a. To make it easier for students' to learn procedural texts in listening classes,
- b. To provide students' with a better understanding of learning procedural texts in listening classes,
- c. To explore students' experiences and perspectives of learning procedural texts in listening classes.

## 3. Research Question

1. How is the angle of the students' pitch when understanding the procedural text in the listening class with audio-visual media?.
2. What factors affect students' understanding in learning procedural texts in listening classes?.
3. What are the students' attitudes towards the learning methods used to teach procedural texts in listening classes with audio-visual media?.

## ● **CHAPTER 2**

### *Review of Related Literature*

#### Theories

- According to Myers (1992), listening is not only considered hearing but also includes additional aspects of understanding, paying attention, analyzing and evaluating spoken messages, and possibly acting on those messages that were heard. However, listening is also one of the language skills that lack interest and motivation. Gilakjani and Sabouri (2016) explain that some learners find out that listening comprehension is challenging and difficult. Meanwhile Diora and Noor (2020) mention 3 factors of listening difficulties, those are listening material,

listeners, and physical setting. Based on the research that Diora and Rosa conducted in 2020, the result shows the challenges that students face in learning listening are difficult to focus and concentrate, unfamiliar words, long-spoken text, unfamiliar accents, unclear voices, noise, etc.

- Sejdiu (in Jones, 2003) states that the use of audio-visual annotations contributes to better listening comprehension outcomes, when students are assisted with verbal and visual aids, they are better able to recall information. Audio-visual is an interesting and motivating medium for learners, they will more focus and concentrate when learning using audio-visual.
- Nowadays, videos are an integral component of day-to-day activities since they are considered an increasingly successful method for second language learners in the classroom (Ministry of Education, 2016). In addition, the videos are implemented as technological sources that have served as a gateway to achieving efficient listening comprehension. Therefore, the implementation of videos offers a better understanding that allows students to infer and interpret the situations and content of the listening materials.
- One of the media that can be used in listening procedure text is video-subtitle. With the process of subtitling, it can help students to pour out their idea about telling people how to do something in their own style. Subtitling may be described as a translation practice that consists of rendering in listening, usually at the bottom of the screen, the translation into a target language of the original dialogue exchanges uttered by different speakers, as well as all other verbal information that appears written on screen (letters, banners, inserts) or is transmitted aurally in the soundtrack (song lyrics, voices off) (Diaz-Cintas, 2012). In this research, the researcher used reversed subtitle in tutorial video. Tutorial video is a video of a method that transferring knowledge and may be used as a part of a learning process. Previous research by Habibulloh (2017) resulted that video makes the students' easier in on the background knowledge to determine a topic. A tutorial video seeks to teach by example and supply the information to complete a certain task or operate specific object.

- **CHAPTER 3**

*Research Design*

1. Research method

The qualitative research method used in this study was a method that provided an opening of interpretive focus on the phenomenon in its natural environment with the purpose of giving complete coverage to the experiences or perspectives that are related to the object of study through analysis and interpretation (Denzin & Lincoln, 2005). So, this study was carried out with the qualitative research method to inspect the students' perspective on the use of audiovisual methods (videos) in the development of their listening comprehension. Therefore, the experience of this study will allow us to explore and understand the central phenomenon from a personal perspective, the needs that arise in the context in which they arise, and the experience in relation to the investigation.

2. The subject of the research

In this research, researchers studied class C from third semester of English Education Department students at IAIN KEDIRI. All students participate in learning. Especially, when filling in the research instrument at IAIN KEDIRI, 8 students participated.

3. Research instrument

For instrument in this research, the researcher distributed the online questionnaire to the participants via Google Forms. The participants took around 10-15 minutes to complete

the questionnaire. Upon completion of the questionnaire by the participants, the researcher gathered the questionnaire for analysis.

The questionnaire was distributed in Google Forms, consisting of 8 questions. The researcher used a questionnaire adopted by Diora and Rosa (2020) about students difficulties and challenges and by Apriani et al (2022) about students' perceptions of ICT with a total of 8 items questions. However, this study researcher adapted the questionnaire by adding statements related to the use of audio-visual materials in listening class.

#### 4. Data collection

A questionnaire was used to collect data. After that, the researchers decided when to give a questionnaire. The research informants asked for a questionnaire online because facilitate access while doing other activities. The type of questionnaire the researcher uses is a open-ended questionnaire. Open-ended questions are free-form survey questions that allow and encourage respondents to answer in open-text format to answer based on their complete knowledge, feelings, and understanding. The detailed response to this question is not limited to a set of options.

*List of questions :*

1. Do you think audio-visual media needed in learning procedural texts in the Listening Class?  
Give your reasons!
2. Do you think audio-visual media help students concentrate in learning procedural texts in Listening class? Why?
3. Do you think the use of audio-visual media improve students' listening skills in learning?  
Why?
4. Do you prefer audio-visual media over other media for learning procedure texts in listening class? Give your reasons!

5. Do you think audio-visual media easy to learn and remember when studying procedure texts in Listening class? Why?
6. What do you think, after listening to and seeing audio-visual media?
7. Do you think learning by using audio-visual media in Listening class when studying procedure texts increases your enthusiasm for learning? Give your reasons!
8. Do you have any other factors to support you in learning especially when studying procedure texts in listening class? Please elaborate the reasons!

## 5. Research Finding

### *The Results of the Questionnaire*

The research aimed to determine students' perception of learning procedure texts using audiovisuals effectively in Listening class. There were 8 questions from 8 respondents that are used to find out students' perceptions about the use of audio-visual media for learning procedure texts, which can be seen in the responses.

Based on the questionnaire conducted by the researcher, the students stated a positive perception of the media used by the teacher in teaching English in the Listening class which is necessary for effective teaching and learning process for the students. Student responses were needed to achieve more positive learning in the teaching and learning process the results of the interview show that the use of the audio-visual method creates effective learning. This can be seen from the one of results of the respondent as follows: *"Yes, audio-visual media can be highly beneficial for learning procedural texts in Listening class, the reasons such as Enhanced Comprehension (help learners visualize the steps involved in a procedure, making it easier to understand the sequence and context), Increased Engagement (make the learning process more engaging and interactive), Improved Retention (enhance memory recall) , real-world examples and demonstrations, and expose them to authentic language use, helping them develop listening comprehension and pronunciation skills. Because of that, learning activities become more interesting"*. Based on the interview, students provide perceptions about the usefulness of audio-visual.

The second question is about students concentration on audio-visual media in learning procedural texts in Listening class, they express their opinion about how they understand and concentrate procedure texts using audio-visual. From the questionnaire student "Most students agree with the statement that audio-visual media helps concentration in learning text procedures,

besides being fun, this media can increase students' motivation and enthusiasm for learning. Here students also added that not only in concentration, but also helps to focus and remember the text procedures, so here students also consider that this media is very complex and effective for them in learning text procedures in this listening class. However, there are also other opinions from students who say that not all of them agree with the statement above, because according to them not all students can combine the 2 focuses simultaneously (audio and visual), not a few students can only focus on one media, so according to them this media is not very effective for their problems. "

The third question is whether the use of audio-visual can improve students' hearing. The response was the use of audio visuals in learning listening is a fun activity because it makes students study harder so they can communicate with the people around them, and can improve hearing when they use audiovisuals. We can see the students' response below "*Using audio-visual media can improve students' listening skills, because by listening to a lot of audio and seeing the visualizations making students more interactive and enjoyable, which helps maintain student focus*". From the dialogue, it can be concluded that they are very focus on learning English using audio-visuals, and they also say that learning audio-visuals is not boring. And some respondents said that students can choose and understand information from the sounds and visuals they receive, making it easier for them to know what is happening and what the speaker wants to say.

The fourth question about students' perception of English lessons was easy to learn and remember or not. Based on an interview conducted by researchers, student responses were needed to achieve more positive learning in the teaching and learning process. This can be seen from the results of the respondents' responses as follows: "*Yes, I do. Because audio-visual not only just show the audio, so students not only just listen the audio but also the visual. Students will easy to remember the context if use audio-visual*". From the response, it can be concluded that students also get an idea of the procedure text and if they sometimes forget the audio, they can remember it through the visuals.

The fifth question about students' perception about the choice to prefer on audio-visual media over other media for learning procedure texts in listening class. Based on a questionnaire conducted by researchers, student responses when they have a deficiency in their learning ability, either in terms of hearing or seeing ability, then audio-visual media is very helpful for them. This can be seen from the results of

the respondents' responses as follows: *"Yes, I prefer audio-visual media for learning procedure texts in listening class because it makes the material easier to understand. Audio-visual media combines sound and images, which help me follow the instructions step by step and understand the context better"*. From the response, it can be concluded that students' prefer audio-visual media over other media for learning procedure texts in listening class because it can help them to better understand spoken language when they can see visual cues such as gestures, facial expressions, or subtitles that support the audio. This allows students who have difficulty learning using just one type of media to be clearer when they receive this audio-visual media.

For the sixth question about students' perception after listening and seeing audio-visual media. Based on the questionnaire, the students said after listening and seeing audio-visual media, they feel it helps to connect the words while hear and see the visuals, making the information clearer and more memorable. This combination helps student to focus. One of the students responded *"i think is more effective, after listening to and seeing audio-visual media can be a great tool for learning procedural texts in Listening class. It can help students understand the steps better, stay focused, and remember the information longer. However, it's important to use them wisely and make sure they're relevant and interesting"*. Based on the results of the questionnaire, it can be concluded that learning through the audio-visual method helps students to be able to remember the information or lessons they were learning.

The seventh question was students' perception in their motivation that audio-visual increases their enthusiasm for learning English through the audio-visual media were students increases enthusiasm or not. Learning English through the audio-visual media where students are increases enthusiasm or can't, we see the response like: *"Yes, because learning using this media I don't feel bored, and I understand quickly in learning so that it makes me diligent in studying"*. From the response, it can be concluded that learning through audio-visual students was easy to understand the context, it made feel more motivated and enthusiastic.

For the eighth question about students' factors to support them in learning especially when studying procedure texts. Based on the questionnaire, the students said that they had friends and teachers to provide input and support to be more optimistic and enthusiastic in studying. *"maybe because I'm interested, especially since my classmates seem to be more prominent than me and I use my friends as my motivation to study"*. And, *"Maybe another factor is that the teacher can provide*

*additional material or give examples to students so that students can be helped more quickly to understand learning procedural texts".*

From the above response, it can be concluded that factors for students in learning were closest person so that they could increase their understanding more clearly, especially teachers who provide an active and comfortable learning atmosphere for students, then closest friends such as desk mates who can build motivation to learn. So, they can focus more on learning. Based on the respondents above, it was stated that audio-visual is often used in listening class because many teachers now use it as a medium to get closer to native speakers and learn by their way of speaking.

The results of the questionnaire with 8 respondents stated that audiovisual can make students more enthusiastic and easier to understand procedure texts besides that students are very enthusiastic about learning because the explanations are very easy to understand through audio-visual. From the results of the questionnaire, it can be concluded that the use of audio visuals media for learning procedure texts in listening class is effective and preferred by students.

## 6. Discussion

This study highlights the perspective of students regarding their concentration levels, revealing that there are some students find it difficult to focus on two types of media simultaneously. This aligns with Paivio's (1986) Dual-Coding Theory, which explains that people process visual and verbal information differently, making it challenging for some students to integrate these modes simultaneously. Similarly, Sweller's (1988) Cognitive Load Theory supports this, suggesting that managing audiovisual stimuli can increase cognitive load due to the limitations of working memory. Additionally, the disparity in students' listening skill development relates to Gardner's (1983) Multiple Intelligences Theory, which emphasizes that diverse intelligences—such as linguistic, visual-spatial, and musical—impact how students process and respond to educational media. Moreover, the recommendation for educators to provide additional learning materials and tailor lesson plans based on students' interests reflects Renninger and Hidi's (2016) Interest-Driven Learning theory, which highlights the importance of aligning learning materials with students' preferences to enhance engagement and motivation. These theoretical insights collectively underscore the complexities of fostering creativity and effective learning across auditory, visual, and audiovisual styles.

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