



TEACHERS AND STUDENTS' PERCEPTION OF USING AUDIO AND VIDEO IN ENGLISH LISTENING ACTIVITIES AT SMA ADABIAH 2 PADANG

Shanny Pilochutari¹, Lafziatul Hilmi²

¹² English Language and Literature Department

Faculty of Language and Arts

Universitas Negeri Padang, Jl. Prof. Dr. Hamka, Air Tawar, Padang, 25173

Correspondence Email : shanny.pilochutari16@gmail.com

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Abstract

This research aimed to examine teachers' perception of using audio and video for listening, students' perception about using audio and video, also teachers' difficulties in teaching listening using audio and video. This study used a descriptive qualitative methodology. For this study, the author applied a questionnaire and interview, with 16 statements for the questionnaire and 8 main questions for the interview. The participants were 72 students and three teachers of SMA Adabiah 2 Padang. According to the research's findings, students believed that the use of video is better than the use of audio. Video helped them more in learning listening, because it has visual cue, pictures, sound, and sometimes subtitles. Student thought that they understand the listening material better in video forms. Related to motivation and interest, students also felt that video makes them more enthusiastic in learning. Along with it, they believed that video improves their listening comprehension. The researcher found that teacher that teachers' perceptions substantially influenced their instructional techniques and the choice of the materials that the pupils will learn. It is thought to be crucial to recognize the opinions of educators because it is essential knowledge to build international language instruction. However, from the findings, it can be concluded that most of the English teachers used audio for teaching listening regularly. It is effective for the learning and easy to prepare or use.

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INTRODUCTION

English is a difficult language for speakers of other tongues to learn. In teaching and learning English, there are four skills such as listening, reading, writing, and speaking. Out of the four skills, listening is included as one of the skills that is difficult

to teach and learn. According to Brown and Yule (cited in Sindi, J. & Suharyono, 2016), there are a number of factors that are undeniably contributing to listening difficulties. These include speaker factors (the number of speakers, the accent, the speed of speech), listener roles (as participants, the listeners' interest), contents (listener's background knowledge), and supportive aids (the availability of pictures, diagrams, or other visual aids). Those are some probabilities that believed as the difficulties in listening.

In Indonesia, there are many schools that still have to face some difficulties in doing listening activities. The difficulties come from both teachers and students. They can be in the form of material, media, and students' understandings. For instance, in a study by Aryana and Apsari (2018) at MA Islahul Aqidah Cikalongwetan, it showed that a teacher, who was the object of research, dealt with internal and external influences in teaching listening. Internal factor is like his belief that teaching listening was regarded as being challenging. On the other hand, the external influences could be like the noise and sound coming from outside of the class, and there are no facilities like a module or English laboratory provided by school. Those make listening becomes so difficult to teach.

Moreover, students also face difficulties in learning listening. The difficulties are like, first, they had trouble to take effective notes because they tend to lose focus and fail to understand when they listening to material in English. Second, most students found it difficult to retain the information due to the lengthy description. And the last, some students did not understand the topic of the listening topic. Those showed how there are many difficulties that faced by students and teacher in learning and teaching listening.

The teaching process could become effective if there is a great match between the media that teachers choose to use and the way they deliver the materials. In Indonesia, a new law had been issued to help and describe more about the way teaching process should be, in this case is about teaching English. By Department of Standards, Curriculum, and Education Assessment number 33 of 2022 (Kemendikbud, 2022), in teaching students, there are six language skills of speaking, reading, viewing, listening, writing, and presenting—all of which are included into various sorts of text—will help their use of the language become more efficient. So, the process of using the skills in teaching, especially English, is important.

In teaching listening, many teachers already use authentic materials, and most of them are video and audio. Hatika (2020) also implied that the use of both video and audio in the teaching of listening comprehension is essential because it allows students to observe language usage in authentic settings and forges connections between words and images that aid in the analysis of their own language use. Video as media is frequently used in the teaching and learning process because it can increase students' interest in learning (Prayudha, J., 2021). Video that is used sometimes in forms of part of movie, dialog or conversation compilation from YouTube and video materials self-made or taken from blogs. Meanwhile, audio is also commonly used by teachers in teaching listening. Students get the opportunity to hear a great deal of real native speech by using audio tape. Audio that usually used is like dictation, recording, and audio material from blogs. Nevertheless, it is still important to find out the perception of teachers and students in the use of audio or video, which media they can be perfectly

use when they do listening activity. Therefore, the researcher formulated that there are three research questions, first, what are teachers' difficulties in teaching listening, second, what is teachers' perception of using audio or video to teach listening, and the last one, what is students' perception of learning listening by using audio or video.

METHOD

In this work, the writer used a descriptive research methodology. Descriptive research, as defined by Sugiyono (cited in Nurul Natasa, 2022), is a study that employs qualitative or quantitative techniques to describe a phenomenon, symptom, or condition. Descriptive research was chosen by the writer because it focuses on analyzing teachers and students' views while the researcher interprets the data. This study used questionnaires and interviews as its instruments. The 16 statements made up the research's questionnaire. The substitute responses were Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) are the four possible responses. The Semi-structured interview was used as the instrumentation by the writer. The writer listed 8 main questions, and the questions could be altered depending on the the conversation.

The statements of the questionnaire were adapted from previous researches by Putu Wahyu and Nurul Fadilah (2023) also Abdulrahman, et al (2018). Also, the questions for interview part for teachers were adapted from a research by Megawati (2010). The questionnaire results was obtained from students, while to make easy analysis possible, the interview was recorded and the recording was afterwards converted to text. The validity of the interview items was evaluated using an expert judge. The descriptive analysis technique was used to evaluate the given data.

RESULT AND DISCUSSION

1. Students' Perception of Using Audio and Video in Listening Activities

Table 1. Students' Answers related to Students' Critical Thinking and Ability

Questionnaire Items	Total Score	Percent	Category
Item 1	233	83,2%	Strongly Agree
Item 2	207	73,9%	Agree
Item 3	223	79,6%	Strongly Agree
Item 4	203	72,1%	Agree

Based on the table above, questionnaire item 1 falls under the category of strongly agree with total score of 233 in the percentage of 83,2%. Questionnaire item 2 falls under the category of agree, with score 207 and percentage 73,9%. Then, the questionnaire item 3 falls under the category of strongly agree with total score of 223, and percentage 79,6%. Questionnaire item 4 falls under category of agree with score 203, and percentage 72,1%. In conclusion, students feel that they remember and understand the material the best when they learn using video.

Table 2. Students' Answers related to Students' Motivation and Interest

Questionnaire Items	Total Score	Percent	Category
Item 1	208	74,2%	Agree
Item 2	228	81,4%	Strongly Agree
Item 3	226	80,7%	Strongly Agree
Item 4	206	73,5%	Agree

Based on the table above, questionnaire item 1 falls under the category of agree with total score of 208 in the percentage of 74,2%. Questionnaire item 2 falls under the category of strongly agree, with score 228 and percentage 81,4%. Then, the questionnaire item 3 falls under the category of strongly agree with total score of 226, and percentage 80,7%. Questionnaire item 4 falls under category of agree with score 206, and percentage 73,5%. In conclusion, students feel more motivated and enthusiastic when they learn using video.

Table 3. Students' Answers related to Students' Listening Skill

Questionnaire Items	Total Score	Percent	Category
Item 1	164	58,5%	Agree
Item 2	173	61,7%	Agree
Item 3	219	78,2%	Strongly Agree
Item 4	233	83,2%	Strongly Agree

Based on the table above, item 1 of the questionnaire, which received a total score of 164 and a percentage of 58,5% , is categorized as agree. Agree is also the category for item 2 with a score of 178 and a percentage of 61,7%. The third questionnaire item then falls into the strongly agree category with a final score of 219 and a percentage of 78,2%. The category of strongly agree with score 233 and percentage 83,2% also applies to questionnaire item 4. In conclusion, half of the students were agree that audio makes them difficult listening to the speaker (61,7%), and the other half were agree that video makes them having difficult time in hearing the speaker (58,5%). Most of the students were agree that audio and video enhance their vocabularies, especially video.

Table 4. Students’ Answers related to Students’ Listening Comprehension

Questionnaire Items	Total Score	Percent	Category
Item 1	238	85%	Strongly Agree
Item 2	225	81,4%	Strongly Agree
Item 3	226	80,7%	Strongly Agree
Item 4	217	77,5%	Strongly Agree

Based on the table above, item 1 of the questionnaire, which obtained a total score of 238 and a percentage of 85%, is classified as strongly agree. The category for item 2 is also strongly agree, with a score of 225 and a percentage of 81,4%. The third questionnaire item then receives a final score of 229 and a percentage of 80,7%, placing it in the strongly agree category. For questionnaire item 4, the category of strongly agree with a score of 217 and a percentage of 77,5% also applies. In conclusion, all of the students were strongly agree about the use of audio and video for learning listening helps them in improving their listening comprehension, also they hope their teachers will use audio and video for learning.

2. Teachers’ Perception of Using Audio and Video for Teaching Listening

From the question that researcher asked to the teachers about types of listening media, respondents 1, 2, and 3 mentioned that the types of media they know are video and audio. The first respondent said that, “In my opinion, there are audio and video as listening media” For audio, there is also a kind of barcode scan, like second respondent stated, she said, “For listening lessons, we usually use video, audio. As for audio, in this day, you can use barcode scanning, not only via tape, but it's even more sophisticated”

The researcher asked about the media that they usually use and the reason why. As stated before by Harmer (2007), that students can examine a variety of different communication realms through movies or films. The first respondent mentioned that “In learning activities it's usually a video, because most of the students who lack vocabulary will understand the dialogue or the content of the video...”

The researcher then asked a question about the media that they usually use, in which listening lesson do they use it. All of the teachers use the media mostly for teaching dialogue and expressions. The second respondent said that, “For dialogue or in teaching activities about the expressions like introducing yourself, suggestions, opinions.” The researcher also asked whether the media is effective in the learning. The three respondents said that the media they use is effective to use in listening lesson. As for video, it is effective because through the use of it, it will not make students bored. The first respondent said that, “Video? In the learning process, it is very effective...If learning is in the afternoon, they are already a little bored, already

bored from the morning, so maybe through the video it will make them excited too.” While for audio, like using barcode scan, the teachers think that it is effective to make students learn by themselves. “It's effective, because now I have started using it in grade 10...They are already able to work on their own...” said the second respondent.

The last question that the researcher asked related to this indicator is whether in the media there is a factor that can make students' listening comprehension improved. The answers of the respondents are varied, but almost similar. The first respondent said that, “In the video there is pictures, for example, they don't know the meaning of the word then because they see the picture, they can make guesses..” The second respondent mentioned about the factor in audio, she said that, “The factor of audio is after listening to audio...they know how to pronounce the word, vocabulary in English....through that, they learn 'it turns out that the native ones speak quickly, Miss”

Questions about strength and weakness of those listening media were also asked by the researcher, the first was about the strength of audio in listening lesson. The first respondent mentioned that by using audio or dictation, students will know where they get it wrong, know new vocabularies, know how to write it because teacher will give the correct answer. In her statement, she said that, “..so with this dictation, they increase their vocabulary, know how to write it, know what the word means..” The second and third respondents thought that audio helps students to be more independence. The second respondent said that, “...audio is good for teaching independence to students.” Then, the third respondent said, “Yes, they can learn to be more independent right?”

The researcher also asked the weakness of audio. The first respondents thought that it is quite difficult to bring the real device for doing the audio by themselves, because school does not have it prepared. “It's already difficult with the equipment, because if you use audio, it's better to use a tape recorder, but it's not available...” said the first respondent. Audio is quite difficult to do it together at the same time, especially if the students were not really familiar with English. The third respondent mentioned that, “If we use a tape recorder, it's one thing to be used together, sometimes it's heard, sometimes it isn't clear..”

The next question is about the strength of video. Video is easy to find, to download it, video also helps teachers in saving time. The first respondents said that, “The advantages? If it's a video, we just need to download it. All you have to do is find appropriate material for the students, then display it, so it saves time.” Similar like the previous statement, the third respondent said that, “If it's a video, it might be more helpful, it has pictures right, so that helps them.”

The last question for this indicator, the researcher asked about the video's weakness. The first mentioned that, the video's weakness is on the lack of devices, like the projector, it could be broken or old, so the picture that the video produces does not look good. In her statement, she said that, “In my opinion, it's the device, for example, the projector is old. It doesn't last long. Well, if it's been a long time, the picture will be blurry later...” The second and third respondents mentioned that it also comes from the device, like some projectors have different cable port to connect it to the laptop. The second respondent said that, “..laptops also sometimes have

different ports, so to prepare it, it takes a long time, like looking for a connection to the projector...”

The last question that the researcher asked was about teaching difficulties. The difficulties that teachers experienced in teaching listening using audio. The first respondent mentioned that teaching audio takes a long time, sometimes not all students can get the right word immediately, that means teachers need to explain until they get the word. In her statement, she said that, “...So, learning by using audio, it means that the teacher has to explain many times if the students don't understand the sentences that being conveyed.” Also, in using barcode scan, one of the types of audio, the difficulty of using it is not all students have the application for using it, also some students are not allowed to bring cellphone by their parents, we can say that teachers need to think another way so these students can also study. The second respondent said, “If you use scan barcodes, usually not all students have the barcode scan application, right? Secondly, sometimes there are students who are not allowed by their parents to carry cellphones.”

The researcher asked was about the difficulties that teacher had in teaching using video. The first respondent mentioned about IT, teachers, who want to use video need to understand IT, however, students nowadays are smarter in IT than their teachers are. She said that, “...to use video, we have to know IT, right, we have to understand IT. Sometimes students are smarter than their teachers, than the educators....That's the problem now, teachers are not really good in terms of IT.” Another difficulty in using video is the complication of choosing the right material video, the one that students can understand. The second respondent said, “...Then, another difficulty is finding the right video. Looking for the right video with the theme that we will teach today, and one that is easy for students to understand...”

Discussion

a. Students' Perception of Using Audio and Video for Listening Activities

Based on the findings, there were several students' perceptions about their critical thinking, ability, motivation, interest, listening skill, and comprehension. when using audio and video for listening activities. Related to students' critical thinking and ability, students think that they get more information from the material when the learning process is using video. Video helps them in processing the materials much better than when they learn using audio. The researcher also found that students think that video is the best way of learning listening. The same finding is also proved by Putu Wahyu and Fadillah (2023), the students agreed that the most effective way to comprehend the topic in listening exercises is through the use of audio-visual media or video.

Moreover, the researcher concluded two conclusions related to their motivation and interest. First, students feel that their motivations enhance when they learn using video. From the result, there were more students who agree with this statement, and also with no one who was disagree. Second, students thought they were feeling more enthusiastic when learning listening by using video than audio.

In addition, the researcher also assumed some perceptions about students' listening skills and comprehension. First, many students were agree about the use of audio makes it difficult for them to hear the speaker. Then, most students were agree

about having listening lesson by using video increase their vocabularies. Video contains visual aspect, it also makes students more focus on the story that video provides.

Another perception of students about using audio and video related to their listening comprehension is students feel their listening comprehensions are improved when they learn by using video. Also, most of the students also chose to have more materials present in video forms by teachers. From this statement, we can say that students really think and feel that video really helps them better than audio.

Based on these findings, we know that students feel video is more understandable, effective, and interesting. Similar like the result of a research by Putu Wahyu and Fadilah (2023), audiovisual content is motivating, effective, relevant, and engaging for students participating in listening activities. The researcher concluded that students prefer using video rather than audio for listening activities.

Teachers' Perception of Using Audio and Video for Listening Activities

The researcher came to certain conclusions on teachers' perceptions of using audio and video related to the types of media, the strengths and weaknesses of each media, as well as the difficulty in teaching using those media, based on the results of the interviews. The study discovered that the three English teachers thought audio and video were the best forms of media for listening. Barcode scanning, teachers' voices, and dictation all fall under the category of audio. Additionally, audio is the media that they frequently employ out of the two that they consider to be the media for listening. The three teachers believe that using audio in the classroom is successful because it has several elements that, in their opinion, can help students' listening comprehension, such as helping them become more independent and focused. One of the teachers was also mentioning about the factor in video, she stated that video helps students because it has visual and pictures, so even though the students do not know English at all, they still can conclude it from the moving pictures that they see.

Additionally, the teachers discussed the advantages and disadvantages of each audio and video. The results of the research include the following: audio can teach children how to be independent, which is one benefit of employing audio in listening. Second, audio can teach students how to pronounce, write, and translate the words. Additionally, the teachers discussed the benefits of using video. To start, video is simple to discover; all teachers need to do is locate the appropriate content and download it. Second, videos provide images that aid kids in learning to listen. Similarly like a research by Megawati (2010), she found that the teachers acknowledged that audio-visual media enables students to see the facial expressions, body language, and movement of a native speaker, improve their pronunciation like a native speaker, be able to recount what they heard, and learn about cross-cultural understanding.

However, teachers additionally pointed out the audio flaws. Teachers must first give students the equipment needed for listening by themselves. Second, repetition would make learning ineffective. For example, if teachers utilize dictation for audio, some students might not understand it in one dictate and would ask for it to be repeated, which is equally problematic. Teachers also discussed the limitations of

video. They mostly discussed the projector, which was used to display the video. It is not always made accessible to the classes, and when it is, it may be damaged due to age. A finding from a research by Ayu, P., et al (2021) found that the lack of instructional resources or media presented a hurdle or a challenge for the teacher when attempting to teach listening comprehension. The teachers at the school that Ayu and friends observed lacked resources for teaching listening comprehension, including earphones and a well functioning language lab.

Lastly, related to the difficulties that they experienced in teaching listening. In teaching audio, teachers experienced that using it, is complicated for them to do. Like when they use teachers' voice, students who do not get the words in one saying, they will need repetition. Teachers thought that it is tiresome and time consuming. Also, in teaching using video, the biggest difficulty is how teachers should understand IT better so they can present the video perfectly. Nowadays, students are smarter in IT than their educators. The next difficulty is teachers know that video is easy to use for learning listening, however, finding the right material that students will understand also a difficult thing to do. It is similar to the finding of a research by Hernanda, Sri (2022), the result was teachers encountered difficulties in creating and developing the information to be taught to students because it needed to be simple to comprehend and not boring. Teachers must employ the right instructional strategies and listening-enhancing exercises.

In conclusion, most of the teachers are more inclined to the use of audio than video in teaching listening. Both of the media are good, but it also depends on the person who wants to use it, they need to think about themselves also the students that they will teach.

CONCLUSION

The results of this research are the students memorize better, interest more, get motivate more by using video, they also learn more vocabularies and improve their listening comprehension and skill with it. Some students also like audio as the media that can help them better in understanding the material than video. Even though many of them find audio is a difficult media to learn with. Meanwhile, the teachers are having difficulties in using video in the class due to the lack of devices in class. They prefer using audio, also because in the book nowadays, there is prepared the listening section with barcode scan, students can listen by themselves with their phones without having to wait for others who got left out when doing listening by using audio, in this case with teachers' voices.

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