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## The effects of Audiovisual Media on Students' Listening Skills

Pham Thi Thuy Dung

Tra Vinh University, Tra Vinh City, Vietnam  
Corresponding author's email: [pttdung@sdh.tvu.edu.vn](mailto:pttdung@sdh.tvu.edu.vn)

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### Abstract

Listening is a fundamental ability to train English. The purpose of this article is to describe the use of audiovisual media in improving students listening skills. The primary purpose of this research is to know the application of sound learning to sound development in improving listening and understanding the ability to listen to English students after learning how to use visual media. This review is quantitative. About data analysis, percentage, and point t-test, the sample was used. The results show that students of English students a significant increase in understanding after learning with videos and students the positive attitude for using videos in listening to listening skills.

**Keywords:** Audio Visual, Media, Listening,

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### INTRODUCTION

Listening is the cornerstone for all other abilities to be established and the primary medium by which students develop original interaction with their target language and culture. It is considered the most challenging language skill for specific language learners. Therefore, the presentation of object issues audiences using sound (video) are expected to attract learners learners' passion for materials presented through multimedia (text, image, image, image the sound, video) in different colors and images are exciting and (Dornyei, 2001: 89). Hiroyuki (2021) found that many students felt satisfied with the learning environment when applied media to the blended training. If there is contact between speakers and listeners, communication occurs. Therefore, auditory functions are explicitly and substantially linked to the amount and consistency of speech skills. Listening to language learners depends on many factors, such as language abilities, context awareness, etc. Students need to listen to many different texts in order to develop listening skills, such as short phone dialog boxes, airport announcements, guidance on how to work, voice, poetry, songs. The key purpose of listening to the secondary level is that, in actual circumstances, students can learn how to work effectively. According to Van et al. (2021), using media to help students learn English will bring a strong potential to enhance language skills for learners and promote the process of learning English. Luu et al. (2021) claim that not many studies examine the effectiveness of some kinds of media in developing English competence.

The aim of listening is to provide guidance to students or collect information from different types of messages or genres such as voice, study, directive, poem, song, etc., and dialogue: debate, debate, movies, etc. Teachers should consider things such as student motivation, interest, and learning styles, to achieve goals.

## LITERATURE REVIEW

Learning a foreign language as a second language is a dynamic process in which several factors affect learners' linguistic development. The most widely used language for those who speak a foreign language as a second language is English in Vietnam. It is very difficult to acquire a foreign language, but there are ways to help second language learners learn the new language more easily with each skill. I want to speak on how to improve communication skills in this study. One of the problematic skills for learners, especially young kids, is internal listening. Therefore to help kids learn this skill well through media, we need very appropriate learning methods. Practical listening abilities help you understand what the speaker needs to say and edit the pronunciation and standardize it.

According to Başaran and Köse (2012), in "The effects of captioning on EFL learners' listening comprehension," In the research study which examined the influence on the understanding of the listening comprehension of the English - level intermediary and the giant of English, Turkish, or no subtitles. In one of the three passes, participants saw the first 19 - min section of the Harry Potter film and the order of Phoenix: English subtitles, Turkish, or no captions, and completed a multi-choice test. The results show that compared to watching the same DVD content without subtitles, students have improved their general understanding of Spanish DVD videos with English subtitles or Spanish subtitles. Twenty students at a low level are randomly allocated through care conditions: subtitles and subtitles by Turkish subtitles and subtitles. In each situation, each party sees the DVD only once: English subtitles, Turkish subtitles, or no captions. Since the same degree of students in English and Turkish captions, there is no significant difference between their scores can indicate that both English and Turkish subtitles have the same effect as the low-end of the 19 - minute film segment. The use of English subtitles and Turkish can mean both English and Turkish subtitles increased lower levels of understanding of the 19 - minute movie.

The article of Safran, J. (2014) is about the advancing comprehension of listening by films. In high school, nine students are learning, and 29 of them are college students. Twenty-nine of them chose to watch movies in English. The students' attitude towards the disadvantages of improving listening skills. Many students want to watch the caption film and assume that captions positively influence their understanding. Students' attitude towards the proposal improves listening skills through film shows in learning; students need more time to learn and need more guidance. Although the context is inadequate for students to learn English, many students say foreign languages will compensate.

Habib Gowhary, H. et al. (2014) studied The Effect of Video Captioning on the Listening Comprehension of Iranian EFL Learners. Since students in Iran learn English as a foreign language, the opportunity for these learners to be exposed to the external target language is due to limited limitations. In their countries where English is not the English language, EFL students learn English, so they have very little chance of hearing the language, so they don't know the language when they are created for native speakers. To better prepare for practical cases and respond correctly to the language outside the classroom, teachers must provide their students with the opportunity to listen to natural language examples or in the school. The effect of feedback is understandable about language learning, which is similar to Krashen. Captions will improve students' target language awareness and enhance language learning in practical ways using new phrases and new phrases.

Janfaza, A. et al. is the author of the study "Impacts of Captioned Movies on Listening Comprehension" in 2014. Captions are described as a visual text distributed through a variety of media matching the target

language signal. Markham, Peter, and McCarthy describe the captions as text on the hinh of the student's native language combined with the second language music in the video, while captions are text on the same screen. The unknown is that the teacher's ability to educate those learners to simplify the captions. The theoretical context in the theory of multimedia learning, the ability to restrict and help processing activities with captions in the language of the language under Mayer's channel. Captions can be described as redundant text that matches sound signals and appear in the same language as the target sound, that is, the principle and principle of the caption. Different types of captions in the late 1990s, Guillory discovered the impact of various forms of captions on understanding learners, and research shows that captions are fully beneficial. When final comments, captioned videos are available simply to produce, it becomes common to use captioned videos to learn foreign languages. You've suggested that videos are played once with captions and once without captions to prevent the abuse of captions.

"Movie Subtitles and the Improvement of Listening Comprehension Ability: Does it help?" by Mehdi Latifi, M. et al., (2011) focuses on 36 of Iran's intermediate learners are distributed to participants in three groups: subtitles: subtitles: subtitles, standard groups, and groups. The data review results show that groups of captions are more dominant than NSG for mc tests, and SSG has performed better than BSG, but there is no significant difference between NSG and BSG. In general, relative to other categories, research on group results shows a higher average score NSG. Three classes are given to participants who are selected: a caption subtitle - a standard subtitle - subtitle and a final subtitle group. Prior to the term, the review institute all students and 36 in the 90 selected subjects and are randomly allocated for three classes at the intermediate level: subtitle - subtitle, subtitle, and non - subtitle group. The first figure shows that the standard group of headings reached the highest level in the exam, followed by the bimodal - subgroup and finally ranked by the non - subtitle group. Analysis of IELTS test data shows that compared with other groups, there are no groups of subtitles that are worse and better than the standard group, although there is no significant difference between the standard group and the subtitle group.

Humiras Betty MarlinaSihombing et al. (2018) focuses on the opportunity to help students develop their listening skills by watching English films. In reality, many activities can be conducted while listening, and many media can be used to provide listening activities to enhance their ability to listen. When listening, this exercise also involves a real job, such as taking missing words in full, text - or - receiving the text of the album, or receiving a phone call. Through receipt, we absorb language data that can not be produced. Students often hear more in class than they claim. The aim of listening is to help learners cope with listening in real life, with many different kinds of hearing in real life. The purpose of teaching-learning is to help learners cope with listening in real life. Other similar exercises may be carried out as a review of paragraphs to look at topics above teachers that need to help students improve communication skills such as listening, listening, illustrating, explaining, listening to relevant information. Teachers may ask them to do listening exercises, such as listening to English songs, news, lectures, voice, and viewing English, for learners to practice listening outside the classroom.

According to I.P.F.C.K.Brian et al. (2017) in the research "the effect of teaching using audiovisual (video) media, on seventh-grade students' listening comprehension at SMP Negeri 1 mengwi academic year 2017/2018", EFL students need to master all the fundamental language skills such as saying, listening, reading, and writing in order to acquire a foreign language and the first language. The incorporation of knowledge from the text with the information known to the listener is the most fundamental feature of comprehension. At the initial stage of language learning, three key reasons to endorse the value of listening

to foreign languages to learn a new language should be to learn like a child who learns a mother. And it's not only a good process that you understand, and it's a process of catching the concept of writing or implicit text. Some of the phases of hearing sound are used to make students aware of the intent of listening and to reflect on data generated to test the comprehension of students. The findings show that after studying with videos and students with optimistic attitudes towards the use of videos in listening skills, the ability of students to listen to English has improved significantly. In conclusion, to enhance students' comprehension, teachers should use video resources as a replacement for teaching.

Rosdiana (2018) says about the usage of audio visuals as media to enhance the listening capacity of learners. Learning media refers to learners' means and means of communication or knowledge. It is anticipated that the media in teaching and learning will help educators enhance learning achievements in learning. In teaching and learning, learning is that it produces new interests and advantages, motivates and encourages learning behaviors, and gives students psychological effects. The learning process appears to decrease less than another study, based on the findings of English students. In order to achieve the purpose of teaching and learning the curriculum, good media and teaching materials capable of attracting learners over time and not deviating from the curriculum should be sponsored. The role of the media under Sherman as a tool in the teaching and learning process in teaching and learning is not an additional feature but also its function of understanding the efficacy of education and learning. The more sensory technologies used by learners, are easier to accept and recall, and ultimately, the media will help push learners.

Research by Listiyarningsih, T. and Surakarta, I. (2017) clarifies the effect of listening to a song in English in Listening Class to develop listening skills. Individuals can make it through the English song to develop listening skills because listening to the English song effectively improves listening skills. It unconsciously learns the ears to listen comprehensively when listening to the music, particularly the English song, and when listening in the classroom, the individuals who hear the English song will understand the meaning of the text. As a consequence, from listening to listening to unique listening abilities, the emphasis is. In previous listening and research studies, the effect of training at different cognitive levels was examined by telling the story and text in game-based training interventions and illustrating how to use general vocabulary-based speech. Learning through media learning is to gain expertise or skills in a new or new subject. The mental vocabulary of the English songs can be strengthened by listening to the English song since they get more vocabulary from that song, they can improve the vocabulary of the ch. This article demonstrates the inference from above that the English song can enhance listening skills because the song can be a medium to enhance listening skills.

Ni Luh Gede Windy Lestary and Si Luh Nyoman Seriadi (2019) show The Use Of Songs To Develop The Listening Comprehension Capacity of Students. Next, listen and repeat; the pressure of this method of listening on the required pronunciation, in which students sustain listening exercises that will repeat the words throughout the practice period. The standard approach used in this type of hearing is to provide listening based on the assignment that a listening material is given to students and respond to a task based on information. Exposing students to various hearing forms will help students focus attention on listening materials based on listening purposes. The first two forms of listening, Nunan explains, are specifically listening, where students have to listen to a material and then stabilize the particular details in the text. It is predicted that listening practices are linked explicitly to text, and learners will undertake these activities while listening. She says listening to an English song will improve listening skills based on her diary since the song could be a platform for improving listening skills. You can incorporate vocabulary, develop

grammar, understand listening skills, and have a way to improve listening skills through listening to the English album.

Rizka Amalia (2017) shows listening and listening skills strengthened by using images of animation and method of debate. Animated videos can encourage students to understand more because they represent a visual sense that enables students to understand their learning abilities and develop them. The key benefits of using cartoon videos are the use of animated videos that can assist learners in understanding more complicated concepts. The techniques used for the implication of the video in class are a variety of realistic techniques: a. Watches for viewing b. The freeze-frame predicts that students will see it from the start. In framing and forecasting practices, teachers pause the video to display photos, feelings, responses, and feedback while the video is being played. Do teachers discuss the quality of the video in a corresponding activity to learn about the video?

The research of Mardiyah Kamilah (2013) focuses on the usage of contextual video to enhance the output of students' capacity for listening. Teachers should instruct students to familiarize students with English terms and conversations in order to make students more interested in teaching. The student response table indicates that the students in the laboratory reacted more accurately than the students in the control group. The student's response to the use of context videos in practice is based on the questionnaire study, the response of the student to the practice of using context videos. With the meaning in context, the benefits of contextual video in the knowledge of English students in practicing responses to students on the merits of the context of the English language are spelled out. In the percentage of students linked to the relational psychology of students, contextual videos have a variety of forecasts to understand what meaning is conveyed. With respect to student psychology, the meaning of the context increases the students' motivation and interest in listening. Students should concentrate more on listening because contextual videos have a dynamic and sound vision of 130, which draws the attention and interest of students, then makes students enjoy listening practice time.

Dewi Cahyaningrum (2010) presents the effectiveness of the use of video in teaching oral narrative text listening. It is expected that the listener would combine their past experiences with text, listening to grasp a storytelling narrative. Based on the above explanation, it is expected that the teaching of the text of the story using the video would be more successful than teaching the story without video by mouth. The teaching of the text of the story using the planned video is more productive than teaching the story by mouth without using the video, based on the description above. In teaching stories about the mouth, the use of video as a teaching means that text will inspire students to listen to stories. It makes sense and logic, based on the explanation, if teachers use video to teach stories through their mouths to establish favorable conditions for students to listen to stories. In this scenario, teachers should use video to teach text storytelling because the video has had a good effect on creating situations for learners to listen to a better oral story. There are also several other media that can be studied for media efficiency so that they can be applied to listening to text to allow learners to understand oral skills and improve verbal skills.

Marian Tyson (1989) writes in his thesis about "the effect of media on the listening comprehension scores of intermediate ESL students." In an instant recovery protocol that hears more text than students viewing the same content, ESL learners listening to an audiotope will score a higher score. Support for the fourth hypothesis suggests that more than those who are watching the film, students listening to a better audiotope may recognize the text's key points. Sometimes the amount of effort depends on listening to an academic

lecture needing more effort than watching and listening to a dramatic sitcom on television, a special difference if later. The listening test followed the improvements in the focus of L2 's teaching. Students are listening to the understanding of their understanding by they can understand and recall certain facts.

Abang Muhammad Rizkan, Mukhaiyar, and Refnaldi (2018) show the effect of using Youtube as an instructor media on the students' listening abilities. The results show that youtube is more effective than the sound aimed at the listening abilities of the second students. No YouTube/audio contact. Consequently, it is recommended that lecturers use youtube as a medium or as a way to assist their students in teaching the application of two different media. New technology like the internet, smartphones, TV, and computers are now something that can not be isolated from the lives of students. Including classes, there are three classes, and the total number of students is 95. Alqahtani has published experiments on the efficacy of using Youtube to enhance listening comprehension. Use Youtube more effectively to teach second-semester learning than using sound. Using sound to teach listening more effectively for students who are taught using youtube.

Elsa Elfiona, M Zaim, Refnaldi (2019) conducted a study on mobile media based on mobile teaching and education. Based on research, special technologies, mobile learning, and learning improve teachers' imagination in teaching materials, motion, access, and excellence. Most teachers and students have difficulty teaching and learning in high schools. Listening skills are one of the English skills that students can study, but they are almost often ignored in teaching and learning because of many factors, such as the limitations of communication and learning. In teaching and learning, the presence of mobile phones will help teachers provide the most appropriate media for special learners who listen to use mobile devices to teach listening skills. Students do not encourage listening skills. Students and teachers benefited from the use of the trade center in teaching and learning, such as easy access materials and external lessons, allowing students to train and develop inputs. Innovation, such as mobile media, is driven and introduced by teachers in teaching English, specifically in teaching.

Cicih Nuraeni (2014) deals with the impact of teaching media and learning encouragement students' listening comprehension. Students' lack of interest and desire to learn could be by media and improper approaches for students or students. Intrinsic motivation happens when students have the internal motivation to do something because it brings pleasure, because they think it's interesting, or because they believe it's really important to understand. It implies that teachers should retain and increase the learning incentive of students to learn by creating an environment of comfort in teaching media learning, based on the principle of Cassandra. The teacher center for teachers with a range of good points that can be found while using Advantech media can make it easier for teachers to listen to students 'learning process. Multimedia teaching will make students curious, explore the minds of students, encourage students to burst, stimulate the interests of students in learning, increase class productivity, and produce more suitable teaching results. Students are interested in learning through the learning dynamics of natural students. Students with high learning motors pay attention to classroom learning events instead of students with low learning motors. In order to improve students' internal motivation, teachers need to attract, for example, to clarify or why it is essential to learn a specific subject or ability to help students create action plans, including students.

Mei Hardiah (2019) touches upon using audiovisual media to improve student listening skills. Students are split into small groups, and the project predicts the contents of the lecture through sound 2. The researchers

and teachers will take the following students to distribute. Students' concentration and focus increased with the use of sound-visual media since the video media has the capacity to focus more on their focus on listening level. The ability of students to listen, particularly students in grade three, is still poor, based on the experience of writers and observations. With the use of sound-visual media, the attention and emphasis of students increased because the video media has the potential to focus more on their focus on listening level. Based on the experience of writers and observations, the ability of students to listen, particularly students in grade three, is still low. Students are assigned to each learner after thinking about psycholinguistics. In general, the findings of the study of class action carried out in English by sound media to enhance the ability of students to listen can be inferred.

Fatma Riftiningsih (2018) publishes the use of video media to improve the students' listening ability for students of second grade in Sman two Grabag of senior high school. For students in the rear to see clearly, the screen must be wide enough. When teachers stop and start videos, show a brief period, stop and start, it will make students frustrated. As mentioned below, the writer wants to test the technique, the teaching procedures use the media, time for students to ask some trouble, offering some questions for students to know their skill. In order to see students listen to listening skills, learn to help teaching and research, teachers ask students to remember what teachers teach. Teachers welcome and try to explore pupils: good morning, students, how are you doing? Then teachers tell students what they're going to learn that day, like, students; we're going to learn about pollution today.

Irodatil Hudiah Khasanah (2019) finds Teaching Computer-based Listening Usage. Learning with Media is the foundation for the creation of all other skills and the key medium by which students begin to communicate with their target language and culture is listening to a forum. Students need to listen to several different texts in order to develop listening skills, such as short phone dialog boxes, airport announcements, directions on how to work, voice, poetry, songs. Participants are expected to understand the real-life listening style through this content and define the important details. The object of listening is to make guidance or collect information from various types of messages or genre types and identify the issues that students have to deal with.

## CONCLUSION

After reading these articles, the findings indicate that listening skills in L2 have many components. Learning and learning structures vary very differently but generally lead to good results when they improve their listening skills. Similar to language and cognitive components. The theory of the second language address has many factors affecting language learning and development, but the study shows important factors recognized through scientific research. Through stimulating activities, people fascinate, bring high efficiency in their activities. Any higher-interest activities, who do so easily effectively, create positive emotions for people who are performing their activities. They will find joy in activities; activities will become gentler, less easily, with high concentration. According to Nguyen (2021), the media helped improve the students' listening skills and affected their autonomy positively. In contrast, people feel constrained and active and makes people tired and quality of performance significantly. The interest in learning is significant for student achievement.

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