

## **Enhancing Listening Skills Through Media Use in Learning for Seventh Grade Students of Junior High School**

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### **ABSTRACT**

Teachers find it difficult to impart listening skills to students learning English as a second language. Therefore, the goal of this study is to help students become better listeners. By utilizing audio-visual materials, this classroom action research (PTK) aims to help students' listening abilities. By utilizing audio-visual materials, this study seeks to enhance pupils' listening abilities. The study's participants were seventh-grade SMP SWASTA PGRI KOTA KUPANG. The planning, observation, action, and reflection cycles were used to perform this study. In order to encourage student participation in the classroom, collaborative learning techniques were also used. The findings demonstrated that audio-visual media could enhance the learning outcomes of listening courses

**Keywords:** Listening Skills, Media, Junior High School

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### **Introduction**

Language is considered a tool and a system utilized by individuals to communicate with others by utilizing sounds, symbols, and words to specific meanings, ideas, and considerations. As an universal language, English is talked in many international events and it is utilized as a medium for information in education, science, innovation, culture, etc. In Indonesia, English is one of the obligatory subjects instructed in instructive institutions from junior high school to college. student will able to write if they are able to read well and the ability to speak will be good if they have good listening. in this school when teacher presented subject they use BAHASA, this matter make the student unfamiliar with vocabulary and pronunciation which should find out common vocabulary for the first step adapt in listening. teaching English as a foreign language in Indonesia naturally requires the mastery of these four skills to their students. However, there are many obstacles by English Teachers to able to teach these four skill as proportionally. teaching listening skills is a skill that tends to be ignored in the teaching and learning process, This is due to several reasons including lack of facilities, lack of teacher competence and lack of motivation from students themselves. Practical listening abilities help you understand what the speaker needs to say and edit the pronunciation and standardize it, this is why apply of audio media in process learn to teach make easier and interesting. The role of the teacher is also very important in the

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teaching of this listening skill, the teacher must be able to play a role as a guide and designer of learning that is in accordance with the abilities of their students. Research Instruments, researchers used listening tests as research instruments for pre-test and post-test. The source of the audio-visual files used was obtained from YouTube. For junior high school students, listening to ESL is one of the integrated skills which the students should acquire. In the current curriculum, it is stated that the second grade (year VII) students at junior high school are expected to be able to respond to the meaning of facts or ideas. Listening skill is the ability to receive and a communication technique where listeners can understand what is heard, so that good communication can be established well too (Hasibuan, M. S., Manalu, L. A., & Tarigan, S. N. (2022))

The use of Computer-Assisted Language Learning (CALL) programmes have been heralded as effective means of developing and enhancing language skills among L2 learners. However, listening skill teaching has been a neglected area. There has been a general belief that being able to speak, read and write in a given L2, is a parameter to be able to claim that L2 learners are proficient in communication in that language. In view of this assumption, many L2 teachers have ignored the true importance that listening has as a source or oral input from which L2 speakers can acquire the target language. (Sejdiu, S. (2017)). To help students improve listening skills, choosing the right strategy is needed. The use of authentic teaching materials and providing relevant tasks is very necessary in teaching listening skills. The use of media such as news broadcasts, films, songs and audio visual media will greatly help students improve listening skills. Of course the strategy used must be adjusted to the ability of students. The stages in learning listening skills include the stages of pre-listening, while-listening, and post listening. Each can be done using a specific method. Audio Visual is a media that simultaneously presents audio (sound) and visual images. By using this medium, the two senses are activated at the same time, namely the ears and eyes. The use of this media is expected to be able to attract students to listen more focused and be able to synchronize information heard with the help of visualization of images so that a better understanding will be obtained. Some audio visual media that can be used in learning listening skills are flashcard, audioslide, films, lectures, broadcast news. For students with intermediate levels film media, scientific lectures and news can be used

Collaborative learning is exceptionally essential in instructing listening skills. Collaborative learning in learning listening skills not as it were permits students to listen to each other's conclusions, but too finds out how an thought is shaped, how to communicate their views, and clarify the translations they make through collaborative exercises. This prepare permits students to investigate, create, monitor, and decide their thoughts that are delivered collaboratively with other students. Collaborative action in the teaching of listening skills is exceptionally appropriate to be connected in the pre-(before) and post-(after) listening phases.

## Literature Review

The Latin word "medium" is means "carrier" or "escort," a thing that takes information from the source to the recipient. Visual, audio, and audio-visual media can all be categorized as media. AVM, or audiovisual media, is a form of media that combines sight and sound. For English teachers, using AVM when teaching EFL has become standard procedure. The Internet and the accessibility of modern technology nowadays have greatly facilitated the work of language teachers. For students, teachers can get AVM from the Internet. Teachers can readily select an AVM depending on their needs because there are hundreds of ready-made AVM created for language education (Ozkan, 2002). AVM can help with language instruction in a variety of ways. It offers interest to classroom instruction and can break up the monotony for students. Additionally, it aids students in coming up with conversation topics. It increases engagement and effectiveness in the classroom

The teachers must have thorough plans for the lesson they will present in class before beginning to teach listening. The first step is to prepare the equipment and materials. The materials should also be

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selected based on the learners' degree of competency. The students will be engaged in listening and actively learning if the teachers choose some fascinating things.

The use of AVM in the classroom has a variety of advantages. According to Smaldino, et al. (2002:28), there are several benefits of using video in general.

1. Motion: In depicting topics where motion is necessary for mastery (such as psychomotor skills), moving images clearly have an advantage over stationary ones.
2. Procedures: Activities that need a series of consecutive processes, like those in an assembly line, scientific investigations, or even cooking lessons, can be demonstrated more clearly.
3. Dramatization: Historical figures and events can be brought to life through dramatic recreations. They give pupils the chance to watch and study social interactions.
4. Research has shown that frequent practice and observation are necessary for the mastery of physical skills.
5. Affective learning: Video can be effective in influencing social and personal attitudes due to its high potential for emotional impact.
6. Cultural understanding: students can get a deep appreciation of other cultures by seeing depictions of everyday life in other societies.

Romana (2000) further mentions that there are many benefits of using AVM in the classroom. Some of the benefits of using AVM in the classroom for young learners are as follows:

1. Video communicates meaning better than other media.
2. It presents language in context in ways that a recording cannot. Learners can see who is speaking, where the speakers are, what they are doing, and most importantly can watch their body language. All these visual clues will help comprehension.
3. Video represents a positive explanation of technology.
4. Teenagers, in particular, have a positive attitude towards television and video; it is seen as being more „modern“ compared to books.

## Methods

The classroom action research was conducted in class seven students of junior high school SMP SWASTA PGRI KOTA KUPANG in April 2024. Classroom action research is practical research intended to improve learning in the classroom. This research is one of the efforts of teachers or practitioners in various forms of activities carried out to improve and improve the quality of learning in the classroom. The population sample taken was 26 students in one class. The subject of this research is class seven students of junior high school pab 13 kwala begumit in the 2022/2023 school year carried out in order to examine how the condition and development of students in learning English, especially listening. The object of this research includes all subjects both researchers and people who are being studied. This research object aims to determine the extent to which students' English language skills using the Audio media method.

In collecting data, researchers make direct observations. The observation method is an activity towards a process by directly observing the conditions and problems to be solved, especially when learning English. Researchers tried to observe with the Audio media method. At the end of learning, students were tested one by one about how much they mastered vocabulary. Vocabulary mastery ability tests are used for data sources. After collecting data, researchers analyzed the data. The data analysis technique used by researchers is qualitative data analysis technique, where qualitative data is obtained from the results of observations or observations during the learning process.

## Result and Discussion

The design of this research is classroom action research. In general, classroom action research is research conducted by teachers based on the problems encountered in the teaching and learning process carried out. The purpose of this classroom action research is to find a solution to the problems of the existing teaching and learning process so as to produce a method of improvement to improve the quality of learning. Classroom action research consists of several cycles, each of which consists of the stages of preparation, action, observation and reflection. Cycles can be stopped when the desired results are obtained as stated by Kemmis and Mc Taggart (1998) that classroom action research consists of a continuous cycle until the researcher achieves satisfactory results and feels confident to stop research activities.

The aim of this research was to obtain the effect of using Audio Visual on Students' Listening Skill. Classroom action research (CAR) was used as the design of this research. The population of this research was the students in junior high school class seven students of junior high school pab 13 kwala begumit

No	Indicator	Percentase
1	Vocabullary	41,6 %
2	Pronouncation	37,4 %
3	Reading	49,92 %

In the first cycle at meetings one and two they still felt unfamiliar with the method we made so their level of understanding was a little low for some students.

No	Indicator	Percentase
1	Vocabullary	54,08 %
2	Pronouncation	49,92 %
3	Memorization	54,08 %

From the results of the table above, it is found that the results of the research obtained already have progress by carrying out several methods applied.

## Conclusion

According to the findings of a class action study on the dandy and dedek English study programs that used audio-visual materials to enhance students' listening abilities, audio-visual materials are often quite successful at assisting students in understanding listening comprehension. Additionally, using this material might help students focus and pay attention during listening exercises. Students that use cooperative learning strategies are also more confident in their ability to solve educational issues. Additionally, prior knowledge has a significant impact on how well students grasp what they hear.

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