CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Listening

One of the ways that people communicate on a regular basis is by listening. Studies have indicated that listening accounts for between 45% and 55% of adults' everyday conversation, surpassing the amount spent on speaking (Hargie, O., 2021). Generally speaking, listening is the process by which listeners hear speakers in order to take in, receive, and comprehend the information. Since accurate interpretation and comprehension of spoken input depend on more than just listening to, listening also calls for thought and background knowledge. To put it simply, listening deals with minds or thinking, whereas hearing deals with senses. When listening, one must pay attention, be aware of what they are hearing, process information in order to comprehend, and draw on background knowledge and context. It additionally provides proof that hearing and listening are two different things. While the term "hearing" tends to contain purely the human psychological side, the term "listening" tends to involve the human psychological side.

2.1.1. Listening Comprehension

Richard (2019) defines listening as the active process of taking in and reacting to spoken (and sometimes unsaid) messages. Given that the listener's brain goes through multiple stages starting with message reception and ending

with signal response, listening is a time-consuming activity. Understanding the possible consequences and clear meanings of words and sentences used in spoken language is known as listening comprehension. A child's ability to comprehend the meaning of words they hear and respond in some way to them is known as listening comprehension. For example, when children hear a story, if they have excellent listening comprehension, they can understand it, recall it, discuss it, and even retell it in their own words. Early development of this skill is essential because effective listeners make excellent communicators. Moreover, understanding what speakers say might be referred to as listening comprehension.

2.1.2. The Type of Listening

There are various ways to categorize listening texts, including substance, authenticity, complexity, sphere, theme, number, etc. A set of standards determines the language and thematic quality of listening input as well as whether it meets the specific objectives of each lesson or the broader teaching goals. While the general method is not excluded, the style and manner of working on the specific hearing text are mostly determined by its key language and content features. Pre-listening, for instance, requires a lot more time and attention than during or post-listening because the main goal is to understand the essence of the listening material. Listening is not a one-size-fits-all activity. There are several types that each serve a unique purpose.

2.1.2.1. Active Listening

Active listening is a comprehensive skill that involves more than just hearing words. It requires fully concentrating on the speaker, striving to understand their message, formulating thoughtful responses, and ensuring you remember the key points discussed. This goes beyond passive reception, transforming listening into a dynamic, two-way exchange.

The essence of active listening lies in providing feedback to the speaker, confirming your understanding and clarifying any ambiguities. This might involve verbal cues like summarizing key points or asking clarifying questions, as well as non-verbal cues such as maintaining eye contact and nodding to show engagement. For example, engaging in a deep conversation with a friend, making eye contact, nodding, and providing feedback that shows you're truly attentive exemplifies active listening in practice (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H. (2024).

2.1.2.2. Passive Listening

Passive listening involves hearing words without fully engaging or responding. It's a one-sided process where the listener absorbs information without actively processing or seeking to understand the deeper meaning. The focus is on simply hearing the sounds, rather than actively participating in a communicative exchange.

This type of listening often lacks feedback or interaction, resulting in a limited understanding of the message. Examples include listening to background music while working or having the television on without truly paying attention. In these cases, the listener is present and hearing the sounds, but not actively processing or engaging with the content. (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H. (2024).

2.1.2.3.Empathetic Listening

Listening to understand the speaker's feelings and emotions goes beyond just hearing their words—it involves being attuned to the emotional tone and underlying sentiments conveyed. This form of listening is an essential skill for empathetic communication, as it allows individuals to connect with others on a deeper, emotional level. It's about picking up on the non-verbal cues, such as tone, body language, and pauses, which reflect the speaker's mood and emotional state.

An example of listening to understand emotions can be seen when comforting a friend during a difficult time. Instead of merely offering advice or solutions, you focus on empathizing with their feelings, validating their emotions, and responding with compassion. By actively listening and acknowledging their emotional experience, you create a supportive environment that helps them feel understood and cared for (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H. 2024).

2.1.2.4.Critical Listening

Evaluating and analyzing the message being heard involves critically assessing the information for its validity, reliability, and usefulness. This type of listening requires a listener to not only absorb the content of the message but also consider its context, source, and underlying assumptions. The goal is to form a well-rounded judgment about the accuracy and relevance of the information being presented.

For instance, listening to a political debate requires the listener to carefully evaluate the arguments made by each candidate. It's not enough to simply hear their words; the listener must assess the logic, evidence, and potential biases behind the statements. By considering the credibility of the sources, the strength of the evidence, and the potential implications of the arguments, the listener can make an informed decision about the arguments' validity and relevance to the issue at hand (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H., 2024).

2.1.2.5.Appreciative Listening

Listening for pleasure or enjoyment is a form of listening that focuses on engaging with content that provides emotional or aesthetic satisfaction. This type of listening is often associated with activities like enjoying music, poetry, or a compelling speech, where the primary goal is to experience the joy and emotional connection that comes with the content. Unlike other forms of listening that may require active analysis or response, listening for pleasure

is more about relaxation and personal enjoyment.

An example of this would be attending a concert or listening to your favorite band. In such scenarios, the listener is not focused on critical analysis or problem-solving but on immersing themselves in the music, feeling the rhythm, and connecting emotionally with the performance. The enjoyment comes from the experience itself—whether it's the energy of the live performance or the emotional resonance of the music (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H., 2024).

2.1.2.6. Selective Listening

Focusing only on certain parts of a conversation that interest the listener, while ignoring the rest, is a common form of selective listening. This type of listening occurs when the listener becomes more attuned to specific aspects of the message that capture their attention or are personally relevant, while disregarding the less engaging parts. The listener might filter out background noise or irrelevant information and concentrate on details that resonate with them, often unconsciously.

An example of selective listening would be hearing your name mentioned in a conversation and suddenly tuning in. While the conversation may be ongoing and include various topics, the mention of something personally significant, like your name, immediately draws your attention and causes you to focus on the conversation more intently. This type of listening is

often influenced by personal interest or emotional connection (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H., 2024).

2.1.2.7.Informational Listening

Listening to learn and acquire information is a focused and purposeful form of listening where the listener's primary goal is to absorb and retain the content being communicated. This type of listening requires full attention to the details, structure, and context of the message, as it is important for understanding and remembering the information for future use. The listener must actively engage with the material to ensure that it is processed deeply enough to be recalled when needed.

An example of this would be attending a lecture or a training session, where the goal is to gain knowledge or skills. In such situations, the listener must actively concentrate on what is being said, take notes, and seek clarification if needed. This type of listening is essential in educational and professional contexts where retaining information is crucial for success (Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H., 2024).

From a more personal perspective, listening to learn can feel like a rewarding challenge. It's not always easy to stay fully engaged, especially when the information is complex or lengthy, but the sense of achievement after mastering the material is incredibly satisfying. The key lies in staying present, managing distractions, and being open to asking questions to ensure that the content is understood and retained effectively.

2.1.3. The Strategies of Listening Comprehension

Knowing what to maintain in short- or long-term memory for use afterwards is the basis of cognitive processes. Various strategies have been identified as effective in enhancing students' listening comprehension skills. These strategies can be broadly categorized into metacognitive, cognitive, and socio-affective strategies.

2.1.3.1. Metacognitive Strategies

Metacognitive strategies involve planning, monitoring, and evaluating the listening process. These strategies help students become more aware of their listening processes and enable them to adjust their approaches to better understand spoken language. For instance, a study by Ajmal and Kumar (2021) found that students who received instruction in metacognitive strategy showed higher levels of motivation and better listening comprehension performance.

2.1.3.2. Cognitive Strategies

Cognitive strategies include techniques such as summarizing, predicting, and inferencing. These strategies help students process and retain information more effectively. According to Lee and Kim (2021), the use of cognitive strategies in listening instruction significantly increased students' motivation and engagement, leading to better listening outcomes.

2.1.3.3. Socio-Affective Strategies

Socio-affective strategies involve interaction and collaboration among students. These strategies include group discussions, role-plays, and peer feedback. A study by Brown and Williams (2021) highlighted the importance of socio-affective strategies in language learning, showing that students who engaged in interactive listening activities were more motivated and performed better in listening comprehension tasks.

2.1.4. Listening difficulty in using audio-visual media

1. Difficulty with Vocabulary and Word Meaning

Recent research continues to emphasize the critical role of vocabulary knowledge in successful listening. Studies, such as the case study on audio-visual media in junior high EFL classrooms, identify variations in students' listening abilities, which are often closely linked to their vocabulary breadth (Journal on English as a Foreign Language, 2025). A lack of sufficient vocabulary can cause students to struggle to understand the spoken input, even when visual cues are present, as they may not recognize key words necessary to construct meaning.

Addressing vocabulary difficulties in the context of audio-visual media requires targeted pedagogical approaches. While authentic materials expose students to a wider range of vocabulary, educators need to pre-teach essential terms or provide in-context support. Research highlights that difficulties in listening are sometimes due to a lack of vocabulary, suggesting that a focus on

vocabulary acquisition is crucial for improving listening skills (Learning Difficulties in Listening Comprehension, 2024). Integrating vocabulary building activities alongside the use of audio-visual materials can help bridge this gap and improve students' ability to comprehend the spoken content.

2. Issues with Processing Speed and Information Overload

This aligns with recent findings that identify the speed of speech as a significant difficulty in listening comprehension for second language learners (Listening Comprehension Difficulties in Indonesian EFL Students, 2022; An Analysis of Students' Difficulties in Listening Comprehension at Senior High School, 2023). The transient nature of spoken language, especially in dynamic audio-visual content, demands rapid processing, and if learners are unable to keep up, they can experience information overload and lose coherence.

To support students with processing speed issues when using audio-visual media, educators can utilize strategies that allow for more controlled exposure to the content. This might involve pausing the video at intervals, replaying sections, or providing opportunities for repetition. The use of interactive applications, as explored in recent studies, can offer features that allow learners to control the pace and focus on specific segments, potentially mitigating some processing difficulties (Enhancing English Listening Skills: A Case Study Of The Cake Application In Student Learning, 2024). Such approaches acknowledge that learners may need flexible ways to interact with audio-visual materials to effectively process the linguistic input.

3. Understanding Main Ideas and Details

   Recent research on listening difficulties acknowledges that students can struggle with aspects like understanding organization and basic comprehension, which include identifying main points and details.

   To help students improve their ability to understand main ideas and details from audio-visual media, teachers can implement pre-listening activities that activate prior knowledge and set clear listening objectives. During listening, providing structured tasks, such as completing graphic organizers or answering specific questions related to main ideas and details, can guide student attention. Post-listening discussions and summarization tasks can also help consolidate understanding. Research suggests that using audio-visual aids can enhance students' listening skills and their recall of content (Improving EFL Learners Listening Skills by Using Audio Visual Aids, 2022), implying that focused strategies on identifying key information within this media format can be particularly effective.

4. Difficulty with Unfamiliar Content

   Recent studies corroborate that unfamiliar topics are a significant factor contributing to listening comprehension difficulties (A Case Study Of Efl Learners' Difficulties In Listening Comprehension, 2022; Students Listening Comprehension Problems In The English Development Class..., 2022). When students lack background knowledge about the subject matter, it becomes harder to make inferences, understand context, and connect new information to existing schema, regardless of the clarity of the audio or visuals.

To address the difficulties associated with unfamiliar topics in audio-visual materials, educators should carefully select content that is either within the students' realm of experience or provide adequate scaffolding to build necessary background knowledge. Pre-listening activities that introduce the topic, explain key concepts, and preview potentially challenging vocabulary or cultural references are crucial. Providing supplementary materials or brief lectures before engaging with the audio-visual content can activate relevant schema and make the unfamiliar more accessible, thereby improving comprehension (An Analysis of Students' Difficulties in Listening Comprehension at Senior High School, 2023).

5. Issues with Speed, Accent, and Pronunciation

A prominent difficulty highlighted in the hypothetical data was the struggle students faced with understanding fast speech and unfamiliar accents or pronunciations in audio-visual media. Recent research consistently identifies speaking speed and variations in accent and pronunciation as major challenges for second language listeners (Listening Comprehension Difficulties in Indonesian EFL Students, 2022; The Perception of 5th Semester English Students on Watching English Movies..., 2025; An Analysis of Students' Difficulties in Listening Comprehension at Senior High School, 2023). Authentic audio-visual materials often feature natural, rapid speech with diverse accents, which can be significantly different from the simplified or standardized English learners may be accustomed to.

To help students navigate the challenges of speed, accent, and pronunciation when using audio-visual media, educators should provide exposure to a wide range of authentic materials featuring different speakers and accents. Activities focusing on phonetic discrimination and recognizing connected speech can be beneficial. While challenging, exposure to varied accents is crucial for developing real-world listening skills (The Impact of Accent Second Language on Listening Comprehension, 2024). Utilizing features like subtitles (initially in the native language, then the target language) or offering opportunities to relisten to specific sections can also provide valuable support for students grappling with these phonetic and phonological variations.

2.2. The Teaching of Listening

English as a foreign language had many differences with the Indonesian as mother language especially for the students', because they consider that the words in the English are different about pronunciation, grammar, and dialect. However, during the teaching learning process, most of the teacher and students get difficulties in hearing the English sound by the students. Compared to alternative strategies, the integrated approach has a higher chance of keeping linguists and language teachers interested. For the majority of language teachers, the teaching approaches and strategies that have been updated to include technology have proven to be among the most helpful and effective solutions. Since it is hard to separate technology from education in this day and age, the development of teaching and learning approaches shows that many language teachers are capable of overseeing the learning process for

diverse learners. Teaching listening based on two sorts of spoken speeches: top-down and bottom-up. In many traditional classes, listening exercises are centered-around bottom-up processing. Examples of tasks that call for thorough input recognition and processing include close listening, dictation, using multiple choice questions after a text, and other similar activities. On the other hand, listeners must participate more actively and have prior knowledge in order to participate in top-down listening teaching activities.

2.2.1. Approaches to Teaching Listening Comprehension in Using Audio-Visual Media

Teaching listening comprehension effectively involves various innovative strategies that cater to different learning styles and contexts. Recent research highlights several approaches that have emerged over the last five years, focusing on enhancing students' listening skills in language education.

1. Direct Approach

   The direct approach immerses students in listening experiences with minimal support, mimicking natural language acquisition. This approaches often includes:

   - Authentic Materials: Utilizing real-life recordings such as news broadcasts.
   - Repetitive Listening: Encouraging multiple exposures to the same audio to enhance comprehension.

   While effective for advanced learners, beginners may find this approach challenging due to the lack of structured support (Kumar, P. (2024).

2. Integrated Process Approach

This approach integrates listening with other language skills, reflecting how language is used in real life. Key features include:

- Follow-Up Discussions: Engaging students in discussions post-listening to reinforce comprehension.

- Listening Journals: Students summarize or reflect on what they have heard, linking listening with writing skills.

This method helps students understand the interconnectedness of language skills (Kumar, P. (2024).

3. Incidental Approach

In the incidental approach, listening skills are developed through indirect exposure to the language. Techniques include:

- Background Listening : Playing audio during unrelated activities to promote subconscious absorption of the language.

- Interactive Games: Using games that require listening for instructions, thus making learning enjoyable and less pressured.

This approach is particularly beneficial for learners who may feel anxious about focused listening tasks (Kumar,P,(2024).

4. Eclectic Approach

The eclectic approach combines elements from various methods tailored to meet students' needs. It includes:

- Customized Listening Tasks: Adapting activities based on student interests and levels.

- Technology Integration: Utilizing podcasts and online resources for diverse listening experiences.

This flexible strategy recognizes that no single method suits all learners, promoting a personalized learning environment (Kumar,P. (2024).

5. Bottom-Up and Top-Down Strategies

Recent studies emphasize the effectiveness of both bottom-up (focusing on sound recognition and decoding) and top-down (using prior knowledge and context) strategies in improving listening skills among EFL students. These strategies make the learning process engaging and allow for personal connections with the material (Mado, P. A., Machmud, K., & Husain, N. (2024).

6. Digital Storytelling

Digital storytelling has emerged as a powerful tool in teaching listening comprehension. This method involves:

- Engaging Multimedia: Using animated stories to capture student interest.

- Structured Activities: Rearranging storyboards to align with listening tasks, enhancing comprehension through visual aids.

Research indicates that this method significantly improves student engagement and listening comprehension outcomes (Derek, V., Regina, R., & Ikhsanudin, I. (2024).

2.2.2. Strategies for Teaching Listening Comprehension Using audio-visual in Media

The use of audio-visual media in teaching listening comprehension has proven to be an effective strategy for enhancing language learning.

2.2.2.1. Incorporating Authentic Audio-Visual Materials

Utilizing authentic audio-visual materials, such as documentaries, news segments, and films, provides students with exposure to real-life language use. This strategy allows learners to hear various accents, intonations, and speech patterns, which are essential for developing listening skills. Research indicates that when students engage with authentic materials, they tend to show improved comprehension and a greater interest in the subject matter, as it reflects real-world scenarios (Chamba, M., & Gavilanes, C. (2019).

2.2.2.2. Structured Listening Activities

Implementing structured activities around audio-visual content can significantly enhance listening comprehension. Pre-listening activities, such as discussing the topic or predicting content, help activate prior knowledge. While-listening tasks may include note-taking or answering specific questions to maintain focus on key details. Post-listening discussions allow students to reflect on what they have heard and clarify any misunderstandings. Studies

have shown that this structured approach leads to better retention and understanding of the material (Herlina, H., Arfanti, Y., & Risnawaty, R. (2021).

2.2.2.3. Collaborative Learning Opportunities

Encouraging collaborative learning through group activities can enhance students' listening skills. By working in pairs or small groups to discuss their interpretations of audio-visual content, students can articulate their thoughts and clarify their understanding collectively. This method not only fosters communication skills but also builds confidence as learners share insights and learn from one another. Research supports that collaborative learning environments increase motivation and engagement among students (Nazeef, N. M., & Ali, J. (2024).

2.2.2.4. Leveraging Technology for Enhanced Engagement

Integrating technology into listening comprehension lessons can make learning more dynamic and interactive. Tools such as interactive whiteboards or educational software allow for playback control, enabling students to listen at their own pace. Additionally, using multimedia presentations can help illustrate complex ideas while reinforcing auditory information. Studies indicate that technology enhances student engagement and facilitates a deeper understanding of listening tasks (Herlina, H., Arfanti, Y., & Risnawaty, R. (2021).

2.2.2.5. Visual Contextualization Techniques

Using visual aids alongside audio content can help students make connections between what they hear and what they see. For instance, showing images or videos related to the audio material can reinforce understanding and aid memory retention. This dual-channel approach is particularly beneficial for visual learners and has been shown to improve comprehension outcomes significantly (Nazeef, N. M., & Ali, J. (2024).

2.2.2.6. Implementing Feedback Mechanisms

Providing timely feedback on listening tasks is crucial for student improvement. Teachers can use quizzes, discussions, or reflective journals to assess understanding and offer constructive feedback. Research demonstrates that effective feedback not only motivates learners but also helps them identify areas needing improvement, fostering a growth mindset towards language learning (Herlina, H., Arfanti, Y., & Risnawaty, R. (2021).

The incorporation of audio-visual media in teaching English as a Foreign Language (TEFL) has been shown to significantly enhance listening comprehension among students. Recent studies highlight various strategies that teachers utilize to effectively integrate these resources into their lessons.

Key Findings on Audio-Visual Media Effectiveness

1.   Improvement in Listening Skills

Research indicates that using audio-visual media, such as videos and recordings, leads to significant improvements in students' listening comprehension. For instance, a study involving eleventh-grade students showed that those who learned with audio-visual aids scored higher in listening tests compared to those who received traditional lecture-based instruction (Kartika, D., Siahaan, S., Herman, H., Rumapea, E. L., & Silalahi, T. F. (2023).

2.   Engagement and Motivation

The use of dynamic audio-visual content helps engage students and sustain their interest in learning. A study found that students exhibited a positive attitude towards learning when videos were used, which also contributed to better understanding and retention of the material (Pham, D. T. T. (2021).

3.   Support for Diverse Learning Styles

Audio-visual aids cater to various learning preferences, making lessons more inclusive. By providing both auditory and visual stimuli, these resources help accommodate students who may struggle with traditional methods, thereby enhancing overall comprehension (Yusroh, M. (2018).

2.1.2.   Effective Strategies Employed by Teachers

1.   Incorporating Videos

Teachers often use subtitled videos as dynamic advance organizers to facilitate understanding. This approach not only aids comprehension but also helps improve pronunciation by exposing students to native speakers (Sofyan R. R., Mushrihah A., & Mushrihah A., 2019). By incorporating videos, teachers can bring real-world contexts into the classroom, allowing students to interact with authentic language use, which enhances their listening skills and overall engagement. Videos offer a multimedia experience that combines both auditory and visual stimuli, making it easier for students to grasp difficult concepts and connect with the material in an engaging way.

Furthermore, incorporating videos supports various teaching strategies, such as visual contextualization techniques, where images and videos are used to clarify and reinforce the content. This approach is especially effective in helping students follow instructions, understand complex ideas, and retain information. When students see the information presented through visual aids, it not only makes the lesson more accessible but also helps them process and remember the material better. By regularly using videos, teachers can create a more interactive and motivating learning environment, leading to better student performance and increased motivation.

2.   Interactive Activities

Engaging students through interactive tasks that involve audio-visual elements can significantly enhance their listening skills. For example, teachers might use video clips followed by discussions or quizzes to reinforce learning and encourage active participation. This approach not only helps students focus on the content but also provides opportunities for them to apply what they've learned in a meaningful way (Harsa, W. P., Saragih, A., & Husein, R., 2020).

Interactive activities also foster a dynamic classroom environment, where students can collaborate, think critically, and share their ideas. These activities make the learning process more enjoyable and engaging, as students are actively involved in their education. By incorporating audio-visual elements into these tasks, teachers can further stimulate students' interest and create a more interactive and effective learning experience.

3.   Creating Contextual Learning Experiences

By using audio-visual materials that relate to real-life contexts, teachers can provide students with the background knowledge necessary for understanding spoken language. This strategy helps bridge the gap between classroom learning and practical application, making the learning experience more relevant and engaging. Incorporating real-world contexts into lessons allows students to better grasp the meaning of the language they are learning, as they can

connect it to everyday situations they are familiar with. Research by Ahmed and Al-Mamari (2020) highlights how contextual learning enhances students' comprehension and motivation by linking lessons to real-life experiences, making it easier for learners to see the practical value of their studies.

Additionally, creating contextual learning experiences can encourage students to actively engage with the material and apply it in practical ways. This approach supports the development of critical thinking and problem-solving skills, as students are prompted to analyze and interpret language in meaningful contexts. A study by Kim and Lee (2021) emphasizes the positive impact of integrating real-life examples into lessons, showing that students retain information better when they can relate it to their daily lives. By incorporating a variety of audio-visual resources, such as documentaries, interviews, or news reports, teachers can create immersive learning environments that motivate students to learn and use the language more effectively.

2.2.3. Methods in Teaching Listening Comprehension by Using Audio-Visual Media

2.2.3.1.Bottom-Up Processing

Bottom-up processing focuses on understanding language by starting with the smallest units of sound and progressively building up to larger units, such as

words and sentences (Vandergrift, L., 2021). This approach emphasizes the importance of decoding individual sounds, syllables, and words to construct meaning. For example, students might listen to a series of isolated sounds or words and practice identifying them within a spoken context. By honing their ability to distinguish these basic linguistic elements, students can improve their overall listening comprehension skills, enabling them to understand more complex spoken language in real-time situations.

In practice, bottom-up processing helps students develop the foundational skills needed for effective listening. By starting with smaller components, such as phonemes and word recognition, they gradually build the necessary skills to understand sentences and longer speech segments. This approach is particularly helpful in language learning environments, where students may struggle with unfamiliar accents, rapid speech, or new vocabulary. Through targeted exercises that focus on sound recognition and word identification, students can enhance their ability to process spoken language more effectively, leading to improved listening comprehension over time.

2.2.3.2.Top-Down Processing

Top-down processing emphasizes the use of background knowledge, expectations, and contextual clues to understand spoken language (Vandergrift, L., 2021). This approach involves using what learners already know about the world, the topic, or the language to predict and interpret spoken messages. For example, before listening to a news report, students might engage in a discussion about the topic to activate their prior knowledge.

This helps them anticipate what they might hear and provides a framework for understanding the spoken content, making it easier for them to grasp the main ideas and details.

By relying on context, students can make educated guesses about the meaning of unfamiliar words or phrases, which is especially useful in real-world listening situations where not every word is clear or fully understood. Top-down processing helps learners to focus on the broader message rather than getting stuck on individual words or sounds. This strategy encourages active listening and enhances comprehension, as students use their prior knowledge to fill in gaps, clarify meanings, and make sense of the spoken language more efficiently. It is particularly effective when students are exposed to content that aligns with their experiences or interests, as it allows them to engage more deeply with the material.

2.2.3.3.Interactive Listening

Interactive listening combines both bottom-up and top-down processing to create a more comprehensive listening experience (Vandergrift, L., 2021). This approach recognizes that effective listening involves not only decoding the smallest units of sound, such as phonemes and words (bottom-up processing), but also using background knowledge, context, and expectations to make sense of what is being heard (top-down processing). By integrating both processes, students can better understand spoken language in a holistic way. For example, students might listen to a dialogue and, as they hear

individual sounds or words, they also draw on their knowledge of the context or topic to interpret the overall meaning.

Interactive listening encourages students to be active participants in the listening process by constantly switching between bottom-up and top-down strategies. As they decode words and sounds, they simultaneously use contextual clues, such as the speaker's tone or the setting, to build a complete understanding of the message. This dual approach is especially beneficial in real-world listening situations where students need to process both linguistic details and contextual information to fully comprehend the conversation. By engaging in interactive listening, students develop more flexible and effective listening skills, enabling them to handle a variety of listening tasks with greater ease and confidence.

2.2.3.4. Extensive Listening

Extensive listening encourages students to listen to large amounts of material, often for enjoyment, to improve their overall listening fluency (Vandergrift, L., 2021). This approach emphasizes the importance of regular, immersive listening practice, where students are exposed to a variety of audio materials. These materials may include podcasts, audiobooks, songs, and other forms of spoken content, allowing students to become familiar with different accents, speeds, and speaking styles. The goal of extensive listening is not necessarily to focus on comprehension of every detail, but to enhance overall fluency and develop the ability to understand spoken language in more natural, real-world contexts.

By listening to a wide range of materials, students can build confidence and become more adaptable in their listening skills. Exposure to different speakers and topics helps them become comfortable with diverse linguistic features, such as varying accents, slang, and informal speech. This type of listening practice also allows students to develop a deeper understanding of the culture behind the language, as they encounter authentic, contextualized content. Ultimately, extensive listening is a valuable tool for improving listening comprehension, as it helps students acquire language naturally and intuitively through repeated, varied exposure. This approach supports learners in becoming more proficient and adaptable in real-world listening situations (Vandergrift, L., 2021; Chang, S., & Lee, H., 2022).

2.2.3.5.Intensive Listening

Intensive listening focuses on detailed understanding and analysis of short audio clips to improve students' listening comprehension at a deeper level (Vandergrift, L., 2021). This approach involves focusing on specific elements of the spoken material, such as key details, vocabulary, and information that require close attention. For example, students may listen to a short news clip and answer specific questions about the content, such as identifying numbers, names, or particular phrases. The primary goal of intensive listening is to help students develop a high level of accuracy and attention to detail in their listening skills.

By engaging in intensive listening, students are encouraged to listen carefully and focus on extracting precise information from a limited amount of audio material. This method helps students refine their ability to process language more accurately and quickly, improving their overall comprehension skills. Intensive listening is especially effective when the goal is to understand specific content, such as in academic or professional settings, where students need to grasp detailed information, such as facts, figures, or technical vocabulary. Through repeated practice with short, focused listening tasks, students can improve their ability to analyze and understand the nuances of spoken language.

2.2.3.6.Task-Based Listening

Task-based listening involves completing tasks that require listening for specific information to achieve a particular goal or outcome (Vandergrift, L., 2021). This approach emphasizes the use of real-life tasks or activities that simulate practical situations where listening is essential for success. For example, students might listen to a set of instructions on how to complete a task or assemble something, and then follow those instructions to accomplish the task. The focus is on using listening skills to gather and apply information effectively in context.

Through task-based listening, students engage in active listening by focusing on the key details needed to complete the task, such as steps in a process, instructions, or essential facts. This method helps students develop problem-solving skills and apply their listening comprehension in meaningful, real-world situations. Task-based listening is especially valuable in language learning because it requires students to interact with authentic, purposeful content and practice using their language skills in context, reinforcing both their listening abilities and their ability to carry out specific tasks.

2.2.3.7.Interactive Technology

Interactive technology utilizes modern tools and platforms to create engaging and interactive listening activities that enhance the learning experience (Vandergrift, L., 2021). This approach integrates technology into the learning process to provide students with dynamic opportunities to practice their listening skills. For example, language learning apps often

include interactive listening exercises, speech recognition features, and instant feedback on pronunciation and comprehension. These tools allow students to engage in real-time listening practice and receive immediate feedback, which helps to reinforce learning and improve listening abilities.

By incorporating interactive technology, students can access a variety of listening materials that are tailored to their proficiency level, such as dialogues, podcasts, or interactive quizzes. These activities offer a more personalized and flexible approach to language learning, allowing students to practice at their own pace and focus on areas where they need improvement. Additionally, the use of technology fosters greater student motivation and engagement, as it combines listening practice with interactive elements that are fun and rewarding. Interactive technology not only helps students develop their listening skills but also encourages independent learning, making it a valuable tool for enhancing overall language proficiency.

2.3. Interest

Interest, in general, refers to a person's specific attention or attraction toward an activity, subject, or object. It drives individuals to spend time, energy, and resources exploring or delving into what they find captivating. It is important in student learning activities to have interest in something that they learn. According to Yuliyanto (2017), curious about something and make it into deeper understanding because it will make determination of the class's atmosphere and also the result in learning process. Interest denotes something you enjoy without

being forced to do so. Especially in the listening class some students feel difficulty with this skill. However, if the students are interested or familiar with what they listen to, they will respond rapidly to what they hear.

There are some activities that can improve students' listening skill. The examples: listening to the radio, listening songs, or watching movies. These kinds of activities will give them benefits on their listening skill in order to enhance their speaking proficiency. They will be motivated and will put forth more effort to learn it than students' who are not interested or feeling bored. As a result, it can be concluded that interest is a good attitude that motivates people to pay attention to something they attracted and they will enjoy the activities until the conclusion.

2.3.1. Types of Interest in Listening to English

Listening comprehension can be influenced by various types of interest, each driving engagement in unique ways. One significant type is curiosity-driven interest, which is fueled by a desire to learn new things and satisfy one's curiosity. For example, a student may listen to English podcasts to explore scientific discoveries and deepen their understanding of the natural world (Tobin & Guadagno, 2022). This intrinsic motivation enhances their engagement with the content and promotes active learning. Another important aspect is the emotional connection that listeners develop with the material. This interest stems from emotional engagement, where listeners may feel empathy or be moved by stories.

For instance, a listener might feel deeply inspired by an English podcast episode about overcoming adversity and feel compelled to discuss it with friends (Kriz, Kluger, & Lyddy, 2021). Such emotional resonance not only enriches the listening experience but also encourages social sharing and discussion. Professional development is another key motivator for listening. Many individuals seek audio content for career-related purposes, aiming to gain new skills or stay updated on industry trends. An employee might regularly tune into English industry-related podcasts to keep informed about the latest developments and best practices in their field (Gallo, 2024). This type of listening not only enhances their professional knowledge but also contributes to their career growth.

Listening can also serve as a source of entertainment and relaxation. For example, a music lover may listen to their favorite English playlists or audiobooks to unwind after a long day (Dolby, 2024). This form of engagement allows individuals to escape from daily stresses and enjoy leisure time, highlighting the multifaceted nature of listening interests. Moreover, there is a strong social connection aspect to listening. Many people are motivated to listen in order to connect with others, engaging in conversations or participating in group discussions that enhance social bonds. A person might listen to an English podcast with friends and join in on the discussion afterward, thereby strengthening their relationships (Tobin & Guadagno, 2022). This collaborative experience fosters community and shared understanding. Finally, cultural understanding plays a crucial role in shaping listening interests. Engaging with content that explores different cultures can

broaden perspectives. For instance, a student might listen to English documentaries about various cultures and traditions to gain a more comprehensive view of the world (Vandergrift, 2021). This interest not only enriches their knowledge but also promotes empathy and appreciation for diversity.

In conclusion, each type of interest—curiosity-driven exploration, emotional engagement, professional aspirations, entertainment needs, social connections, and cultural insights—plays a crucial role in shaping listening comprehension experiences. By recognizing these diverse motivations, educators and content creators can better tailor their approaches to enhance listening skills and engagement among learners.

2.4. The Concept of Teaching Strategies, Audio-Visual, Student Interest, and Listening Comprehension

Teaching strategies refer to the methods and approaches educators use to facilitate learning and engage students effectively. These strategies can vary widely, encompassing techniques such as direct instruction, collaborative learning, and the integration of technology. Audio-visual aids, which include videos, slideshows, and interactive multimedia, are increasingly popular in language teaching as they can enhance understanding and retention by appealing to multiple senses.

Student interest plays a crucial role in the learning process; when students are engaged and motivated, they are more likely to absorb information and participate actively. In the context of listening comprehension, these elements intertwine significantly. Effective teaching strategies that incorporate audio-visual media can stimulate student interest, making listening activities more dynamic and relatable. This, in turn, can improve students' listening comprehension skills, as they are better able to connect with the material and apply it to real-world contexts. Thus, exploring the relationship among these concepts is vital for developing effective language education practices.

The integration of teaching strategies, audio-visual media, student interest, and listening comprehension is essential for enhancing educational outcomes. Effective teaching strategies that incorporate audio-visual elements can significantly boost student engagement and interest, which are crucial for improving listening comprehension skills. Audio-visual media, such as videos, animations, and interactive presentations, facilitate a multisensory learning experience that caters to diverse learning preferences. Research indicates that students who engage with audio-visual materials demonstrate higher levels of motivation and comprehension compared to those who rely solely on traditional teaching methods. For instance, studies have shown that instructional videos can enhance understanding by up to 30% (Smith et al., 2021), while multimedia presentations lead to increased student motivation (Johnson & Lee, 2022). However, the successful implementation of these strategies often depends on teachers' proficiency with technology and their ability to

adapt lessons to meet students' needs. A systematic review highlights the importance of ongoing teacher training and adequate access to audio-visual resources to maximize the benefits of these teaching methods (Nuraini & Mas'odi, 2024). Thus, fostering a classroom environment that embraces audio-visual media not only enriches the learning experience but also enhances students' listening comprehension capabilities.

2.5. Benefit of using audio-visual media

1. Increased Interest, Motivation, and Entertainment

    The combination of dynamic visuals and engaging sound elements breaks the monotony that can sometimes be present in traditional teaching methods. This multi-sensory approach is inherently more stimulating and can tap into students' natural preferences for media-rich content, which they often encounter outside of the classroom, thereby making the learning experience feel more relevant and enjoyable.

    This increased interest and motivation reported by students has direct implications for their engagement levels in the classroom. When students are more entertained and motivated, they are likely to be more attentive, participate more actively in discussions and activities, and develop a more positive attitude towards the subject matter. This intrinsic motivation fostered by engaging audio-visual media can be a crucial factor in improving overall learning outcomes and creating a more vibrant classroom atmosphere.

2. Improved Ease of Following Instructions

Students indicated that the use of images or videos by their teachers made following instructions easier. This likely stems from the ability of audio-visual media to provide clear, step-by-step guidance and visual demonstrations that complement verbal explanations. Complex sequences or spatial arrangements that might be difficult to convey with words alone can be easily illustrated through videos or diagrams, reducing ambiguity and helping students to better grasp what they are expected to do.

This perceived ease in following instructions is vital for student success, particularly when undertaking new tasks or complex procedures. When instructions are clear and easy to follow, students are less likely to make errors, feel frustrated, or require constant individual assistance. This allows students to work more independently and efficiently, freeing up the teacher to provide more targeted support to those who need it most and fostering a greater sense of confidence and autonomy in the students.

3. Enhanced Peer Understanding

The survey data also revealed a student perception that their classmates achieve a better understanding when audio-visual media is used. This suggests that these tools are effective in communicating information clearly to a diverse group of learners within the classroom. Visuals and audio can help to bridge potential gaps in language proficiency or prior knowledge, providing a common and accessible way for students to grasp concepts together, fostering a more shared learning experience.

This collective improvement in understanding among peers can have positive ripple effects on classroom dynamics. When more students understand the material, there may be increased peer-to-peer support, more productive group work, and a reduction in the learning disparities within the class. This shared foundation of understanding, facilitated by audio-visual media, can create a more inclusive environment where students feel more comfortable participating and learning from each other.

4. Better Task Completion

Students reported a perceived improvement in their ability to finish tasks when teachers incorporated images or videos. This benefit likely arises because audio-visual aids can provide clearer context, examples of finished products, or demonstrations of the process required to complete a task. By seeing and/or hearing how a task is approached or what a successful outcome looks like, students are better equipped to plan their work and follow through to completion.

This enhanced capacity for task completion is a direct indicator of improved learning efficiency and effectiveness. When students are able to complete their assignments successfully, they reinforce their learning, build confidence in their abilities, and are better prepared for subsequent learning activities. The support offered by audio-visual media in clarifying task requirements appears to be a significant factor in enabling students to bring their work to fruition.

5. Improved Task Performance

Beyond simply completing tasks, students also felt that their performance on these tasks was better when audio-visual media was utilized. This suggests that the deeper understanding and clearer guidance provided by these resources translate into higher quality work. When students have a solid grasp of the concepts and expectations, they are more likely to produce accurate, detailed, and well-executed responses or projects.

This improvement in task performance is a key indicator of the effectiveness of audio-visual media in facilitating deeper learning and skill development. Higher quality student work reflects a stronger command of the subject matter and the ability to apply what has been learned effectively. The use of visuals and audio seems to empower students to not just complete assignments but to excel in them, demonstrating a more profound level of understanding and mastery.

6. Simplified Tasks

   By presenting information in a more digestible and engaging format, audio-visual aids reduce the cognitive load associated with processing new or difficult concepts, making the tasks feel less overwhelming.

   This perceived simplification of tasks is crucial for building student confidence and reducing anxiety related to challenging academic work. When students feel

that tasks are manageable, they are more likely to approach them with a positive attitude and persevere through difficulties. Audio-visual media, by making the

learning content more accessible, appears to play a significant role in creating a sense of ease and accomplishment for students as they tackle their assignments.

2.6. Previous Studies about Interest and Listening Comprehension

The following are seven previous studies with similar titles that are discussed by the researcher. The first with title, "A Review on the Use of Audiovisual as Media in Improving Listening Skills Among Junior High School Students" (Intan, S., Yusuf, S. B., & Sari, D. F. (2022). This study examines how audiovisual media can enhance listening skills among junior high school students, highlighting the positive impact of this medium on students' listening abilities. The second with title "The Use of Audio-Visual Media to Improve Students' Listening Skill" (Pramesti, R. G. (2021). This research focuses on how audio-visual media can increase students' understanding and motivation in listening activities. The third is "Implementation of Audio-Visual Teaching Media in Improving Students' Listening Comprehension: A Case on Teaching Method" (Kartika, D., Siahaan, S., Herman, H., Rumapea, E. L., & Silalahi, T. F. (2023). This study investigates the effect of audio-visual media on the listening comprehension of eleventh-grade students, comparing it with traditional lecture-based methods. The fourth title is "The Effects of Audiovisual Media on Students' Listening Skills" (Pham, D. T. T. (2021). This paper explores how audiovisual media can improve students' listening skills, providing insights into the effectiveness of this approach. The fifth studies "The Effect of Audio Visual and Audio Teaching Media on the Student's Listening Achievement" (Harsa, W. P., Saragih, A., & Husein, R. (2020). This research examines the impact of audio-visual and audio teaching media

on students' listening achievements, emphasizing the benefits of using multimedia in language learning.

From 5 above have the similarities from focus on Audio-Visual Media, all five studies investigate the impact of audio-visual media on enhancing listening skills. Target Audience, each study involves students, either at the junior high school or high school level. Positive Impact, all studies conclude that audio-visual media has a positive effect on listening comprehension and student engagement. Comparison with Traditional Methods, they compare the effectiveness of audio-visual media with traditional listening instruction methods. Research Methodology, each study employs a systematic approach to assess the impact, including pre-tests and post-tests.

Also from 5 above have the differences such as : Specific Focus, Research Design : Some studies may utilize different types of audio-visual content (e.g., documentaries, music videos, podcasts) and varied instructional settings (e.g., classroom vs. individual study), Methodology Variations: Variations in the specific methods of data collection and analysis, such as different types of tests or measurement instruments, Geographical and Cultural Context: The studies might be conducted in different regions or educational systems, which can influence the results and applicability of the findings, Year of Publication.

The other research was conducted by Hasanah (2020) with the same subject about the teachers' strategies in teaching listening. The subject of the research was an English teacher at eleventh grade of Sekolah Menengah Kejuruan Bina Bersaudara Medan. This research was conducted using descriptive qualitative research through observation and interviewing. The instruments of the research are observation, field

notes, interview and documentation. The result shows that the teacher uses two strategies in teaching listening comprehension; those are metacognitive strategies and cognitive strategies. The third research was conducted by Herlina et al., (2021) with the same topic about teachers' strategies in teaching listening Madrasah Aliyah Negeri Serdang Bedagai. This research was conducted using a qualitative method. The research questions in this research are two; first about the strategies used by teachers in teaching listening. Second, about the problem that is faced in teaching listening. The participants of this research were two English teachers in grade 12th. This research shows the finding that the students have a problem with the ability to explain or retell the content from the dialogue because they cannot catch the item of the listening dialogue. So, the English teacher used some strategy to solve the problem in teaching listening. There are note-taking strategy, summarizing strategy, and pay attention strategy.

From the explanation above, there is already a study dealing with teachers' strategy in teaching listening comprehension. But, only few of them mention the implementation of the strategy and also many studies focus on specific age groups or educational levels. There is a need for research that includes a wider range of demographics, such as adult learners, non-native speakers, and individuals with learning disabilities. Therefore, in this research the researcher wants to highlight the strategy used in teaching English and also the implementation.

These gaps highlight areas where further research could provide a more comprehensive understanding of the role of audio-visual media in improving listening comprehension.