

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the study's findings and makes recommendations for future research and practical use. The Conclusions section provides a succinct summary of the study's principal findings, directly responding to the research questions. Following this, the Suggestions section makes recommendations based on the findings and proposes prospective areas for future research.

5.1. Conclusions

This study reveals that the use of audio-visual media offers clear benefits in enhancing students' listening comprehension. It supports better understanding of conversational context, improves focus, and increases motivation through the integration of visual and auditory elements.

Teachers' strategies—such as using relevant videos, subtitles, group discussions, and pausing for clarification—are effective in stimulating students' interest in listening topics. These approaches create a more engaging and participatory learning environment.

Students demonstrated a strong interest in learning listening comprehension through audio-visual media. This mode of instruction makes learning more enjoyable and

interactive, helping maintain their motivation and engagement during listening activities.

The relationship among perceived benefits, teaching strategies, listening difficulties, and student interest shows that teachers' strategies have the strongest influence on listening comprehension achievement. While interest and perceived benefits also contribute, they are not sufficient without effective instructional methods. Meanwhile, listening difficulties remain a major obstacle to achievement. Overall, the integration of audio-visual media, when supported by purposeful teaching strategies, creates an effective, engaging learning environment that significantly enhances students' listening skills.

The purpose of this study was to look into the perceived benefits of using audiovisual media, teaching techniques, student interest, and their relationships with listening comprehension achievement among second and fourth-semester TEFL students. The empirical data analysis yields the following conclusions in answer to the study questions. In terms of descriptive features (Research Questions 1, 2, and 3), the findings consistently show that students have positive perceptions and are interested. At the "Very High" level, students identified the benefits of using audio-visual media to learn listening comprehension. Similarly, their perception of teacher strategies in utilizing audio-visual media was also rated at a "Very High" level. Furthermore, student interest in learning listening comprehension by using audio-visual media was also found to be at a "Very High" level. These results suggest that audio-visual media

is perceived positively by students and teachers are perceived as effectively incorporating it.

The study indicated a substantial positive association between perceived teaching strategies and student interest in relation to research questions focused on pedagogical methods and student motivation. This strong correlation shows that students who believe their lecturers use effective audiovisual media strategies are more likely to be interested in listening comprehension activities. This highlights the important role of teaching approaches in enhancing student engagement.

The relationship between perceived teacher strategies and listening comprehension achievement was also statistically significant. The findings suggest that students who perceive their teachers as using quality audio-visual media tend to perform better in overall listening and speaking assessments. This implies that the perceived effectiveness of instructional media use is linked with higher student performance.

Furthermore, the study revealed a notable negative relationship between perceived difficulty in listening comprehension and actual achievement. This indicates that students who find listening tasks more challenging generally score lower in listening comprehension. It suggests that perceived difficulty is a key inverse predictor of academic success in this area.

However, the analysis did not find a statistically significant link between student interest and overall listening comprehension achievement, nor between perceived benefits of audio-visual media and listening comprehension achievement. Although

these variables showed high levels and were associated with other factors, their direct relationship with overall performance was not statistically confirmed in this study.

Finally, the study found strong correlations among the predictor variables. Perceived teaching techniques, student interest, and perceived advantages were all positively connected, whereas perceived listening difficulties was adversely correlated with all three positive variables. These interrelationships indicate that these components operate within a connected network, with positive impressions reinforcing one another and perceived listening comprehension issues being inversely associated.

5.2. Suggestions

Based on the conclusions drawn from this research, particularly focusing on the relationships highlighted in the title and other key findings, several suggestions are offered for educational practice. Given the statistically significant positive correlation between perceived teacher strategies and both student interest and overall listening comprehension achievement, it is suggested that teachers prioritize and continue enhancing their effective strategies in integrating audio-visual media, as this appears associated with better student outcomes and higher interest. Furthermore, acknowledging the significant negative correlation between perceived listening comprehension difficulty and achievement found in the analysis, efforts to identify and mitigate perceived difficulty in listening tasks are also suggested as a crucial step to support student success in listening comprehension.

For future research, this study opens several avenues for further investigation related to the factors in the title and achievement. While a significant link was found between teacher strategies and achievement, and strategies and interest, the direct link between student interest and overall achievement was not significant in this analysis, warranting further exploration into how interest might influence achievement or if different measures/contexts yield different results. Additionally, future research is suggested to explore the specific roles of other language skills and factors known to influence listening comprehension achievement. Investigating the correlations of these factors with listening comprehension achievement, and how they might interact with teacher strategies and student interest, can provide a more comprehensive understanding of the complex process of listening comprehension development.

