

CHAPTER I

INTRODUCTION

This chapter outlines the proposed research design, focusing on the background of the study on the role of audio-visual media in improving listening skills at SMPN 5 Simpang Empat. The discussion begins with an explanation of the context and urgency of using audio-visual media as an effective learning tool, particularly in mastering listening skills, which is often a challenge for students at the junior high school level. Next, this chapter also presents a systematic formulation of the research problem, details the objectives to be achieved, and explains the theoretical and practical significance or contributions of this study. To support conceptual clarity, explanations of key terms used in the study are also included. All these elements are arranged to provide a comprehensive overview of the direction and scope of the study to be carried out, as well as to serve as a foundation for implementing subsequent research stages.

A. Background of the Study

In the context of English language learning in Indonesia, listening skills are often viewed as challenging but receive less attention than other skills such as speaking, reading, and writing. This is due to teachers' tendency to focus more on visible and easily measurable skills, as well as the general perception that speaking ability reflects overall communication competence. However, listening plays an equally important role in building effective communication. As stated by Espinoza et al. (2021), pronunciation is a crucial aspect of oral production and comprehension, encompassing both segmental and suprasegmental elements. The use of audiovisual media has been shown to not only improve pronunciation but also support listening comprehension and overall oral communication. Therefore, listening skills deserve a balanced role in the language learning process.

A growing number of empirical studies reinforce that listening is not merely passive reception but a dynamic process involving cognitive, emotional, and metacognitive engagement. For instance, Walker (2014)

identified that successful listening requires prediction, selective attention, and inference—higher-order skills that also contribute to improved comprehension and learning in reading and writing contexts. This aligns with Intan et al. (2023), who observed that incorporating metacognitive listening tasks, such as self-monitoring and summarizing, significantly enhanced junior high students' recall abilities and confidence when processing spoken English.

According to Hardiah (2019), audiovisual media help students to comprehend better what they had heard and also it motivates them in the EFL classes. In the same way, Nasution et al. (2022) showed that audio-visual learning did better compared to using a traditional method of teaching, and there were noticeable differences in the scores of listening tests of students in experimental groups. Their research helped to prove the thesis that when students are able to listen they learn more than when they cannot as well as build more powerful basis of speaking, reading, and writing. Another finding by Yuswandari and Alimah (2024) was that audio-visual learning in English taught classes bettered the engagement and language performance, particularly listening.

Gowhary (2015) showed that listening skills, particularly in English, significantly influence the acquisition of other language skills such as reading, writing, and speaking. For example, regularly watching English-language films can improve students' listening skills, which ultimately has a positive impact on their speaking skills. Through this activity, students not only hear English speech but also observe how it is delivered, making it easier for them to imitate and practice. Students with good listening skills generally also perform better in other aspects of the language than those with poor listening skills. This finding aligns with research by Jiang and Dewaele (2019), which emphasized the importance of developing listening skills in Listening and Speaking courses, particularly to support presentation skills, group discussions, and oral comprehension among EFL learners in China. Because these classes are designed based on a communicative approach and focus on skills, students with better listening skills tend to achieve higher levels of English proficiency overall. Listening and speaking activities are closely interconnected, indicating

that listening competence contributes to the development of other language skills, including reading and writing.

Besides, this aligns with the overall finding of SLA (Second Language Acquisition) studies that the anxieties of skills and competencies are behaviorally correlated with each other as pointed out by Pae (2012). Thus, well-developed listening skills do not only make the reduction in anxiety, but also lead to the increased level of other skills in learning languages. Furthermore, having advanced listening skills also facilitates personal and professional development for students. Being a good listener not only benefits language learning but also enhances performance in other subjects, as the primary goal of listening is to gain information. Thus, students who are good listeners can acquire a wealth of information simply through attentive listening.

Language teaching is the field where the positive impact of audiovisual media is thoroughly proved. In a quasi-experimental study, Al-Hamid and Izzah (2019) determined that children whose English language skills were taught with audio-visual materials retained and understood more spoken English than those learners who were taught in conventional ways in an Indonesian junior high school. Both of these materials capture the attention of students as well as make them feel it through their senses, and thus the learning process is more effective and pleasant. Febriani et al. (2021) also stressed that the audiovisual aids encouraged students tremendously to perform better in English listening classes and promoted their motivation.

Teaching listening should be an engaging and enjoyable experience for students. Teachers should maximize the use of available resources to support this process. Various strategies can be employed to make listening activities more appealing. One effective approach is using audio or audio visual media during lessons. For instance, teachers can ask students to watch films or listen to songs and then summarize or retell the content they have understood. Before starting the listening activity, teachers can provide students with key words or vocabulary to help them follow along. Hamer (2007) also highlights that students can develop their ability to understand spoken English through various

mediums, such as face-to-face conversations, television, radio, theatre, cinema, or recorded materials like tapes, CDs, and other digital media.

Listening activities which involve hearing, sight, and body response through multiple senses results in effective mental processing and memory. The same sentiment is shared by Intan et al. (2023), who conducted a review, where they state that the audiovisual media can help achieve better listening comprehension, learning vocabulary, and development of confidence among the student. Indeed, it has been revealed that incorporation of digital storytelling and video-based instructions in listening instruction results in measurable gains. At the same time, the study of Jakob et al. (2018) revealed that the application of digital storytelling positively affected the listening test scores of students and led to the increased activity of learners and their reduced levels of anxiety. In a similar study, Khasanah et al. (2023) stated that capacity to adhere to narrative structure and critical thinking enhanced when the students were using audio-visual digital storytelling.

In teaching English, teachers often incorporate a variety of audio visual tools that align with the lesson content. For example, when teaching a topic like "congratulations," teachers might use a projector, speakers, and a laptop to display videos or clips of congratulatory dialogues. This method helps students grasp the material both visually and aurally, enhancing their English language proficiency.

The primary reason for utilizing audio visual media is that it allows students to engage all their senses, making the learning process more impactful. Ahmadi and Supriyono (2013:23-24) explain that individuals have varying capacities to process responses, with some exhibiting a mixed response where all senses function equally. By incorporating audio visual media into listening activities, students can use their senses of sight, hearing, and motor skills simultaneously. Additionally, junior high school students generally enjoy watching dynamic visuals paired with engaging sounds, which helps create a positive and enjoyable learning environment.

The use of audiovisual media in teaching English can be structured into three main stages: preparation, implementation, and monitoring. In the preparation stage, teachers are expected to select appropriate audiovisual materials aligned with the lesson objectives and ensure all supporting equipment is ready to use. During the implementation phase, the media is presented in class to engage students in the learning process, often through interactive activities such as discussion and question-answer sessions. The final stage, monitoring, involves assessing students' understanding and guiding them to reflect on the lesson outcomes. Azura (2024) explains that this strategic framework helps improve student motivation and learning effectiveness when properly applied in the classroom. This structured implementation of audiovisual media not only facilitates clarity in instructional delivery but also enhances student engagement. According to Azura (2024), the use of varied learning strategies helps reduce students' boredom and challenges, encourages their active participation in identifying ideas and solving problems, and contributes to a more enjoyable learning environment. These benefits align well with the step-by-step use of audiovisual media, which includes preparation, presentation, discussion, guided writing, evaluation, and submission of student work. Moreover, as Azura (2024) further notes, exercises and assignments also allow teachers to assess learning objectives while motivating students to engage more seriously with the material.

A crucial, yet underreported finding is that audiovisual listening activities foster learner autonomy. According to Nasution et al. (2022), students who engage with self-selected video content outside of class (example; songs, vlogs) tend to develop self-regulated learning habits such as setting listening goals and reflecting on their progress—behaviors that correlate strongly with sustained proficiency development. Moreover, the effect of listening on anxiety—previously discussed by Aliyeva (2025), who argues that successful listening experiences lead to a “virtuous cycle” where reduced anxiety enhances motivation, leading to more active class participation and improved overall language outcomes.

A properly organized listening lesson must consist of pre-listening activities aimed at stimulating the background knowledge and providing the students with the essential vocabulary, the viewing/listening activity, and the post-listening tasks like summarizing, retelling, or story writing. Hardiah (2019) discussed the fact that the addition of discussion, guided writing and assessment makes learning more active and knowledge extensive. These are also not just the steps to assist students with developing their listening skills, but they also assist in collaborative learning and critical thinking. This is consistent with the step-by-step procedure in utilising audio-visual material which leads the students to a process of comprehension, expression, and evaluation through continual feedback and re-evaluation exercises. Finally, outlines some of the strategies used to enhance activeness and understanding of the students such as in the basis of encouraging students to question, and provide learning with others, which closely corresponds to similar steps during the writing of stories through the guided discussion and assessment strategies available in studying with audio-visual contents.

Arsyad (2013) emphasizes that learning through dual senses—hearing and vision—offers significant benefits, as students tend to absorb more when the material is presented using both sensory stimuli rather than just auditory input. In summary, audio visual media can effectively stimulate and enhance sensory abilities in students.

Despite the benefits of using audio visual media supported by technology in teaching listening skills, teachers encounter various challenges before or during the teaching and learning process. These challenges may stem from the teachers, students, or the school facilities. At the school in question, teachers often use videos and movies as audio visual aids for teaching English. However, they face several difficulties related to the implementation of these media in the classroom. Technical issues such as malfunctioning projectors, laptops, or speakers often delay the start of lessons. Additionally, some speakers fail to deliver clear audio from English videos, making it difficult for students to hear properly. Students also struggle to grasp unfamiliar English vocabulary or follow the content of the videos or films played by the teacher.

Moreover, creating teaching materials that align effectively with audio visual media poses another challenge.

Nasution et al. (2022) noted that such issues can delay lessons and reduce student interest. Additionally, some students struggle with unfamiliar vocabulary in audiovisual materials, especially if the teacher does not provide adequate pre-listening support. Silviyanti (2014) reported that while students found YouTube video clips engaging and helpful, many struggled with internet connectivity and lacked the vocabulary to follow complex dialogues. These findings highlight the need for proper lesson planning and vocabulary scaffolding.

Similarly, Agustiana (2019) discovered a direct correlation between the number of new words in listening content and students' listening anxiety, suggesting that pre-listening support is critical for both comprehension and affective comfort. In response, researchers highlight a structured lesson cycle for audiovisual listening: pre-listening schema activation and vocabulary pre-teaching, scaffolded viewing, focused engagement tasks (example; gap-fill, guided retell), peer negotiation, and reflective evaluation (Pramesti et al., 2021; Astuti et al., 2023; Hardiah, 2019). These steps not only align with cognitive theory but also reflect proven classroom practice that addresses both comprehension and affective needs.

Based on these challenges, the researcher aims to conduct a study titled *The Role of Audiovisual Media in Enhancing Listening Skills at SMPN 5 Simpang Empat Academic Year of 2024/2025*. This research seeks to explore how audio visual media can be effectively utilized by teachers to enhance students' listening skills. This study was picked by the researcher due to the fact that it faces directly all the practical issues that plague the teaching of listening in the English language in integrating audiovisual media. Although the benefits of audiovisual tools are well-known, the study motivation is based on the fact that educators often have to face several challenges (the technical problems when using audiovisual tools and the problems with unknown vocabulary when students are listening to the audio component), where the

knowledge about the consequences of these challenges can help to make the classroom experience more effective.

Moreover, the goal of the research is to improve listening ability which is relatively neglected to speaking, reading, and writing skills even though it is actually a significant aspect of a total control of a language. The choice of the setting of the research was prompted by the fact that teachers at the specific school, SMPN 5 Simpang Empat, do seek to employ the audiovisual media at their lessons but complain about exactly the problems with the implementation of the very measures that the research is aimed to examine. This is quite appropriate and real-life scenario to the study, which guarantees immediate relevance of the conclusions to the teaching practices of this school. The present research differs in terms of previous research because the latter has concentrated on the role of audiovisual media, in particular, on the improvement of listening skills, but it has not focused on the challenges that teachers experience in implementing audiovisual media category.

Although this issue has been addressed in the previous studies, the present study is aimed at addressing the researcher specific challenges and practical issues faced in the field of one school. When seeking answers to the practical challenges of these realities, it has a more contextualized and possibly more replicable knowledge base than more general theorizations of the effectiveness of audiovisual media.

B. Research Questions

The researcher formulated the research problem as follows:

1. How the role of audio visual media in enhancing listening skills on secondary school students?
2. What are the challenges faced by teachers in using audio-visual media to teach English?

C. Research Objectives

This research has several objectives, they are:

1. To describe the role of audio visual media in enhancing listening skills by teachers for students.

2. To find out the challenges faced by teachers in using audio visual media to teach English

D. Research Significances

The researcher aims to contribute several benefits through this research:

1. The findings of this research can serve as a reference for those conducting studies on teaching listening using audio-visual media.
2. This research may assist teachers in selecting appropriate audio-visual media for teaching students in the classroom.
3. This study encourages teachers to enhance their creativity in utilizing audio-visual media for teaching purposes.
4. The research can inspire new motivations and ideas for teaching English using audio-visual media.
5. This study offers fresh perspectives for teachers in deciding which audio-visual media can be effectively applied in English classrooms.
6. The study contributes to the existing body of research on the use of audio-visual media in teaching listening skills for English.
7. The findings of this study can be a helpful resource for other researchers investigating similar topics and serve as an additional reference for their work.

E. Definition of Key Terms

There are some operational definitions of the key words in the study:

1. Role

According to Riyadi (2000) Role can be interpreted as the orientation and concept of the part played by an individual in a social position. Through this role, individuals or organizations will behave according to the expectations of their surrounding environment.

2. Audio Visual

Reddy (2008:26) explains that "audio-visual education involves the use of interactive tools like film projectors, radios, televisions, charts, posters,

models, field trips, and more." Additionally, audio-visual media play a significant role in learning as they can motivate learners and inspire them to acquire a foreign language.

3. Listening Skills

Hasyuni (2006:8) explains that listening skill involves comprehending, focusing, and appreciating what is heard. Moreover, listening activities require the integration of various language skills, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening can be understood as the ability to pay attention or actively process what is heard. However, listening is different from hearing, as hearing is a passive and automatic process.

4. Pedagogical Competence

Mulyasa (2008:26) describes teacher competence as a blend of personal, academic, technological, social, and spiritual skills that align with the standards of teacher competency. This encompasses mastery of subject matter, understanding of students, the ability to conduct educational learning, as well as personal growth and professional development.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings in relation to the two research questions formulated in this study. The conclusions aim to summarize the key points regarding the role of audiovisual media in enhancing students' listening skills and the challenges faced by English teachers in implementing such media. In addition, this chapter offers several suggestions addressed to English teachers, schools, and future researchers to support the development of more effective English listening instruction using audiovisual media.

A. Conclusion

The conclusions are constructed based on qualitative data collected through interviews with one English teacher and ten eighth-grade students at SMPN 5 Simpang Empat, along with classroom observation. These research instruments enabled the researcher to explore the real classroom context, teacher perspectives, and student experiences. The research was guided by two primary questions: (1) What is the role of audiovisual media in enhancing listening skills? and (2) What are the challenges faced by the teacher in implementing audiovisual media for listening instruction?

The conclusions summarized in this chapter aim to directly respond to these questions by synthesizing the relevant themes that emerged during data analysis and connecting them to the theoretical framework discussed in Chapter II. The findings confirmed that audiovisual media serves as a valuable tool in supporting listening comprehension, fostering student engagement, and providing authentic language input. However, several barriers still limit its consistent application in the classroom, such as limited time, technical difficulties, and inadequate facilities. These insights are expected to offer practical implications for English language teaching and contribute to the development of more effective strategies for integrating audiovisual media into listening instruction. Furthermore, the conclusions also offer a reflection on the realities of English teaching in junior high school settings, particularly in

resource-limited environments.

Based on the data obtained through interviews with the English teacher and students, as well as the observation conducted in the classroom, it can be concluded that audiovisual media plays a significant and multifaceted role in enhancing students' listening skills at SMPN 5 Simpang Empat. The integration of both visual and auditory elements allows students to understand spoken English more effectively by providing contextual support through images, facial expressions, tone, and pronunciation. This dual-channel input facilitates the comprehension of authentic spoken language, making the listening experience more meaningful and less abstract. Audiovisual media also helps students become more familiar with native pronunciation and intonation, improves their ability to differentiate between sounds, and enables them to connect the language they hear with its visual context.

Moreover, the use of audiovisual media was reported to increase students' motivation and attention during listening activities. The students expressed that learning through videos or sound-integrated presentations made the lessons more interesting and engaging compared to traditional textbook-based instruction. From the teacher's perspective, audiovisual media serves as a supplementary resource that not only supports the delivery of materials but also addresses the diverse learning styles of students, especially visual and auditory learners. In this sense, the media acts as a bridge between theoretical language input and practical understanding, helping learners construct meaning from both sound and visual cues. Although the teacher in this study could not use audiovisual tools frequently due to time constraints and facility limitations, she acknowledged the media's clear impact on improving students' listening comprehension and overall classroom participation when applied. Therefore, it is evident that audiovisual media contributes positively to the development of students' listening skills by providing rich, authentic input and stimulating learning experiences that go beyond the traditional classroom format.

The findings of this study revealed that although audiovisual media offers various benefits in enhancing listening comprehension, the English teacher at SMPN 5 Simpang Empat faces several notable challenges in implementing it

effectively. One of the primary obstacles is the lack of sufficient time within the limited duration of classroom instruction. Preparing audiovisual materials, setting up the necessary equipment, and managing student activities around the media often consume a significant portion of the allocated teaching time, thereby restricting the opportunity for deeper discussion and reinforcement of the content. The teacher stated that out of five English lessons, audiovisual media was only used once due to limited time and facilities. This reflects how instructional time and curriculum pacing remain major barriers to fully integrating multimedia resources in classroom practice.

Another significant challenge is related to infrastructural and technical limitations. The school does not have consistent access to essential technological equipment such as projectors, speakers, and functioning laptops. Even when available, technical issues—such as poor speaker quality or power instability—can hinder the smooth delivery of media content. These limitations were also reflected during classroom observation, where the learning session relied solely on printed worksheets and direct verbal instruction from the teacher, without the inclusion of any multimedia tools. Moreover, student management during audiovisual activities was also identified as a difficulty. Maintaining students' focus and ensuring they engage productively with the media requires additional classroom control strategies, which can be demanding without proper support.

In conclusion, while the teacher recognizes the pedagogical value of audiovisual media and demonstrates both technological and pedagogical knowledge, the practical implementation is often challenged by time limitations, technical shortcomings, and classroom management demands. These findings suggest a need for better institutional support in terms of facilities, training, and scheduling flexibility to ensure that the use of audiovisual media becomes a regular and effective component of listening instruction.

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of audiovisual media in English language teaching, particularly in enhancing listening skills, holds significant potential

when implemented effectively. The results of this study demonstrate that the teacher at SMPN 5 Simpang Empat possesses both technological knowledge and pedagogical understanding regarding the use of audiovisual tools, recognizing their value in fostering student engagement, comprehension, and motivation. Audiovisual materials were seen to provide students with diverse exposure to English pronunciation, intonation, and authentic language use, all of which are essential elements in listening comprehension. Students' perspectives also reflected a strong preference for learning through audiovisual media due to its visual clarity, sound input, and enjoyable presentation formats, which make the learning process more interesting and less monotonous.

However, despite the clear advantages, the implementation of audiovisual media is not without challenges. The teacher faces constraints such as limited time, inadequate facilities, and technical issues, which reduce the frequency and effectiveness of media use in daily classroom instruction. Additionally, classroom management during the integration of media requires extra effort to maintain focus and ensure learning objectives are met. Observational data further support these findings, as the class observed relied solely on traditional learning methods without the support of audiovisual tools, mainly due to infrastructural limitations.

Overall, this study highlights that while audiovisual media offers meaningful contributions to the teaching and learning of listening skills, its successful application depends on several supporting factors, including institutional infrastructure, teacher training, and proper time allocation. Therefore, improving these aspects is crucial to maximize the benefits of audiovisual media in English language education. This research contributes valuable insights into the practical realities of media integration in language classrooms and emphasizes the importance of balancing pedagogical planning with available resources to create an effective and enriching learning environment.

B. Suggestions

Based on the conclusions drawn from this study, the researcher would like to offer several suggestions that may contribute to the improvement of English

language teaching, particularly in developing students' listening skills through the use of audiovisual media. These suggestions are directed to English teachers, school administrators, students, and future researchers. The aim is to enhance the effectiveness of instructional practices, address existing challenges, and encourage further exploration of audiovisual media in the classroom context. By including all relevant stakeholders, these recommendations are expected to provide practical guidance and valuable insight not only for educators and institutions but also for students as active participants in the learning process. Moreover, future researchers are encouraged to build upon the findings of this study to deepen the understanding and application of audiovisual media in language education.

1. To the english teachers

English teachers are strongly encouraged to utilize audiovisual media more frequently and effectively during listening lessons. The use of such media has proven to significantly increase student engagement, comprehension, and motivation in the learning process. Teachers should continuously explore diverse types of audiovisual tools, such as educational videos, sound recordings, and interactive presentations, to make the listening experience more vivid and relatable to students. In addition, it is important for teachers to enhance their technological knowledge by participating in relevant training programs, workshops, or self-directed learning. This will enable them to design or select appropriate media that align with students' needs and learning objectives.

Moreover, teachers are advised to improve their pedagogical competence by integrating audiovisual materials within a well-structured teaching plan that includes clear learning goals, pre-viewing activities, guided listening tasks, and post-listening reflections or assessments. It is essential that teachers not only present the media but also guide students to understand, reflect, and apply what they have listened to. Teachers also need to ensure that the use of media does not merely entertain, but fosters meaningful language acquisition and listening comprehension.

Finally, teachers should be sensitive to classroom constraints such as limited time, technical issues, and student diversity. They are encouraged to prepare backup plans, test media before class, and provide alternative methods of instruction when technology fails. By being adaptive and reflective in their teaching practices, teachers can optimize the use of audiovisual media and significantly contribute to the development of students' listening skills

2. To the school

The school is expected to play a more active role in supporting the integration of audiovisual media into English language teaching, especially in listening instruction. This support can be realized by improving the availability of necessary facilities such as speakers, projectors, and stable internet access to ensure smooth and effective media usage during lessons. Additionally, the school administration should provide regular training or workshops for teachers to enhance their technological proficiency and instructional strategies. By creating a conducive environment and infrastructure, the school can help optimize the teaching and learning process, encourage innovation in pedagogy, and ultimately contribute to improving students' language proficiency, particularly in listening skills.

3. To the students

Students are encouraged to take an active role in their own learning process, particularly in developing their listening skills through audiovisual media. They should take advantage of the opportunities provided by the use of such media by focusing during classroom activities, participating actively, and engaging with the materials presented. Beyond the classroom, students are also advised to independently explore additional audiovisual resources, such as educational videos, podcasts, and English-language films, to reinforce their listening comprehension and expand their vocabulary. By maintaining motivation, discipline, and consistent practice, students can greatly enhance their English proficiency and become more confident in using the language both academically and

in real-life situations.

4. To the future researchers

Future researchers are encouraged to expand upon this study by exploring the role of audiovisual media in developing other English language skills beyond listening, such as speaking, reading, or writing. Considering the limitations of this research, particularly its focus on a single school and a relatively small number of participants, future studies could involve a broader range of schools, larger and more diverse participant samples, or employ mixed-methods approaches to gain deeper insights. Additionally, researchers may consider examining the long-term impact of consistent use of audiovisual media on students' language proficiency, or investigate how students with different learning styles respond to such media. It is also recommended that future researchers address challenges in technology integration more comprehensively and develop practical strategies to overcome them. Through further research, a more holistic understanding of audiovisual media's role in English language teaching can be achieved, offering valuable contributions to both theory and practice.

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