

**STUDENTS' EXPERIENCE ON USING AUDIO AND VIDEO
IN LISTENING CLASS AT IAIN LANGSA**

Thesis

By

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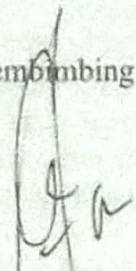
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ABSTRACT

Hajarul Fajri Filian, 2023, Students' Experience On Using Audio And Video in Listening Class At Iain Langsa

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This research investigates the impact of audio and video materials on students' experiences in ESL listening classes at IAIN Langsa. The study aims to comprehend students' attitudes, assess their impact on engagement, motivation, and listening comprehension development, and identify effective integration strategies. Employing a qualitative approach, the research utilized in-depth interviews as the primary data collection method. Thematic analysis was applied to discern patterns and insights from the gathered data which steps such as initial coding, generating themes, review and refinement, theme definition and name, mapping and interpretation. Findings revealed a spectrum of attitudes, with most students expressing interest and perceived benefits of audio/video for improving comprehension or exposure to diverse accents. Positive attitudes aligned with established language learning motivation theories. Neutral perspectives warranted further probing into potential barriers to engagement. Students reported audio/video assisted in developing particular listening skills like differentiating word boundaries or speech rates compared to traditional instruction. Aligning with second language acquisition theories emphasizing comprehensible input, multimedia materials provided authentic linguistic exposure. Participants proposed learner-centered integration approaches balancing audio/video formats, leveraging authentic materials, promoting interactivity, and offering teacher guidance to optimize utility. The study concludes audio/video positively shape the ESL listening instruction landscape at IAIN Langsa by boosting motivation and comprehension development. However, accounting for varied attitudes through dynamic, personalized integration grounded in pedagogical theory is vital for an engaging, student-centered classroom experience. Recommendations include the integration of varied multimedia resources, prioritization of authentic materials for comprehensive language exposure, and the adoption of effective strategies for enhanced ESL listening instruction at IAIN Langsa.

Keywords: ESL listening, audio and video materials, student experiences, engagement, thematic analysis.

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Kab. Aceh tamiang

Dengan ini menyatakan bahwa skripsi saya yang berjudul ***“Students’ Experience On Using Audio And Video in Listening Class At Iain Langsa”*** adalah benar hasil karya saya sendiri dan orisinal sifatnya. Apabila dikemudian hari ternyata/terbukti hasil plagiat karya orang lain, maka akan dibatal kan dan saya siap menerima sanksi akademik sesuai dengan peraturan yang berlaku.

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CHAPTER I

INTRODUCTION

A. Backroung of Study

Listening is a fundamental skill in learning a new language, and it is critical for successful communication. However, many students struggle with listening comprehension due to a variety of factors, including differences in accents, speed of speech, and unfamiliar vocabulary. To support students in improving their listening skills, language teachers often use audio and video materials in the classroom. These materials can provide students with exposure to different accents, speech speeds, and vocabulary, and can help them develop their listening comprehension skills.

Listening skill is a basic skill that must be possessed by someone to be able to develop other skills. Listening as a learning process is carried out in an integrated manner and gets the same attention as other language skills. Listening is one of the skills of the four aspects that must be possessed by Indonesian students in learning. Listening is distinguished from listening. In this case, hearing is interpreted as capturing sound through the ear without intentional and without planning. Listening is an activity of capturing sounds with attention because there is an element of attraction. Even so, listeners have no desire to understand further.¹

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

¹ Christine C. M. Goh dan Larry Vandergrift, "Teaching and Learning Second Language Listening," *Teaching and Learning Second Language Listening*, 2021, <https://doi.org/10.4324/9780429287749>.

facilities, lack of teacher competence and lack of motivation from students themselves. In teaching listening skills, adequate facilities such as a conducive room, free noise, and adequate media such as audio recorders and videos are needed. Authentic materials must also be used because of this listening skill students learn many things such as suprasegmental segments of language, namely intonation and emphasis.² The role of the teacher is also very important in the 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. Teachers are also required to be able to use appropriate strategies in teaching listening skills. Besides that the low motivation of students since they feel listening skills are difficult to be mastered. While listening, students are required to actively respond to and interpret the information being listened. In other words listening is an active activity that involves not only good listening ability but also the ability to sort and interpret information obtained from this activity.³

Teaching listening skills in teaching English is not an easy thing. In listening activities, students are required to be able to elaborate information that is heard with other information that has already been known and interpret its meaning by integrating what is heard with existing data in the brain.⁴ The listening process includes four stages namely listening, understanding,

² Mei Hardiah, "Improving Students Listening Skill by Using Audio Visual Media," *Al-Lughah: Jurnal Bahasa* 7, no. 2 (2019): 39, <https://doi.org/10.29300/lughah.v7i2.1673>.

³ O.G. Ulum, "International Journal of Humanities Social Sciences and Education (IJHSSE) Listening: The Ignored Skill in EFL Context," *International Journal of Humanities Social Sciences and Education* 2, no. 5 (2015): 72–80.

⁴ David Nunan, T. D. Terrell, dan H. Douglas Brown, *When ordering this title , use ISBN 007-123462-4, Language*, vol. 57, 2003.

remembering, evaluating and responding. Given the complexity of the process in listening skills, the right method needs to be applied so that students are able to explore listening skills maximally.⁵

In language teaching, listening is a skill that is receptive, meaning that this skill is the target language input for language learners. Language learners are expected to get the target language input for language learners. Language learners are expected to get the target language input from listening skill. According to Gass and Selinker even though the input from listening is not enough in language acquisition, input is needed for second language learning (foreign languages).⁶

Listening is said to be 'receptive when it is what the speaker actually says, constructive when it creates and signifies meaning, collaborative when it negotiates meaning with the speaker and listener and transformative when it creates meaning through participation and imagination'.⁷ Listening therefore presupposes understanding which is pivotal in reacting to the content of the message. It can be asserted therefore that success in learning a new language also rests on a person's ability to process the language that is heard. Among the four skills (listening, reading, speaking, writing), listening is said to be the most challenging to master and perhaps to teach as well. In fact, the teaching of new languages did not initially focus on listening than it did on writing and reading;

⁵ Ulum, "International Journal of Humanities Social Sciences and Education (IJHSSE) Listening: The Ignored Skill in EFL Context."

⁶ Blair A Ruble, "From Collards to Kale : Redefining Washington ' s West End," 2015, 1–3.

⁷ Atefeh Elekaei, Sajad Faramarzi, dan Hossein Heidari Tabrizi, "Autonomy, critical thinking and listening comprehension ability of iranian EFL learners," *International Journal of Applied Linguistics and English Literature* 5, no. 2 (2016): 40–48, <https://doi.org/10.7575/aiac.ijalel.v.5n.2p.40>.

even speaking was not encouraged until accuracy was achieved. Listening finally made its way to the classroom as a formal subject that could be taught. Over the years a listening lesson has been conducted through audio tapes, then compact discs (CDs); and today with the explosion of information technology and the world-wide-web, there are many sophisticated instruments. That is, listening can be taught through the internet or through downloaded material into ones audio player or video player and any other such device. In fact, assert that ‘the recent development of multimedia technology marks a significant change from the traditional listening teaching based on audiotapes’. Whatever the device though, listening skill is developed by interacting with the content one is listening to. This content would be predominantly provided in audio format, however, in some cases video which presents content in moving pictures has been used as part of a listening lesson. Video listening dominates listening lessons in the institution where this research was conducted, which prompted the researches to investigate whether such a practice benefits the listening process or not. Since the research is mainly concerned with the source of listening, it is necessary to survey literature about sources of listening and their implications.⁸

As an effort to improve listening skills, the teacher can use learning media through technology. Learning media is a tool to assist in adjusting learning objectives with learning products. Technology can be used to encourage students to engage in learning activities and support student

⁸ Berrington Xolani Siphosakhe Ntombela dan Nayeemunnisa Yusuff, “The impact of video-viewing in a listening class,” *Multilingual Academic Journal of Education and Social Sciences* 4, no. 1 (2016), <https://doi.org/10.6007/majess/v4-i1/2050>.

development. The use of learning media is closely related to the stages of thinking because through learning media abstract things can be concrete and complex things can be simple.⁹

Although there is a considerable body of research on the use of audio and video in listening comprehension, most studies focus on the effectiveness of these materials in improving students' listening skills. Few studies have explored the students' perspectives and experiences of using audio and video in the listening classroom. Understanding students' perceptions of these materials can help language teachers tailor their instruction to better meet students' needs and preferences. This study aims to explore students' experiences of using audio and video in their listening classes, with a focus on how these materials contribute to their learning and engagement. By filling this research gap, this study will provide insights into the effectiveness of using audio and video materials in developing listening comprehension, and inform best practices for teaching listening in TESOL classrooms.

Therefore, this lesson explains in more detail about students' experiences in learning listening in order to reveal the best method between audio and video for teaching listening from students point of view.

B. Research Questions

1. What are the students attitudes towards using audio and video materials in ESL listening classes, and how do these materials impact their engagement and motivation?

⁹ Vina Anggia Nastitie Ariawan dan Endah Sulistyani, "Using Video To Improving Listening Comprehension of Fourth Grade Students," *PrimaryEdu - Journal of Primary Education* 4, no. 1 (2020): 1, <https://doi.org/10.22460/pej.v4i1.1299>.

2. In what ways do audio and video materials support or hinder students' listening comprehension development, and how do these materials compare to traditional listening instruction methods?
3. How can audio and video materials be effectively integrated into ESL listening instruction, and what strategies do students find most helpful for using these materials to enhance their listening skills?

C. Purpose of Study

1. To examine students' attitudes towards using audio and video materials in ESL listening classes and explore how these materials impact their engagement and motivation
2. To investigate the ways in which audio and video materials support or hinder students' listening comprehension development compared to traditional listening instruction methods.
3. To identify effective strategies for integrating audio and video materials into ESL listening instruction and determine which strategies students find most helpful for enhancing their listening skills

D. Significance of Study

This research has the benefits as the following:

1. For Students: Improve engagement, motivation, and listening skills through tailored instruction.
2. For Teachers: Make informed decisions, enhance teaching strategies, and improve ESL listening instruction.
3. For Other Researchers: Fill research gaps, establish foundations, and explore related aspects.

E. Terminology

1. Students' Experience: This term refers to a socio-cultural approach to study mature students' experiences and effect of institutional practices on student retention and performance. The use of student's experience commonly become feedback from student for stackholder to fix or improve learning activity by policy
2. Audio and Video in Listening Class: This term refers to media used for improving student engagement to class activity. Both audio and video has become a tool for teacher in daily class especially in EFL.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the pursuit of a comprehensive understanding of students' experiences with audio and video materials in ESL listening classes at IAIN Langsa, the foundation of this study rests upon the valuable insights provided by direct interviews with a carefully selected group of participants. The primary source of our data emanates from in-depth interviews conducted with a representative sample of five students from the listening class. This sample encompasses a diverse range of academic achievements, ensuring a nuanced exploration of the impact of audio and video materials across different levels of student performance.

The five interviewed students are stratified into distinct categories to capture their perspective. Among these participants, two are recognized as top achievers, consistently excelling in their academic pursuits. Their insights offer a valuable lens into how high-performing students engage with and benefit from the integration of audio and video materials in the ESL listening curriculum.

In addition, one student represents the middle tier of academic achievement, providing a bridge between the experiences of high and low achievers. This middle achiever's perspective serves to enrich our understanding of how students with varying levels of proficiency navigate the challenges and advantages posed by audio and video materials.

To ensure a comprehensive examination of the subject matter, two students who fall within the struggle to academic achievement have also been included in the interview pool. Their perspectives shed light on potential challenges, obstacles, and opportunities for improvement in utilizing audio and video materials within the ESL listening context.

1. Examining Students' Attitudes and Impact on Engagement and Motivation

- a. How do you feel about using audio and video materials in your ESL listening classes at IAIN Langsa? Please share your thoughts?

Table 4. 1 Interview Result Q1

Code	Statement
SMA	“Using those media are really making me interested in learning but use video more useful than audio”
WF	“I feel I've gained more information and insights on the use of audio and video materials in ESL (English as a Second Language). It helps improve my listening comprehension skills.”
TK	“I believe that integrating audio and video materials into ESL listening classes at IAIN Langsa can be quite beneficial. It provides a dynamic and engaging way for students to interact with the language and gain exposure to various accents, intonations, and speech patterns”

NI	“Learning English through audio is engaging for me. Apart from studying with books, using audio and video captures my attention more effectively”
IG	“I think using audio and video in ESL classes is okay, I guess. It's different from just reading and stuff, so it's kind of interesting sometimes.”

Among the top achievers, and expressed a strong interest in utilizing audio and video materials. highlighted a preference for video, deeming it more useful than audio. acknowledged the benefits, stating that the use of such materials has enhanced her listening comprehension skills, underlining the positive impact on academic performance.

Representing the middle tier of achievement, articulated a belief in the significant benefits of integrating audio and video materials into ESL listening classes. Kenza emphasized the dynamic and engaging nature of multimedia resources, emphasizing their potential to expose students to diverse accents, intonations, and speech patterns.

On the lower spectrum of academic achievement, and shared more varied sentiments. found learning through audio engaging and captivating, especially when compared to traditional book-based learning. , on the other hand, expressed a more neutral stance, considering the use of audio and video materials as okay and interesting, albeit different from conventional learning methods.

- b. Can you give examples of when audio and video materials made you more or less motivated during ESL listening lessons? What specifically affected your motivation?

Table 4. 2 Interview Result Q2

Code	Statement
SMA	“Using audio and video when we have toefl and ielts test . In my opinion using video is more useful than audio cause when we watch the native speaker speaking it make us easier to understand the meaning of the sentence”
WF	“My personal preference for high-quality visual videos or audio with a variety of topics motivates me. Conversely, low-quality materials with unclear audio or fast speech can hinder my motivation.”
TK	“There have been instances where the choice of audio and video materials significantly impacted my motivation during ESL listening lessons. For example, when we explored authentic dialogues or engaging TED Talks, it boosted my motivation as I found the content relevant and thought-provoking. Conversely, mundane or overly complex materials tended to lessen my motivation.”
NI	“I acquire a lot of new vocabulary by incorporating audio as an additional learning motivation. I prefer learning through audio, such as listening to music”

IG	<p>“Well, I remember this one time we watched a video with a really boring topic, and it just made me zone out. But when we listened to a fun song in English, it made me more interested because it was enjoyable..”</p>
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(SMA) , who associates the use of audio and video materials with TOEFL and IELTS test preparation, emphasizes the effectiveness of video in aiding comprehension. According to SMA, observing native speakers enhances understanding, particularly when deciphering sentence meanings.

(WF) reflects on the influence of material quality on motivation. WF notes a personal preference for high-quality visual videos or audio, emphasizing that motivation is hindered by low-quality materials featuring unclear audio or fast speech.

(TK) delves into instances where the choice of audio and video materials significantly impacted motivation during ESL listening lessons. TK identifies engaging content, such as authentic dialogues and TED Talks, as motivational, while mundane or complex materials tend to diminish motivation.

(NI) associates audio with increased vocabulary acquisition and additional learning motivation. Expressing a preference for learning through audio, NI specifically mentions enjoying the experience of listening to music in English.

(IG) shares an anecdote emphasizing the impact of content on interest. IG recalls zoning out during a video with a dull topic but expresses increased interest when exposed to enjoyable English songs, highlighting the role of content in shaping engagement.

2. Investigating Impact on Listening Comprehension Development

- c. In your experience, how do audio and video materials help or hinder your listening skills compared to traditional methods?

Table 4. 3 Interview Result Q3

Code	Statement
SMA	“In my experience, using audio was hinder me being focus on listening test. Because a lot of things can distract us when listening to the audio”
WF	“Depending on high-quality content, audio and video materials can enhance clarity and understanding, keeping me engaged. They make content more accessible compared to traditional methods”
TK	“From my experience, audio and video materials offer a more authentic and immersive approach to developing listening skills compared to traditional methods. They enable students to encounter real-life language usage, diverse accents, and non-verbal cues, enhancing their ability to comprehend and interpret spoken English in various contexts.”

NI	“Studying with books makes me quickly feel sleepy and easily distracted by other things, but using audio enhances my learning spirit, especially when accompanied by singing.”
IG	“Audio and video materials sometimes help because you can hear how people really speak, but sometimes it's hard to understand because they talk too fast or have weird accents.”

(SMA) expresses a challenge with using audio, suggesting that it hinders focus during listening tests due to potential distractions like noises from other students. This highlights the need to consider factors that may disrupt concentration when incorporating audio materials into assessments.

(WF) emphasizes the positive impact of high-quality content, asserting that audio and video materials enhance clarity, understanding, and engagement. WF underscores the accessibility of multimedia resources compared to traditional methods, showcasing their potential to elevate the learning experience.

(TK) provides a nuanced perspective, stating that audio and video materials offer a more authentic and immersive approach to developing listening skills. TK contends that these resources enable students to encounter real-life language usage, diverse accents, and non-verbal cues, contributing to enhanced comprehension and interpretation of spoken English in various contexts.

(NI) contrasts the effects of studying with books, noting that it induces sleepiness and distractions, while audio materials invigorate her learning spirit, especially when accompanied by singing. NI's statement highlights the importance of varied instructional materials in sustaining student engagement.

(IG) acknowledges the dual nature of audio and video materials, noting that they can be helpful in providing insights into authentic speech patterns but may pose challenges when speakers talk too fast or exhibit unfamiliar accents. IG's statement recognizes the complexity of navigating diverse linguistic contexts through multimedia resources.

- d. Can you recall times when audio and video materials helped you understand aspects like accent patterns, words, or intonation in English? How did this impact your communication in various situations?

Table 4. 4 Interview Result Q4

Code	Statement
SMA	“Of course, at that moment the lecture showed us a video where native speaker explain the lesson at that day”
WF	“Effective materials like movies, TV shows, and podcasts with diverse accents improved my pronunciation and understanding. This impacted my communication in various English-speaking situations, such as courses and discussions”

TK	“I vividly recall how exposure to audio and video materials facilitated my understanding of accent patterns, pronunciation, and intonation in English. By immersing myself in authentic English media, such as podcasts and TV shows, I gradually internalized these linguistic nuances, positively influencing my communication in diverse situations”
NI	“Some music that I often listen to as an additional English learning tool provides different accents, intonations, and idioms that make my listening skills smoother.”
IG	“I think watching English movies and listening to songs helped me get used to how words are pronounced. It made it a bit easier for me to talk to people in English, I guess.”

(SMA) recalls a specific instance where a video featuring a native speaker explaining the lesson significantly contributed to understanding. This example highlights the practical application of video materials in enhancing comprehension during lectures.

(WF) underscores the effectiveness of materials like movies, TV shows, and podcasts with diverse accents in improving pronunciation and understanding. WF emphasizes the tangible impact of these resources on communication, particularly in the context of courses and discussions.

(TK) vividly recalls how exposure to audio and video materials facilitated understanding of accent patterns, pronunciation, and intonation in English. TK's immersion in authentic English media, such as podcasts and TV shows, led to a gradual internalization of linguistic nuances, positively influencing communication in diverse situations.

(NI) identifies music as an additional English learning tool that provides exposure to different accents, intonations, and idioms, resulting in smoother listening skills. This recognition emphasizes the varied forms of multimedia, such as music, contributing to language acquisition.

(IG) acknowledges the influence of watching English movies and listening to songs in getting accustomed to word pronunciation. This exposure, as mentioned by IG, made it easier to engage in conversations in English, showcasing the practical implications of audio and video materials on communication proficiency.

- e. How do audio and video materials assist you in recognizing word boundaries and significant words in spoken English? Could you provide specific examples from your ESL listening classes?

Table 4. 5 Interview Result Q5

Code	Statement
SMA	“In my opinion Audio and visual resources prove beneficial in identifying word boundaries and important terms when listening to spoken English, especially in ESL classes. These materials often present words with distinct articulation,

	<p>facilitating my ability to distinguish where one word concludes and the next one commences. An illustration of this is when I utilize an audio clip during listening exercises, featuring clear enunciation, such as in the phrase "I like to eat ice cream." Additionally, video materials supply visual cues, such as lip movements, aiding in connecting what is seen with what is heard. This contributes to the recognition of word boundaries and pronunciation. For instance, in a video, I can observe how the speaker's lips move when pronouncing words like "elephant" or "strawberry," making it simpler to differentiate between individual words."</p>
WF	<p>"Materials featuring clear articulations of words help me recognize boundaries. For instance, lip movements in videos aid in identifying words like "elephant" or "strawberry"</p>
TK	<p>"Audio and video materials have been instrumental in helping me recognize word boundaries and significant words in spoken English. For instance, through watching TED Talks or documentary clips, I became adept at identifying emphasized keywords and discerning their relevance within the discourse."</p>
NI	<p>"By listening to audio and video for English learning, I find it easier to distinguish between words"</p>
IG	<p>"I don't know about word boundaries, but when we watched a video with subtitles, it helped me see which words were</p>

	important in a sentence. Like, when someone emphasized a word, I could see why it was important.”
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(SMA) acknowledges the beneficial role of audio and visual resources in identifying word boundaries and important terms, particularly in ESL classes. SMA provides a detailed illustration of the impact, citing examples from listening exercises that feature clear enunciation, such as the phrase "I like to eat ice cream." Visual cues, such as lip movements in video materials, further aid in connecting what is seen with what is heard, contributing to the recognition of word boundaries and pronunciation.

(WF) echoes similar sentiments, emphasizing that materials featuring clear articulations of words, especially those with visible lip movements in videos, assist in recognizing word boundaries. WF provides specific examples like identifying words such as "elephant" or "strawberry."

(TK) shares experiences of instrumental assistance from audio and video materials in recognizing word boundaries and significant words. TK highlights the effectiveness of these materials in developing the skill to identify emphasized keywords and discern their relevance within discourses, citing examples from TED Talks and documentary clips.

(NI) expresses that listening to audio and video materials for English learning makes it easier to distinguish between words,

underscoring the practical impact of multimedia resources on word recognition skills.

(IG) provides a different perspective, mentioning the help gained from watching videos with subtitles. While unsure about word boundaries specifically, IG notes that subtitles assisted in identifying important words in sentences, particularly when emphasized by speakers.

- f. Have you noticed differences in your ability to understand audio content at different speeds (fast-paced vs. slow-paced)? How do you adjust your listening strategies for varying delivery rates?

Table 4. 6 Interview Result Q6

Code	Statement
SMA	“Grasping information from audio that's either really fast or slow can be tricky, and adapting your listening approach is crucial. For quick-paced audio, take a brief glance at the content before diving in—search for important words, main concepts, or topics to have an idea of what's coming. When dealing with slower-paced content, the challenge is to stay focused. There are instances where I might get too comfortable, potentially causing me to overlook important details or key words.”
WF	“Understanding content at different speeds is challenging. Adjustments include reviewing keywords for fast-paced content and staying engaged for slow-paced content.”

TK	“I have noticed differences in my ability to comprehend audio content at varying speeds. Adapting to fast-paced delivery often necessitates repeated listening and focused concentration. Conversely, slower-paced content allows for more immediate comprehension, enabling me to grasp the nuances of the language more effectively.”
NI	“Repeatedly listening to instructional audio helps me become more proficient in linking words. The speed at which words are read becomes more apparent.”
IG	“Yeah, I struggle with fast-paced audio. I try to ask my teacher to slow down or listen to the same thing multiple times until I understand.”

(SMA) acknowledges the challenges of comprehending audio at different speeds, emphasizing the importance of adapting listening approaches. For quick-paced audio, SMA recommends a brief overview of the content, searching for keywords, main concepts, or topics beforehand to prepare for the rapid delivery. In contrast, slower-paced content requires focused concentration to avoid overlooking important details or key words.

(WF) concurs with the challenges of understanding content at different speeds and highlights the need for adjustments. For fast-paced content, WF recommends reviewing keywords, while for slow-paced content, the key is to stay engaged to ensure effective comprehension.

(TK) observes differences in comprehension ability at varying speeds, describing the adaptations needed for fast-paced and slow-paced delivery. Adapting to fast-paced content involves repeated listening and focused concentration, while slower-paced content allows for more immediate comprehension, facilitating a nuanced understanding of language nuances.

(NI) shares a specific strategy for enhancing proficiency in linking words in instructional audio. NI emphasizes the importance of repeated listening to the audio, which gradually improves the ability to perceive the speed at which words are spoken.

(IG) openly acknowledges struggling with fast-paced audio and describes the strategy of seeking assistance from the teacher to slow down the pace or listening to the same content multiple times until complete understanding is achieved.

- g. Regarding the use of audio and video materials, do you have specific listening strategies that help you understand grammatical aspects, sentence structure, or coherent language in spoken English? Please explain these strategies.

Table 4. 7 Interview Result Q7

Code	Statement
SMA	“The first is Focus on Key Words, Listen carefully for important words in sentences. Figure out the main parts like

	<p>the subject, verb, and object to understand how the sentence is built. second is Spot Connector Words Look out for words like "and," "but," "however," and "because." These words connect ideas and help you follow the flow of information. next Pay Attention to Time Notice whether the speaker is talking about the past, present, or future. Understanding the timing of events is important. in addition, Recognize words that describe things, like adjectives (which describe nouns) and adverbs (which describe verbs). These words add more details to what's being said. The last Use Transcripts or subtitle If available, use written transcripts or subtitles. They can be really helpful in showing you where sentences start and end, the structure of sentences, and how the language fits together.”</p>
WF	<p>“Strategies include focusing on keywords, identifying connectors, recognizing tenses, and using transcripts or subtitles when available.”</p>
TK	<p>“When engaging with audio and video materials, I employ specific listening strategies to comprehend grammatical aspects, sentence structures, and coherent language in spoken English. These include active listening, pausing and reflecting on key points, and analyzing the context to infer the intended meaning.”</p>

NI	“It's more about sentence structure because each audio presentation gives a different impression every time it's delivered by a different person.”
IG	“Um, I don't really have specific strategies. I just try to listen and hope I understand. Sometimes I ask my teacher about sentences I don't get.”

(SMA) outlines a comprehensive set of strategies, beginning with a focus on key words, identifying connector words, paying attention to time, recognizing descriptive words like adjectives and adverbs, and using transcripts or subtitles when available. This detailed approach highlights the importance of analyzing various linguistic elements for a comprehensive understanding.

(WF) concurs with the strategies mentioned by SMA, summarizing them as focusing on keywords, identifying connectors, recognizing tenses, and using transcripts or subtitles when available. WF's concise summary reinforces the significance of these strategies in comprehending spoken English.

(TK) provides insights into personalized strategies, employing active listening, pausing, reflecting on key points, and analyzing context to infer intended meanings when engaging with audio and video materials. TK's approach emphasizes an interactive and reflective engagement with the material.

(NI) focuses on sentence structure as a crucial aspect of comprehension, highlighting the impact of different presenters on the

interpretation of audio presentations. NI's emphasis on the variability of sentence structure and its impact on comprehension reflects an awareness of the diverse linguistic contexts encountered.

(IG) takes a more casual approach, admitting to not having specific strategies but relying on listening and hoping for understanding. IG occasionally seeks clarification from the teacher when faced with sentences that pose difficulty.

- h. Can you share instances when audio and video materials helped you differentiate between literal and implied meanings in spoken language? How do these materials help you understand nonverbal cues like facial expressions and body language?

Table 4. 8 Interview Result Q8

Code	Statement
SMA	“Audio and video materials can help us understand spoken language by providing us with additional information about the speaker's words, tone of voice, facial expressions, and body language. This information can help us to understand the literal meaning of what is being said, as well as the implied meaning. Additionally, it can help us to understand nonverbal cues, which can provide us with further insight into the speaker's thoughts and feelings”
WF	“Materials provide additional information on tone, facial expressions, and body language, aiding in understanding both literal and implied meanings.”

TK	“Audio and video materials have been instrumental in honing my ability to differentiate between literal and implied meanings in spoken language. By observing non-verbal cues, such as facial expressions and body language in videos, I have developed a deeper understanding of the implicit messages conveyed, enriching my overall comprehension.”
NI	“For example, audio in a telephone conversation with a customer service representative serving a guest tests our listening skills in spelling numbers and addresses. We can't rely on the body language of the native speaker, so we have to navigate through it.”
IG	“I think watching people speak and seeing their expressions helps a bit with understanding what they really mean. Like, if someone is smiling while saying something, I guess it means they're happy or something.”

(SMA) articulates a comprehensive perspective, stating that audio and video materials provide additional information about the speaker's words, tone of voice, facial expressions, and body language. This wealth of information aids in understanding both the literal and implied meanings of spoken language. SMA further emphasizes that nonverbal cues offer insight into the speaker's thoughts and feelings, enriching overall comprehension.

(WF) concurs with SMA, emphasizing that materials provide additional information on tone, facial expressions, and body language, contributing to the understanding of both literal and implied meanings. WF's statement reinforces the importance of these cues in enhancing comprehension.

(TK) reflects on the instrumental role of audio and video materials in honing the ability to differentiate between literal and implied meanings. TK specifically highlights the observation of non-verbal cues, such as facial expressions and body language in videos, as instrumental in developing a deeper understanding of implicit messages.

(NI) offers a concrete example, citing a telephone conversation with a customer service representative where audio is the primary source of information. In this context, NI points out the challenge of relying solely on audio without visual cues, highlighting the need to navigate through the conversation without the assistance of body language.

(IG) acknowledges the impact of watching people speak and observing their expressions in understanding the intended meaning. IG notes that facial expressions, such as smiling, provide cues about the speaker's emotions, contributing to a more nuanced interpretation.

3. Identifying Effective Integration Strategies

- i. From your perspective, what are effective ways to incorporate audio and video materials into ESL listening instruction at IAIN Langsa? Are there particular methods or approaches you find valuable?

Table 4. 9 Interview Result Q9

Code	Statement
SMA	“Identifying speaker's attitude or tone, Use storytelling techniques, visuals, and examples to make the content more engaging. Select the appropriate audio or video format based on your content, goals, and audience. Options include podcasts, vlogs, webinars, interviews, tutorials, and more”
WF	“Effective ways include identifying tone, using storytelling techniques, visuals, and selecting appropriate formats like podcasts or webinars.”
TK	“From my perspective, effective incorporation of audio and video materials into ESL listening instruction at IAIN Langsa involves curating diverse and relevant content that aligns with students' interests and language proficiency levels. Additionally, integrating interactive activities and discussions around the materials can enhance comprehension and engagement.”
NI	“When it comes to listening, it's better to start with our own people before progressing to native speakers. Since our

	accent is different from natives, introducing it from our perspective makes it easier to understand.”
IG	“I don’t really know about effective ways, but maybe if the videos and audios are about topics we’re interested in, it could help us pay attention more.”

(SMA) offers a comprehensive set of strategies, emphasizing the importance of identifying the speaker's attitude or tone, using storytelling techniques, visuals, and examples to enhance engagement. SMA also recommends selecting appropriate audio or video formats based on content, goals, and the audience. The options mentioned include podcasts, vlogs, webinars, interviews, tutorials, and more. This detailed approach underscores the significance of content curation and varied formats for effective integration.

(WF) concurs with SMA, highlighting the effectiveness of strategies such as identifying tone, using storytelling techniques, visuals, and selecting appropriate formats like podcasts or webinars. WF's concise summary reinforces the importance of these elements in creating engaging and comprehensible content.

(TK) emphasizes the importance of curating diverse and relevant content aligned with students' interests and language proficiency levels for effective incorporation of audio and video materials. Additionally, TK suggests integrating interactive activities and discussions around the materials to enhance comprehension and

engagement. This perspective underscores the personalized and interactive nature of effective instructional strategies.

(NI) provides a unique perspective, suggesting that, when it comes to listening, it's better to start with content from one's own community before progressing to native speakers. NI highlights the importance of recognizing the differences in accents between the learners and native speakers, making it easier to understand content introduced from their own perspective.

(IG) expresses uncertainty about effective ways but suggests that videos and audios about topics of interest could enhance attention. IG's perspective underscores the potential impact of aligning content with students' interests as a motivating factor in enhancing attention and engagement.

- j. Lastly, what listening strategies do you find most effective when using audio and video materials to improve your ESL listening skills? Are there specific resources or tools you rely on for enhancing your listening proficiency?

Table 4. 10 Interview Result Q10

Code	Statement
SMA	“Yes of course . i use youtube to increase my listening. i love watching peoples's experience in something or listen about prophet story in english with no subtitle”
WF	“I find podcasts on the Spotify application most effective for daily English learning.”

TK	“The most effective listening strategies when utilizing audio and video materials to improve ESL listening skills encompass active engagement, repeated exposure to diverse content, and leveraging tools like podcasts, subtitled videos, and language learning apps to reinforce listening proficiency and comprehension.”
NI	“I don't use specific tools because I prefer listening to music and watching cartoons in English. So, through repeated exposure to these activities, I find that my skills are naturally honed.”
IG	“I don't have specific resources. I just listen to whatever my teacher gives us and try to understand it. I guess I should find some good videos or songs in English to practice more.”

(SMA) articulates a specific and personalized strategy, expressing the use of YouTube as a tool for enhancing listening skills. The preference for watching people's experiences or listening to Prophet stories in English without subtitles demonstrates a deliberate choice in content consumption that aligns with the learner's interests.

(WF) identifies podcasts on the Spotify application as the most effective resource for daily English learning. This indicates a structured and consistent approach to language improvement through audio content available on a popular streaming platform.

(TK) outlines comprehensive listening strategies, emphasizing active engagement, repeated exposure to diverse content, and

leveraging tools such as podcasts, subtitled videos, and language learning apps. TK's approach underscores the importance of variety and consistent exposure to reinforce listening proficiency.

(NI) takes a more informal approach, expressing a preference for listening to music and watching cartoons in English. Despite not using specific tools, NI highlights the effectiveness of repeated exposure to enjoyable activities as a natural means of skill development.

(IG) admits to not having specific resources but emphasizes the importance of listening to whatever the teacher provides. IG also expresses an intention to find good videos or songs in English for additional practice. This approach reflects a willingness to explore and diversify resources for improvement.

B. Discussions

1. Examining Students' Attitudes and Impact on Engagement and Motivation

The use of audio and video materials in ESL listening classes at IAIN Langsa elicits a spectrum of attitudes among students, reflecting a nuanced landscape of engagement and motivation. Some students, exemplified by (SMA), exhibit a strong interest and engagement, emphasizing the heightened appeal of video over audio.⁶² In contrast, (IG) maintains a more neutral stance, viewing the use of audio and video as merely "okay." This section delves into

⁶² Elvis Wagner, "The effect of the use of video texts on ESL listening test-taker performance," *Language Testing* 27, no. 4 (10 Oktober 2010): 493, <https://doi.org/10.1177/0265532209355668>.

the implications of these varied attitudes on students' overall engagement and motivation, drawing comparisons with established theories in language learning motivation.⁶³

The Self-Determination Theory (SDT) posits that learners are inherently motivated when they perceive autonomy, competence, and relatedness in their learning environment.⁶⁴ Based on the positive responses from students like SMA and (WF), who express interest and find value in audio and video materials, aligns with the principles of autonomy and competence. These students perceive the multimedia components as tools that enhance their understanding and, in turn, foster a sense of competence in their language learning journey.⁶⁵

Understanding the interplay between attitudes, engagement, and motivation is crucial for creating a conducive learning environment. Positive attitudes, as exemplified by students like TK, who highlight the dynamic and engaging nature of audio and video integration, can contribute to increased motivation.⁶⁶ The dynamic nature of multimedia materials captures students'

⁶³ Yeni Erlita, Ade Aini Nuran, dan Anggraini Thesisia Saragih, "THE USE OF DIGITAL LEARNING SYSTEM TO ENGAGE UNIVERSITY STUDENTS IN LISTENING PRACTICE: A CASE STUDY FROM EFL CLASS IN INDONESIA," *Research and Innovation in Language Learning* 3, no. 3 (31 Oktober 2020): 253, <https://doi.org/10.33603/rill.v3i3.2882>.

⁶⁴ Christopher P. Niemiec dan Richard M. Ryan, "Autonomy, competence, and relatedness in the classroom," *Theory and Research in Education* 7, no. 2 (25 Juli 2009): 133, <https://doi.org/10.1177/1477878509104318>.

⁶⁵ Lumturie Bajrami dan Merita Ismaili, "The Role of Video Materials in EFL Classrooms," *Procedia - Social and Behavioral Sciences* 232 (Oktober 2016): 502, <https://doi.org/10.1016/j.sbspro.2016.10.068>.

⁶⁶ Ratnawati Ratnawati dan Didih Faridah, "Engaging Multimedia into Speaking Class Practices: Toward students' Achievement and Motivation," *Script Journal: Journal of Linguistic and English Teaching* 2, no. 2 (8 Oktober 2017): 167, <https://doi.org/10.24903/sj.v2i2.135>.

attention and provides exposure to various accents, intonations, and speech patterns, aligning with the concept of relatedness in SDT.

Conversely, the more neutral stance expressed by IG prompts reflection on potential barriers to engagement. While IG acknowledges the distinctiveness of audio and video, the lukewarm response suggests the need to explore factors that may hinder full engagement.⁶⁷ This insight could inform educators in addressing potential obstacles and tailoring instructional strategies to ensure a more universally positive reception of multimedia materials.

In short, the examination of students' attitudes towards audio and video materials in ESL listening classes at IAIN Langsa unveils a multifaceted landscape of engagement and motivation. The positive responses align with theories like SDT and the Affective Filter Hypothesis, emphasizing the role of autonomy, competence, and positive emotions in language learning. The more neutral stance invites further exploration to identify and address potential barriers to engagement. By comprehensively understanding students' attitudes, educators can tailor instructional approaches that capitalize on positive motivations, fostering an enriched learning environment for ESL students at IAIN Langsa.

2. Investigating Impact on Listening Comprehension Development

The impact of incorporating audio and video materials into ESL listening classes at IAIN Langsa emerges as a pivotal dimension, marked by diverse responses among participants. Statements reflecting improved

⁶⁷ Daniel C. Richardson et al., "Engagement in video and audio narratives: contrasting self-report and physiological measures," *Scientific Reports* 10, no. 1 (9 Juli 2020): 11298, <https://doi.org/10.1038/s41598-020-68253-2>.

comprehension skills and heightened exposure to language nuances underscore the need for a comprehensive exploration of these effects. This section delves into the multifaceted impact on students' listening comprehension development, comparing current findings with established research on multimedia-enhanced language learning and aligning insights with second language acquisition theories.

Participants, such as WF, emphasize the positive impact of audio and video materials on their listening comprehension skills. This aligns with the existing body of research that highlights the efficacy of multimedia components in enhancing language learning outcomes.⁶⁸ Related studies have shown that exposure to diverse accents, speech speeds, and vocabulary through audio and video materials contributes significantly to the development of listening comprehension skills.⁶⁹ The incorporation of multimedia elements provides learners with authentic language input, enabling them to navigate real-world linguistic complexities.⁷⁰

Furthermore, the participants' recognition of increased exposure to language nuances suggests a deeper engagement with the subtleties of spoken

⁶⁸ Aizan Yaacob et al., "Impact of Youtube and Video Podcast on Listening Comprehension Among Young Learners," *International Journal of Interactive Mobile Technologies (IJIM)* 15, no. 20 (25 Oktober 2021): 4, <https://doi.org/10.3991/ijim.v15i20.23701>.

⁶⁹ Rouhollah Rahmatian dan Novid Armun, "The Effectiveness of Audio and Video Documents in Developing Listening Comprehension Skill in a Foreign Language," *International Journal of English Linguistics* 1, no. 1 (1 Maret 2011), <https://doi.org/10.5539/ijel.v1n1p115>.

⁷⁰ Di (Laura) Chen, Dustin Freeman, dan Ravin Balakrishnan, "Integrating Multimedia Tools to Enrich Interactions in Live Streaming for Language Learning," in *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems* (New York, NY, USA: ACM, 2019), 14, <https://doi.org/10.1145/3290605.3300668>.

language.⁷¹ 's acknowledgment of exposure to various accents, intonations, and speech patterns reinforces the idea that audio and video materials serve as conduits for authentic language use. This aligns with the previous research which posits that language acquisition occurs when learners receive input that is slightly beyond their current proficiency level. The varied linguistic elements presented through multimedia resources expose students to a rich linguistic environment, fostering a more profound understanding of the target language.⁷²

Comparing these findings with existing theories in second language acquisition, it becomes evident that the integration of audio and video materials aligns with principles that underlie successful language learning. The Input Hypothesis, in particular, emphasizes the importance of comprehensible input, and the diverse linguistic input provided by multimedia resources contributes to this comprehensibility.⁷³

However, it is essential to acknowledge the potential limitations or challenges that may arise. While some students, like NI, find audio engagement more effective than traditional book-based learning, others, like IG, maintain a more reserved stance. This diversity of responses prompts consideration of individual differences in learning preferences and the need for educators to employ a variety of instructional approaches.

⁷¹ P Preethi, "Incorporating Multimedia To Enhance An Effectual Learning Inside Language Classroom," *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12, no. 10 (2021): 6179–83.

⁷² Paul Brett, "Using Multimedia: A Descriptive Investigation of Incidental Language Learning," *Computer Assisted Language Learning* 11, no. 2 (9 April 1998): 179, <https://doi.org/10.1076/call.11.2.179.5684>.

⁷³ Erwin Tschirner, "Language Acquisition in the Classroom: The Role of Digital Video," *Computer Assisted Language Learning* 14, no. 3–4 (9 Oktober 2001): 305, <https://doi.org/10.1076/call.14.3.305.5796>.

To sum up, the investigation into the impact of using audio and video materials on listening comprehension development in ESL listening classes at IAIN Langsa reveals a positive correlation. The recognition of improved comprehension skills and heightened exposure to language nuances aligns with established research on multimedia-enhanced language learning. Insights from participants resonate with theories such as the Input Hypothesis, emphasizing the role of authentic and diverse language input in language acquisition. While acknowledging individual differences in response, the overall findings underscore the potential of audio and video materials to enrich the listening comprehension development of ESL students at IAIN Langsa.

3. Identifying Effective Integration Strategies

The exploration of effective integration strategies for audio and video materials in ESL listening classes at IAIN Langsa emerges as a crucial dimension in enhancing the overall learning experience. Participants, particularly , underscore the benefits of dynamic and engaging integration, prompting an in-depth discussion on potential best practices for educators. This section will delve into the strategies identified by participants, drawing on their experiences and aligning insights with established pedagogical theories. Key considerations include the balance between audio and video usage, the role of authentic materials, and the significance of teacher guidance.

's emphasis on dynamic and engaging integration signals the importance of fostering an interactive and stimulating learning environment. This aligns with pedagogical theories that advocate for learner engagement and

participation, such as the Constructivist Learning Theory.⁷⁴ Effective integration strategies should incorporate activities that encourage students to actively engage with the multimedia content, fostering a deeper understanding of language nuances and cultural contexts.⁷⁵

A crucial aspect to consider is the balance between audio and video usage. While some students express a preference for video, others find audio materials engaging. Striking a balance between the two mediums can cater to diverse learning preferences and optimize the benefits each offers. This approach aligns with the principle of multimodal learning, which posits that individuals have different sensory preferences for learning. By incorporating both audio and video elements, educators can create a comprehensive and inclusive learning experience.

The role of authentic materials surfaces as another vital consideration. Authenticity in materials ensures that students are exposed to real-world language use, providing them with the linguistic nuances necessary for effective communication.⁷⁶ This resonates with the Communicative Language Teaching (CLT) approach, which emphasizes the importance of authentic and meaningful language use in the learning process.⁷⁷ Educators should select

⁷⁴ Jared Keengwe dan Grace Onchwari, "Fostering Meaningful Student Learning Through Constructivist Pedagogy and Technology Integration," *International Journal of Information and Communication Technology Education* 7, no. 4 (1 Oktober 2011): 10, <https://doi.org/10.4018/jicte.2011100101>.

⁷⁵ M. Isamukhamedova dan Z. Tukhtabaeva, "Integrating Multimedia Technology Into Teaching Intercultural Communication," *Bulletin of Science and Practice* 6, no. 4 (15 April 2020): 428, <https://doi.org/10.33619/2414-2948/53/49>.

⁷⁶ Sorana Lucia Adam et al., "The Role of Authentic Materials in Foreign Language Teaching.," *Bulletin of the University of Agricultural Sciences & Veterinary Medicine Cluj-Napoca. Horticulture* 67, no. 2 (2010).

⁷⁷ Mohammad Abraham Akbar Eisenring dan Margana Margana, "the importance of teacher–students interaction in Communicative Language Teaching (CLT)," *Prasasti: Journal of linguistics* 4, no. 1 (2019): 46.

materials that reflect the language as it is naturally spoken, fostering a deeper connection between classroom learning and real-world language use.⁷⁸

Teacher guidance emerges as a pivotal factor in the effective integration of audio and video materials. The teacher's role extends beyond the selection of materials to include guiding students in navigating and interpreting the content. This aligns with the notion of the teacher as a facilitator in the class, where the teaching strategies affect directly to students engagement.⁷⁹ Educators should provide structured activities, discussions, and reflections that encourage students to process and apply what they've learned from the multimedia content.⁸⁰

Comparisons with existing literature on instructional strategies for listening skills development reveal a resonance with the principles outlined in the current findings. Previous study emphasize the importance of integrating listening activities with speaking, reading, and writing to foster holistic language development.⁸¹ Effective integration strategies should go beyond mere exposure to multimedia content, incorporating activities that promote the application of listening skills in various language domains.⁸²

⁷⁸ Omid Akbari dan Azam Razavi, "Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes," *International Journal of Research Studies in Education* 5, no. 2 (2016): 105.

⁷⁹ Ellis, *Task-based language learning and teaching*, 12.

⁸⁰ Hilary Hollingsworth dan David Clarke, "Video as a tool for focusing teacher self-reflection: Supporting and provoking teacher learning," *Journal of Mathematics Teacher Education* 20, no. 5 (2017): 457.

⁸¹ Parlindungan Pardede, "Integrating the 4Cs into EFL Integrated Skills Learning.," *Journal of English Teaching* 6, no. 1 (2020): 451.

⁸² Catherine Kanellopoulou dan Andreas Giannakouloupoulos, "Internet-Assisted Language Teaching: The Internet as a Tool for Personalised Language Exploration," *Creative Education* 12, no. 03 (2021): 625.

In conclusion, identifying effective integration strategies for audio and video materials in ESL listening classes at IAIN Langsa requires a holistic approach. Dynamic and engaging integration, a balance between audio and video usage, the incorporation of authentic materials, and teacher guidance are crucial elements. Aligning these strategies with established pedagogical theories ensures a comprehensive and effective approach to language learning. Educators should embrace the diversity of student preferences and continuously refine their instructional practices to create a dynamic and enriching ESL listening classroom experience at IAIN Langsa.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The exploration of students' attitudes towards the use of audio and video materials in ESL listening classes at IAIN Langsa reveals a diverse spectrum of responses. While some students express strong interest and engagement, others maintain a more neutral stance. The positive attitudes, as exemplified by those who find these materials interesting and valuable, contribute to a more conducive learning environment. Engaging with audio and video materials in ESL listening classes fosters autonomy and competence, aligning with theories such as the Self-Determination Theory and the Affective Filter Hypothesis. These positive attitudes further play a pivotal role in shaping students' overall engagement and motivation in the language learning process.

The impact of audio and video materials on students' listening comprehension development emerges as a significant aspect of the research findings. Participants recognize improvements in comprehension skills and increased exposure to language nuances, highlighting the efficacy of multimedia-enhanced language learning. Comparisons with traditional listening instruction methods underscore the advantages of using audio and video materials, providing authentic language input and exposing students to diverse linguistic elements. The alignment of these effects with second language acquisition theories, particularly the Input Hypothesis, reinforces the integral role of multimedia resources in fostering a deeper understanding of the target language.

Effective integration strategies for audio and video materials in ESL listening instruction are crucial for optimizing their benefits. The identified strategies, such as dynamic and engaging integration, a balanced usage of audio and video, incorporation of authentic materials, and teacher guidance, offer valuable insights for educators. These strategies align with established pedagogical theories and literature on instructional approaches for listening skills development. Educators can draw from these findings to create a dynamic and enriching ESL listening classroom experience at IAIN Langsa, catering to the diverse preferences and needs of students.

B. Suggestions

In light of the research conclusions, it is suggested that ESL educators at IAIN Langsa acknowledge and cater to the diverse attitudes of students towards audio and video materials. Integrating a variety of multimedia resources that align with students' interests and learning preferences can create a more engaging and positive learning environment.

To enhance students' listening comprehension, educators should continue leveraging the benefits of audio and video materials. The positive impact on comprehension skills and exposure to language nuances underscores the effectiveness of multimedia-enhanced language learning. Prioritizing authentic materials ensures that students receive valuable real-world language input.

Effective integration into ESL listening instruction can be achieved by adopting identified strategies, including dynamic and engaging integration, balanced usage of audio and video, incorporation of authentic materials, and

teacher guidance. These strategies, grounded in pedagogical theories, provide practical guidance for educators aiming to optimize the use of multimedia resources. Regular reflection on the effectiveness of these strategies will contribute to ongoing improvements in ESL listening instruction at IAIN Langsa.