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THE EFFECTIVENES OF USING AUDIO-VISUAL MATERIALS FOR EXTENDED DIALOGUES AND MONOLOGUES LISTENING TEXTS

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Abstract: Listening is the initial language skills mastered by language learners as the investment to develop their other language skills. Hence, an appropriate listening lecture is necessary to assist language learners to develop the other language skills optimally. Nevertheless, the majority of teachers use audio materials to teach listening which does not represent the actual elements in the real communication situation. Therefore, this research was aimed to investigate the effectiveness of exerting audio-visual materials for extended dialogues and monologues listening texts since this kind of materials provides the students with realistic situations in communication. To achieve the purpose, a quasi-experimental research was administered by involving two out of three classes at SMKN 5 Malang majoring at software engineer as the respondents. They were determined by analyzing their previous listening scores by using Analysis of Variance (ANOVA). XI RPL 3 (as the experimental group) was taught listening by using audio-visual materials whereas XI RPL 2 (as the control group) was taught listening by using audio materials. The treatments were given in two meetings whereby at the end of the treatments, both groups were given a post-test to figure out whether or not the scores gained by the experimental group and the control group are significantly different. The result of the post test was analyzed by using independent sample t-test by using SPSS in which the output showed that there was a significant difference in students' listening scores. Audio-visual materials were found effective to assist the students in the experimental group to achieve higher score compare with the students in the control group. As a result, audio-visual materials are strongly suggested to teach listening especially for extended dialogues and monologues listening texts.

Keywords: Audio-visual Materials; Extended Dialogues and Monologues; Listening Achievement. Education

A. INTRODUCTION

Listening skills must be mastered by students at the initial stage of learning a new language as children learn their mother language (Buck, 2001). According to Amaniasari (2021), listening is one of communication skills which should be learnt since the initial stage of learning. To create an analogy, children receive a large amount of verbal input through listening before they are able to develop their reading, speaking, and writing skills, so do the students who want to learn a second language. To confirm this statement, numbers of research showed that there is a significant correlation between listening and other language skills achievements (Ariska, 2012; Bozorgian, 2012; Erickzon, 2015). Apart from that, Tanjung (2020) said that listening is a complex activity that involves more perception, cognition, attention, and memory. Therefore, listening become the crucial skills to be mastered by the students to support their proficiency in the other language skills.

In order to develop students' listening skills effectively, teachers must provide the authentic materials that present a complete and real communicative situation. Unfortunately, the listening materials that widely used by teachers are only presented in the form of audio. This phenomenon leads to the occurrence of some obstacles in the process of teaching and learning listening skills. By utilizing audio materials, students face difficulties in absorbing the information effectively since they are forced to make use of their hearing sense without any hint from the other senses.

Audio-visual, on the other hand, can be the alternative learning materials since it allows the students to absorb the information more effectively by using their hearing and sight sense. Omata and Mogi (2005) argue that spoken language is primarily dominated by audition and the perception of facial expressions, especially the mouth that assists the listeners to comprehend the speech. Therefore, listening materials which have multiply input modalities and illustrate what is being said can facilitate the students to comprehend better. In addition, audio-visual materials portrait the realistic situation in life. In the effort to understand spoken language, the features of the language and the setting where the language is used cannot be separated to understand the intended meaning as a whole. Thus, the incorporation of audio-visual materials provide the students with a complete information about who is talking to whom, where, when, and for what purpose. As a result, the actual meaning on the materials can be obtained by the students altogether.

There have been many research investigating the use of audio-visual materials on students listening achievement (Liang, 2013; Chen et al., 2014; Vera and Corisco, 2016). However, such research mainly focused on the form of the material, which is audio-visual, without much regard on the type of spoken language presented. As a result, an investigation on the use of extended dialogues and monologues as teaching materials for listening in the form of audio-visual is a rare undertaking. Therefore, this study aims to find out the effect of audio-visual materials for extended dialogues and monologues texts on students' performance in listening comprehension.

Reflecting upon the research gap stated in the introduction and the literature review, this study aims to answer the following research questions:

1. Do the students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended dialogues listening texts?
2. Do the students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended monologues listening texts?

B. LITERATURE REVIEW

1. Listening as a Skill

Being labelled as a receptive skill, listening might have been seen to be inferior compared to productive skills like speaking and writing. However, that does not mean listening is a passive process. Instead, the learners' mind are actively processing information gained from listening. This is in line with Saha's statement (2008). She defines listening as an active process which requires an analysis of sounds in contrast to hearing that only perceives sounds in a passive way. The process of listening comprehension, adapted from Clark and Clark (1977), supports this claim. There are seven steps; decoding auditory sounds, determining the function of the speech event, activating schemata, assigning literal meaning, assigning intended meaning, determining the demand for short- or long-term memory, and retaining essential information or meanings. Moreover, listeners may make hypotheses of the conversation flow, allowing them to make prediction of what will be spoken next (Mossaab, 2012). All of these may happen simultaneously or in a rapid succession, and this proves that a listener is actively processing information during listening.

2. Challenges in Listening

Listening activities in EFL classroom generally causes anxiety among learners because

unlike in other language skills, they do not have control over the listening (Renukadevi, 2014). There are four sources of difficulties in listening: the message, the speaker, the listener, and the physical setting. The content of the message may be difficult to comprehend as it only conveyed once at variable speed and probably not as organized as written language. The speakers tend to produce redundant speech, saying more than necessary to convey their messages. Learners as the listeners may be lacking sociocultural, factual, and contextual knowledge that colloquial words and expression can be difficult to comprehend for those who are unfamiliar with it. Moreover, learners tend to spend their time reading in which they can read multiple times until they understand the message, rather than practicing listening in which they only have one chance to catch the meaning. Lastly, physical setting may affect listeners' concentration, such as background noises or not seeing the speaker's body language and facial expression.

Learners need to be made aware of these factors since they could influence and even block their comprehension if neglected (Brown, 2015). When such thing happens, learners' motivation may decrease. Teachers as facilitators need to keep learners' motivation on a certain level by considering their progress and interest to ease the learning process, leading to their listening skills developing effectively. Two things that teachers need to notice while teaching listening is that it would be better to give a clear instruction, and a material that is appropriate for their level. Besides, teachers may also facilitate learners with additional components such as providing audio-visual materials to aid their comprehension.

3. Dialogues and Monologues

Monologue and dialogue are the main two types of spoken language. Brown (2015) explained that in monologues, a single speaker uses spoken language alone without being interrupted and it can be for any length of time. While in dialogues, there are at least two speakers involved in a conversation whether it is for interpersonal or transactional purposes. Both monologue and dialogue can be short or long, depends on the situation. Extensive monologue and dialogue texts are texts that contain spoken language which are longer than the usual short and simple ones. In monologue, the example of the extensive one would be lecture, news broadcast, readings, and the like. Examples of extensive dialogue would be a conversation in which the speakers maintain the conversation for a considerable amount of time. Therefore, a simple exchange of greetings cannot be considered as an extensive dialogue.

Since listening occurs in a rapid succession, listeners may blow off some information from a recording. In addition, even if the listeners avoid fixating, they may not be able to comprehend the rest information as it depends on the understanding of the earlier information (Goh, 2000). This problem may get worse when the listeners listen to the extended passages. Bloomfield et al. (2011) argue that the more information in a passage, the more likely the listeners miss some details in it. Therefore, an appropriate listening strategy is necessary to help the listeners absorb more information from the extended passages. Extended dialogues and monologues were chosen as the area of investigation in this study since in the real life, communication does not always occur in the short and simple form.

4. Audio-visual for listening skills

The most common way teachers use to teach listening is by playing a tape then have the students listen to it. However, such method is found to be not effective enough to develop listening skills. There has been studies trying to find methods or materials that may be effective to be used in teaching foreign language. One of them is Chen (2014) who studied the multi-modes for listening. Chen stated that by offering different presentation modes, multimedia is changing the way people learn language. Nowadays the use of technology in language classroom is very common, such as the use of videos for listening which differs from the traditional way of teaching listening by providing only aural input through the listening tapes.

In making use of television or videos in the classroom, learners are able to process what

they hear and see at the same time, letting them to gather more information in a richer language context (Potosí et al, 2009). Kirana (2016) pointed out that the non-verbal linguistic features in content-related videos allow learners to analyze information and predict about the topics, conceptualize ideas on the topics, and understand the use of the contextual language better. Meanwhile, teaching by using media increase the skills of those who use it (Aghni, 2018). Besides, by providing both aural and visual input, listening activity becomes less monotonous, making language learning becomes more interesting.

The use of multimedia in language teaching and learning has been growing with the development of technology. The existence of technology and internet has made teachers' work easier, especially in providing listening materials. Moreover, the sophisticated devices may help them making a greater improvement for developing the listening materials. Ozkan (2002) explains that teachers have many options in choosing and downloading the readily-used audio-visual materials which are designed for language teaching based on what their needs.

The teaching and learning activity using audio-visual material listening is different from the activity in the traditional class which uses audio material only. The traditional class tends to be more monotonous since the students mostly are required to take notes and remain silent during the listening activity until the recording finishes in order to get the complete information. According to Chen (2014), listening to materials which are only in the form of sound recording is not the most efficient way. On the contrast, in the class which uses audio-visual material, the students are required to watch the videos first in the beginning when they can observe the content of the materials, such as the number of the speakers involved, the activity the speakers do, the facial expressions of the speakers, and the setting of the dialogues or monologues happen.

5. Benefits and challenges of incorporating audio visual in the listening class

In learning a new language, it is quite hard for the learners to recognize utterances, especially audibly, when they only rely on what they hear. The incorporation of audio-visual material is believed to overcome related problems occurring in the listening class. There have been numerous studies which reveal the beneficial of using audio-visual materials in teaching and learning process. Ashaver and Igyuve (2013) propose that audio-visual materials encourage students' participation, stimulate interest, individualize the instruction, and serve as a source of information. By the help of the visual presentation, it is easier for the teacher to seize students' attention and get them involved in the lesson. It is also in line with the study conducted by Mossaab (2012):

"Visual aids make the audience involved and presuppose a change from one activity to another: from hearing to seeing. Upon using visual aids, their use tends to encourage body language and movement on one's part."

Besides, Field (2008) in Mohamadkhani (2013) argues that facial expressions and visual cues might help the comprehension of the conversation in the listening materials. There have been benefits found in the implementation of AVM in language classrooms, as explained by Romana (2000). Compared to other media, video conveys meaning better. Video present the context in language in ways that audio materials cannot, for example, by providing learners with visual clues regarding the speakers it allows them to draw conclusions of who the speakers are, what they do, and their body language. Another benefit of AVM is that video becomes a positive representative of technology. Especially for young people who nowadays tend to have a positive attitude towards television and video as they are perceived to be more modern than printed books.

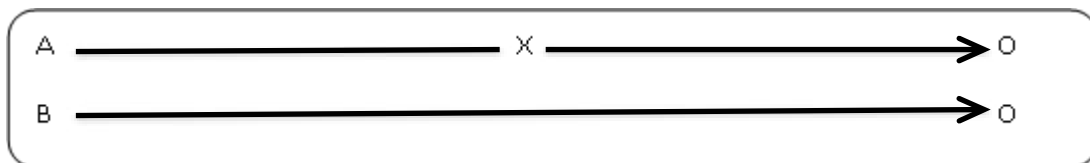
Despite of the benefits, some challenges of audio visual material incorporation in the classroom are exposed. Wang (2015) claims that the problems encountered are the content selection and various activities needed to make the best use of the video. Şahin and Seçer (2016) add that the video selected should be appropriate for three considerations. The considerations are the subject matter of the lesson, the students' interests and needs, and the students' level of proficiency.

C. METHODS

1. Research Design

This research applied quasi-experimental post-test only design. The population of this research was the three classes of the eleventh grade students in the 2022/2023 academic year at SMKN 5 Malang majoring at software engineering. From the population, the researchers selected two classes by using homogeneity analysis to get two classes with the equal level of listening ability (one as the experimental group that was taught listening by using audio-visual materials and one as the control group that was taught listening by using audio materials). After the experimental group and the control group had been given different treatments, the listening post-test was administered for both groups to know whether or not the students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended dialogues and monologues listening texts.

The research design can be illustrated as follows:



Descriptions:

A: Experimental group

B: Control group

X: treatment for the experimental group

O: post-test

Taken from Cresswell (2012:310)

2. Data Collection

The data of this research was collected through listening post-test that was done after giving the treatments. The treatments had been given to the experimental group in two meetings whereby in the first meeting, they got the extended audio-visual dialogue and in the second meeting, they got the extended audio-visual monologue. Unlike in the experimental group, the control group got the same materials but in the form of audio only. The topic for those materials is about computers software in order to equip the participants with the useful language in their workplace.

The listening post-test was in the form of multiple choice. There were twenty test items that were divide into two parts equally (ten questions for part one and ten questions for part two). In part one, the participants had to answer the questions based on the dialogue and in part two, they had to answer the questions based on the monologue.

3. Data Analysis

After the data had been collected from the listening post-test of both the experimental and the control group, it was then analyzed by using independent sample t-test by using SPSS with 95% level of confidence.

D. RESULT & DISCUSSION

A. Result

1. Homogeneity Analysis

The respondents in this research were taken by using cluster random sampling by analyzing students' previous listening scores by using Analysis of Variance (ANOVA). The results of the analysis is presented in the table below.

ANOVA

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	40,407	2	20,203	,294	,746
Within Groups	5987,649	87	68,824		
Total	6028,056	89			

The result of the ANOVA analysis above showed that F value was 0.294 with the value of variance 0.746. Since the value of the variance was more than 0.05, the population was homogeneous or there was no difference on the students' listening ability. Therefore, the experimental group and the control group were chosen by lottery. The selected classes were XI RPL 3 as the experimental group and XI RPL 2 as the control group.

2. Post Test Analysis

The post test was given to both the experimental and the control group. The experimental group did the post-test after they had been taught listening by using audio-visual materials whereas the control group did the post-test after they had been taught listening by using audio materials. The result of the post test can be seen in the table below.

Post-test analysis result for extended dialogues

Independent Samples Test

	Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances	,102	,750	3,773	58	,000	14,330	3,798	6,728	21,933
Unequal variances			3,770	56,742	,000	14,330	3,801	6,718	21,943

From the table above, the value of significant column of Lavene's test was 0.750 that was higher than 0.05. As a result, the row that must be read was the first row of t-test column. In t-test column, the value of significance (2-tailed) was less than 0.05 (0.000). It means that there was a statistical difference between the experimental group and the control group.

Post-test analysis result for extended monologues

Independent Samples Test

	Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Equal variances	3,221	,078	2,845	58	,006	10,268	3,609	3,043	17,493
Unequal variances			2,922	54,104	,005	10,268	3,514	3,223	17,313

From the table above, the value of significant column of Lavene's test was 0.078 It was higher than 0.05. As a result, the row that must be read was the first row of t-test column. In t-test column, the value of significance (2 tailed) was less than 0.05 (0.006). It means that there was a statistical difference between the experimental group and the control group.

B. Discussion

The post-test results signified that the implementation of audio-visual material clearly affected the students' listening ability. Further examination of the results are discussed based on the research questions: 1. Do the students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended dialogues listening texts? 2. Do the students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended monologues listening texts?

Based on the post-test analysis, it was proven that the incorporation of audio-visual materials affected significantly on students' listening achievement on the experimental group both for extended dialogue and monologue texts. It could be known from the value of significance that was less than 0.05 with the significance interval of 95% (0.000 for dialogue texts and 0.006 for monologue texts). These results enriched the information from the previous studies on the efficacy of audio-visual materials to improve EFL students' listening skills conducted by Rahmatian, (2011), Wottipong, (2014) and Novita (2017) by investigating the area that has not been covered. This study revealed that audio-visual materials were also effective to improve EFL students' listening skills for extended dialogue and monologue texts in addition to general listening texts.

The results of the post-test along with the observation showed that using audio-visual material in the classroom helped the teacher to procure students' attention. The students in the experimental class in the research seemed to be more enthusiastic in following the lesson. When the teacher was giving instructions or delivering the material, the students tended to be more attentive. This was in line with Woottipong's statement (2014), "learners are more motivated to cope the instruction when they are given the opportunity to study with the use of video materials." On the contrast, without the help of audio-visual material, the teacher needed to make more effort in the control group to gain students' attention. In the control class, students tended to be passive that the teacher had to create more interaction to get them motivated and active during the lesson. Moreover, in order to activate the students' schemata about the materials, the teacher had to give more leading questions in the control class.

The implementation of using audio-visual material in the experimental class also helped the students to get the concept of the video content. This was in line with Smaldino, et al. (2002:28) in Kirana (2016) which mentions that moving images is superior in portraying concepts than still visuals since it has motion for a better comprehension. The students were able to observe the setting of the video which gave them the idea about the time and the place the dialogues or monologues occur. Moreover, audio-visual material gave them the hints of how many speakers involved, who the speakers are, and what they are doing. The students could also see the facial expressions and gestures of the speakers which presented clues to guide the students interpreting the message delivered.

On the other hand, the students of the control class underwent the difficulties of grasping the listening content. The absence of visual hints made the students confused since they were only able to rely on what they heard. It was problematical for the students to get the

main idea with varying rate of speech delivery which later gave them difficulties in answering the questions. This was in line with Lynch (1998) in Woottipong (2014) who explains that the speaking rate will affect the listeners negatively since the time for processing the whole message is insufficient.

E. CONCLUSION

Regarding the English listening skill of experimental group, it can be concluded that their English listening skill has increased since implementing the treatment in learning activities. The students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended dialogues listening texts. This strategy assists students in improving their students' listening skill because this strategy is a student-centered learning model that determines the teacher as a facilitator. The students who are taught listening skills by using audio-visual achieve better than those who are taught by using audio materials for extended monologues listening texts. In other words, students have higher ability of mastering listening when they learn listening by using audio-visual strategy. Thus, students have experience of collaborating in developing and practicing communication skills. From the student's perspective, they also feel that applying this strategy in learning is more exciting and fun and increases their motivation to learn English. Audio-visual materials were found effective to assist the students in the experimental group to achieve higher score compare with the students in the control group. As a result, audio-visual materials are strongly suggested to teach listening especially for extended dialogues and monologues listening texts.

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