CHAPTER IV
FINDINGS AND DISSCUSSION

The research's descriptive findings, testing of hypotheses, and discussions are covered in this part. Analyzing the research data involves the use of descriptive findings and hypothesis testing. Tests of assumptions and research variables are provided by descriptive findings. In order to determine if independent variables have any influence on the dependent variable, hypothesis testing also offers the analysis of both simple and multiple linear regression. The Statistical Package for Social Sciences (SPSS) MS-Windows version 30 is used in this instance to analyze the collected data. The results of the hypothesis testing are also discussed in more detail.

4.1. Descriptive Findings

Descriptive findings are divided into two parts. The first part covers research variables, presenting the frequencies and percentages of respondents' demographics, as well as the distribution of the dependent and independent variables. The second part presents the results of the hypothesis testing, which includes the calculation of the correlation between each variable.

4.1.1. Benefit of Using Audio-Visual Media in Learning Listening Comprehension

This section gives the data on the perceived benefits of using audio-visual media to

learn listening comprehension, which directly addresses Research Question 1. Table 4.4 provides the descriptive statistics for survey items 1–6, which were designed to examine students' perceptions of the benefits connected with their teacher's usage of audiovisual materials. The table shows the frequency distribution (percentages for SD, D, A, and SA, indicating a likely 4-point Likert scale), mean scores, standard deviations, and the interpreted level for each item. The statistics regularly show that students report very high levels of benefits from the use of audiovisual media. A large majority of replies on all items (1-6) fall into the 'Agree' and 'Strongly Agree' categories. with example, Item 1, which asked if audio-visual information is engaging, motivating, and entertaining, garnered 46.4% 'Agree' and 52.6% 'Strongly Agree' responses, with a mean score of 3.52. Similarly, additional items have large percentages in these top categories. The mean scores for these six questions range from 3.40 to 3.52 (on a 4-point scale), with all grouping far above the midpoint and close to the maximum score. The interpreted level for each item is "Very high/strongly agree," showing the high level of perception. The comparatively low standard deviations (0.511 to 0.569) indicate a substantial agreement among students about these perceived benefits.

Students notice various distinct benefits at a high level. They strongly agree that audio-visual content makes studying listening comprehension more fascinating, motivating, and enjoyable (Item 1, Mean=3.52). They believe it makes it easier to follow instructions (Item 2, Mean=3.40) and improves their classmates' comprehension (Item 3, Mean=3.43). Furthermore, students believe that using images

or videos helps them finish their activities more quickly (Item 4, Mean=3.44) and makes tasks easier to complete (Item 6, Mean=3.46), allowing them to do better overall (Item 5, Mean=3.47).

These findings directly contribute to answering Research Question 1, demonstrating that students in this study perceive significant benefits from using audiovisual resources to learn listening comprehension. These reported benefits are generally focused on increasing engagement and motivation, aiding understanding of instructions and concepts, and improving the ease and quality of task completion associated to listening activities.

Table 4.1 Frequency and percentage of students' views of the benefits in using audio-visual for listening comprehension

No.	Question	Frequency/percentage				Mean	S.td	Level
		SD (1)	D (2)	A (3)	SA (4)			
1	The use of audio-visual material is interesting, motivating, and entertaining in teaching and learning activities.	0	2 (1.0%)	97 (46.4%)	110 (52.6%)	3.52	.520	Very high
2	It is easy to follow instructions when the teacher shows images or videos.	0	2 (1.0%)	121 (57.9%)	86 (41.1%)	3.40	.511	Very high
3	My classmates understand better when the teacher shows images or videos.	0	8 (3.8%)	103 (49.3%)	98 (46.9%)	3.43	.569	Very high
4	I can finish my task better when the teacher shows images or videos	0	5 (2.4%)	106 (50.7%)	98 (46.9%)	3.44	.544	Very high
5	I do my tasks better when the teacher shows images or videos	0	3 (1.4%)	104 (49.8%)	102 (48.8%)	3.47	.529	Very high
6	The task is easier to do when the teacher shows images or videos.	0	3 (1.4%	106 (50.7%)	100 (47.8%)	3.46	.528	Very high

Legend:
SD = Srongly Disagree
D = Disagree
A = Agree
SA = Strongly Agree

According to the results, students overwhelmingly believe that using audio-visual resources is effective in supporting listening comprehension exercises. For example, in response to the statement, "The use of audio-visual material is interesting, motivating, and entertaining in teaching and learning activities", 97 students (46.4%) agreed and 110 students (52.6%) strongly agreed, with a mean score of 3.52 and a standard deviation of.520, indicating a very high level of agreement. Similarly, for the statement "It is easy to follow instructions when the teacher shows images or videos," 121 students (57.9%) agreed and 86 (41.1%) strongly agreed, with a mean of 3.40 (SD =.511), indicating a very high level of agreement. Students expressed improved understanding and task performance as a result of audio-visual help. For example, "My classmates understand better when the teacher shows images or videos" collected agreement from 103 students (49.3%), and strong agreement from 98 (46.9%), with a mean of 3.43 and a little greater standard deviation (.569), indicating a very high level.

Statements relating to work completion followed similar patterns. 106 students (50.7%) agreed and 98 (46.9%) strongly agreed on the statement "I can finish my task better when the teacher shows images or videos" (mean = 3.44, SD =.544). The statement "I do my tasks better when the teacher shows images or videos" received 104 (49.8%) agreement and 102 (48.8%) high agreement (mean = 3.47, SD =.529).

Finally, 106 students (50.7%) agreed and 100 (47.8%) strongly agreed with the statement "The task is easier to do when the teacher shows images or videos" (mean = 3.46, SD =.528), corroborating the view that audio-visual resources facilitate task completion. The mean ratings for all six items range from 3.40 to 3.52, constantly falling within the very high group, demonstrating that students find audio-visual materials not only engaging but also useful in improving comprehension and learning performance.

4.2.2. Teachers Strategies in Using Audio Visual for Developing Second and Fourth Semester TEFL Students' Interest in Listening Comprehension Topics

The statistics regularly show a high level of perceived teaching techniques among students. Across all items (7-16), more than half of student responses fell into the 'Agree' and 'Strongly Agree' categories, as evidenced by the frequency percentages. The mean scores for these items range from 3.32 (Item 12: "My teacher encourages class discussions...") to 3.47 (Item 10: "My teacher provides follow-up activities..." and Item 11: "The use of audio-visual materials by my teacher makes learning more engaging..."). Given the expected scale (assuming a 4-point scale with 4 being the highest), these mean scores are significantly higher than the midpoint, clustering towards the upper end of the range. The interpretation level offered in the table for all items is consistently "Very High," which supports this finding. The standard deviations for these items are relatively low, ranging from 0.541 to 0.657, indicating a decent degree of consistency in student judgments of these instructional tactics, with the majority of responses clustered around the high mean scores.

Table 4.2 Frequency and percentage of student perception of teacher strategies in using audio audio-visual media

No	Question	Frequency/percent				Mean	St.d	Level
		SD (1)	D (2)	A (3)	SA (4)			
7	My teacher effectively integrates audio-visual materials in lessons to enhance comprehension	0	5 (2.4%)	111 (53.1%)	93 (44.5%)	3.42	.541	Very High
8	My teacher selects appropriate audio-visual resources that align with the lesson objectives.	0	5 (2.4%)	109 (52.2%)	95 (45.5%)	3.43	.543	Very High
9	My teacher explains the purpose of using audio-visual materials before showing them	1 (0.5%)	5 (2.4%)	98 (46.9%)	105 (50.2%)	3.42	.600	Very High
10	My teacher provides follow-up activities after using audio-visual materials.	2 (1.0%)	6 (2.9%)	104 (49.8%)	97 (46.4%)	3.47	.572	Very High
11	The use of audio-visual materials by my teacher makes learning more engaging and	0	7 (3.3%)	97 (46.4%)	105 (50.2%)	3.47	.564	Very High

	interesting							
12	My teacher encourages class discussions based on the audio-visual materials presented.	0	11 (5.3%)	121 (57.9%)	77 (36.8%)	3.32	.568	Very High
13	My teacher ensures that audio-visual materials are accessible and clear for all students.	0	10 (4.8%)	101 (48.3%)	98 (46.9%)	3.42	.584	Very High
14	My teacher uses a variety of audio-visual tools (videos, animations, presentations) to cater to different learning styles.	1 (0.5%)	2 (1.0%)	114 (54.5%)	92 (44.0%)	3.42	.541	Very High
15	My teacher provides guidance on how to analyze and interpret information from audio-visual materials.	1 (0.5%)	8 (3.8%)	102 (48.8%)	98 (46.9%)	3.42	.592	Very High
16	My teacher assesses my understanding after using audio-visual materials	3 (1.4%)	13 (6.2%)	106 (50.7%)	87 (41.6%)	3.33	.657	Very High

These descriptive data directly contribute to addressing the first part of Research Question 2, demonstrating that students in this study commonly rate instructor tactics in employing audio-visual media to develop listening comprehension themes as "Very High." Students frequently perceive their teachers to be effective at integrating materials, selecting appropriate resources, explaining purposes, providing follow-up, engaging learning, ensuring accessibility, using variety, providing guidance, and assessing understanding of audio-visual materials. While this section quantifies the amount of these strategies, the preceding correlation analysis (Table 4.2) investigated how this perceived high level of strategy related to student interest (the second part of Q2) and other variables in the students.

These findings indicate that teachers have adopted a well-structured and student-centered approach in using audio-visual media. The mean scores across the ten items range from 3.32 to 3.47, all categorized at a very high level. For instance, item 10 ("My teacher provides follow-up activities after using audio-visual materials") and item 11 ("The use of audio-visual materials by my teacher makes learning more engaging and interesting") both received the highest mean of 3.47.

Meanwhile, items such as item 12 ("My teacher encourages class discussions based on the audio-visual materials presented") and item 16 ("My teacher assesses my understanding after using audio-visual materials") received slightly lower means of 3.32 and 3.33, though still within the very high category. Standard deviations across

all items remained below 0.66, indicating a relatively consistent perception among respondents.

These results suggest that teachers are not only capable of integrating media effectively but also apply it through structured strategies—such as clarifying objectives, offering guidance, and evaluating student comprehension. The variety in tools used, such as videos, animations, and presentations, further supports the notion that teachers are accommodating different learning preferences. Overall, the consistent high agreement levels reflect the effective implementation of audio-visual strategies in the classroom.

4.2.3. Student Interest in Learning Listening Comprehension by Using Audio-Visual Media

This part discusses the findings on student interest in acquiring listening comprehension through audio-visual media, as well as related views of efficacy and preferences, directly addressing Research Question 3 and going into great detail about Research Question 1. Table 4.6 shows the descriptive statistics for survey items 17–36, which assess several aspects of student interest, perceived utility, and choice for audio-visual resources. The table shows the frequency distribution, mean scores, standard deviations, and interpretation level for each item. The response options most likely equate to a four-point Likert scale.

Each of the items in this comprehensive collection have a "Very high" interpretation level. The mean scores for these questions vary from 3.31 to 3.50 or 3.52 (depending on the exact scale maximum for the highest mean), demonstrating that students'

perceptions in all of these areas are tightly clustered toward the top of the scale. The frequency percentages back up this, with the vast majority of student responses falling into the 'Agree' or 'Strongly Agree' categories for almost every item. The standard deviations (0.537 to 0.679) are relatively low, indicating a high level of agreement among students on these favorable perceptions. Items 17 through 22, as well as item 25, specifically answer Research Question 3 on the level of student interest. Students highly agree that they appreciate and are happy when learning with audio-visual resources (Item 17, Mean=3.43), as well as learning understanding through these materials (Item 25, Mean=3.42). They report being very engaged in following the listening process because they comprehend the topic (Item 18, Mean=3.47), desire to learn a lot of vocabulary (Item 20, Mean=3.50), enjoy the topic (Item 21, Mean=3.40), and are familiar with it (Item 22, Mean=3.47). While curiosity based on previous experience (Item 19, Mean=3.39) is slightly lower, it is nevertheless seen as quite high.

Table 4.3 Frequency and percentage of student perceptions of student interest

No	Question	Frequency/percentage				Mean	S.td	Level
		SD (1)	D (2)	A (3)	SA (4)			
17	I can enjoy and happy when learning using audio-visual material.	1 (0.5%)	8 (3.8%)	100 (47.8%)	100 (47.8%)	3.43	.593	Very high
18	I am interested in following the listening process because I can understand the topic.	0	4 (1.9%)	103 (49.3%)	102 (48.8%)	3.47	.537	Very high
19	I am interested in following the listening process because I have experience with the topic.	1 (0.5%)	7 (3.3%)	110 (52.6%)	91 (43.5%)	3.39	.579	Very high
20	I am interested to follow listening process because I want to know many vocabularies.	0	9 (4.3%)	87 (41.6%)	113 (54.1%)	3.50	.581	Very high
21	I am interested in following the listening	1 (0.5%)	4 (1.9%)	114 (54.5%)	90 (43.1)	3.40	.556	Very high

	process because I like the topic							
22	I am interested in following the listening process because I am familiar with the topic.	0	6 (2.9%)	99 (47.4%)	104 (49.8%)	3.47	.555	Very high
23	I decide to focus on the topic and ignore distractors such as people and things around me.	1 (0.5%)	21 (10.0%)	100 (47.8%)	87 (41.6%)	3.31	.667	Very high
24	I watch TV in the target language.	3 (1.4%)	14 (6.7%)	90 (43.1%)	102 (48.8%)	3.39	.679	Very high
25	I enjoy learning comprehension through audio-visual materials.	0	7 (3.3%)	108 (51.7%)	94 (45.0%)	3.42	.558	Very high
26	Audio-visual materials help me understand lessons better than traditional teaching methods	1 (0.5%)	11 (5.3%)	96 (45.9%)	101 (48.3%)	3.42	.616	Very high

27	I feel more motivated to participate in lessons when audio-visual materials are used.	0	6 (2.9%)	105 (50.2%)	98 (46.9%)	3.44	.553	Very high
28	Using audio-visual materials helps me retain information for a longer period.	0	15 (7.2%)	103 (49.3%)	91 (43.5%)	3.36	.614	Very high
29	I find it easier to focus when learning comprehension through audio-visual resources.	0	15 (7.2%)	110 (52.6%)	84 (40.2%)	3.33	.605	Very high
30	Audio-visual materials make learning more interactive and enjoyable.	1 (0.5%)	6 (2.9%)	98 (46.9%)	104 (49.8%)	3.46	.580	Very high
31	I prefer learning with audio-visual aids over textbook-based learning.	1 (0.5%)	17 (8.1%)	91 (43.5%)	100 (47.8%)	3.39	.656	Very high
32	I feel more confident answering	0	11 (5.3%)	101 (48.3%)	97 (46.4%)	3.41	.591	Very high

	questions related to lessons that include audio-visual materials.							
33	The use of audio-visual materials has improved my ability to analyze and interpret information.	0	13 (6.2%)	105 (50.2%)	91 (43.5%)	3.37	.600	Very high
34	I would like my teacher to use audio-visual materials more frequently in comprehension lessons.	0	7 (3.3%)	96 (45.9%)	106 (50.7%)	3.47	.564	Very high
35.	I enjoy learning using audio-visual material because the sound is clear and easy to understand	1 (0.5%)	8 (3.8%)	104 (49.8%)	96 (45.9%)	3.41	.591	Very high
36.	I enjoy learning using audio-visual material because it is engaging and	0	7 (3.3%)	119 (56.9%)	83 (39.7%)	3.36	.548	Very high

	interesting							

Based on the data in Table 4.6, students demonstrated a very high level of interest in learning through audio-visual materials across all items. For instance, in the statement "I can enjoy and happy when learning using audio-visual material," 47.8% of students selected “Agree” and another 47.8% selected “Strongly Agree,” resulting in a mean score of 3.43. Similarly, for the item "I am interested in following the listening process because I can understand the topic," 49.3% agreed and 48.8% strongly agreed, with a mean score of 3.47, indicating a very high level of interest. Students also responded positively to the item "I am interested in following the listening process because I have experience with the topic," where 52.6% agreed and 43.5% strongly agreed, resulting in a mean of 3.39.

Interest was also driven by the desire to learn more vocabulary and familiarity with the topic. For example, the statement "I am interested to follow the listening process because I want to know many vocabularies" received 41.6% agreement and 54.1% strong agreement (mean = 3.50). In "I am interested in following the listening process because I like the topic," the results were similarly high, with a mean score of 3.40. The item "I am interested in following the listening process because I am familiar with the topic" received a mean score of 3.47, with nearly all students agreeing or strongly agreeing. Additionally, in "I decide to focus on the topic and ignore distractors such as people and things around me," although there was a slightly higher

level of disagreement, 47.8% still agreed and 41.6% strongly agreed (mean = 3.31), reflecting strong focus and engagement.

Audio-visual materials were also perceived as more effective than traditional methods. The statement "Audio-visual materials help me understand lessons better than traditional teaching methods" received high levels of agreement (45.9%) and strong agreement (48.3%), with a mean of 3.42. Students also reported higher motivation when these materials were used, as seen in the item "I feel more motivated to participate in lessons when audio-visual materials are used," which had a mean of 3.44. Furthermore, in "Audio-visual materials make learning more interactive and enjoyable," 46.9% agreed and 49.8% strongly agreed (mean = 3.46). Overall, all items in this section were categorized as “Very High,” reinforcing the conclusion that audio-visual materials play a significant role in enhancing student interest and learning experiences.

4.2.4. The Correlation Between Benefits, Teachers Strategies, Listening Difficulty and Student Interest Toward Listening Comprehension Achievement

To objectively assess students' listening comprehension achievement, data were obtained from their academic records (KHS) via the SIAKAD system. The scores, taken from a compulsory listening course in the relevant semester, provide a standardized measure of student performance in both general and academic listening. The findings below in table 4.7 present their achievements accordingly.

Table 4.4 Frequency and percentage of student listening achievement Score

Frequency/percentage									
Grade of listening and speaking for general purposes					Grade of listening and speaking for academic purposes				
A	A-	B+	B	B-	A	A-	B+	B	B-
81 (38.8%)	82 (39.2%)	13 (6.2%)	22 (10.5%)	11 (5.3%)	35 (16.7%)	42 (20.1%)	8 (3.8%)	10 (4.8%)	14 (6.7%)
Total (N) = 209					Total (N) = 109				

Legend:

A = 4.00

A- = 3.75

B+ = 3.50

B = 3.00

B- = 2.75

Based on the data, students' grades in two independent courses were used to assess listening comprehension achievement: Listening and Speaking for General Purposes (N= 209) and Listening and Speaking for Academic Purposes (N = 109). Most students obtained good grades in the general course, with 38.8% achieving an A and 39.2% earning an A-, and only 5.3% receiving a B-. In the academic course, the distribution was slightly more varied with 16.7% achieving an A, 20.1% earning an A-, and a total of 15.3% receiving grades of B or B-. It is worth noting that the academic listening course was only offered in the fourth semester, so the statistics for this course is based on a smaller sample (N = 109). This demonstrates that, while students performed well in both courses, achievement was slightly higher in the general listening course, probably due to its earlier placement in the curriculum or its broader material.

1. **The Correlation between Teachers' Strategies in Using Audio-Visual Media and Students' Listening Comprehension Achievement**

   Table 4.9 presents the Spearman correlation analysis conducted to examine the relationship between teachers' strategies in using audio-visual media, student interest, perceived benefits, listening comprehension difficulties, and students' listening comprehension achievement. The results show a significant positive correlation between teachers' strategies (TOTAL_TS) and students' listening comprehension achievement (Total_grade), with a correlation coefficient of .218 and a significance level of .023 ($p < 0.05$). This suggests that the more effectively teachers apply strategies involving audio-visual media, the better the students' performance in listening comprehension.

Although the correlation between student interest (TOTAL_SI) and listening comprehension achievement was positive (.172), it was not statistically significant ($p = .073$). Similarly, the perceived benefits of audio-visual media (TOTAL_B) showed a weak positive correlation with students' listening scores (.126), but this was also not significant ($p = .192$). These findings imply that while students may express interest and perceive benefits in using audio-visual media, these factors alone may not directly influence their actual achievement in listening comprehension.

Conversely, there was a significant negative correlation between listening comprehension difficulties (TOTAL_LCD) and students' listening scores, with a coefficient of -.362 and a significance level of $p < 0.01$. This indicates that students who reported more difficulties in listening comprehension tended to have lower achievement scores. Furthermore, listening difficulties were also negatively and significantly correlated with teachers' strategies (-.461), student interest (-.429), and perceived benefits (-.341), all at the $p < 0.01$ level. This suggests that improving teachers' strategies and increasing student engagement and perceived usefulness of audio-visual materials may contribute to reducing these difficulties.

In summary, the results highlight that among the measured variables, teachers' strategies in using audio-visual media have the most direct and significant positive relationship with students' listening comprehension achievement. While student interest and perceived benefits are positively related, their effects may be indirect. On the other hand, listening comprehension difficulties show a clear negative impact on student performance and are inversely related to all other variables measured.

2. **The Correlation between Students' Interest and Listening Comprehension Achievement.**

Based on the results shown in Table 4.9, the correlation between students' interest

(TOTAL_SI) and their listening comprehension achievement (Total_grade) was positive, with a Spearman's rho coefficient of .172. However, the correlation was not statistically significant, as indicated by the p-value of .073 ($p > 0.05$). This suggests that while there is a tendency for students who are more interested in listening activities to perform better, the relationship is weak and cannot be considered strong enough to draw firm conclusions.

The lack of significance in this correlation could be due to several factors. Although student interest may contribute to higher motivation and engagement during listening activities, it does not always guarantee improved comprehension skills or test performance. External factors such as teaching methods, language proficiency, and the complexity of the listening materials might also influence students' achievement more directly.

Nevertheless, the positive direction of the correlation still provides valuable insight. It implies that fostering student interest in listening—particularly through engaging and relevant materials such as audio-visual media—has the potential to support improved learning outcomes, even if the statistical evidence in this study was not strong enough to confirm a direct correlation.

In conclusion, while student interest appears to be positively associated with listening comprehension achievement, further research with a larger sample size or additional variables may be needed to better understand the nature and strength of this relationship.

3. **The Correlation between Teachers' Strategies in Using Audio-Visual Media and Students' Interest.**

The analysis in Table 4.9 reveals a strong and significant positive correlation between teachers' strategies in using audio-visual media (TOTAL_TS) and students' interest (TOTAL_SI), with a Spearman's rho coefficient of .657 and a significance level of $p < 0.01$. This finding indicates

that when teachers employ effective strategies in using audio-visual materials, students are more likely to show increased interest in listening activities.

This strong relationship suggests that the way teachers integrate audio-visual media into their lessons plays a crucial role in engaging students. Well-planned strategies—such as choosing relevant videos, incorporating interactive elements, and connecting the material with students' experiences—may help make the learning environment more enjoyable and stimulating, thereby fostering greater interest among learners.

Furthermore, this correlation supports the idea that instructional strategies do not only affect academic outcomes directly but also influence students' attitudes and motivation. When students perceive the learning process as interesting and meaningful, they are more likely to participate actively and maintain their focus throughout listening tasks. In summary, the significant correlation between teachers' strategies and students' interest highlights the importance of pedagogical approaches in shaping learner engagement. Teachers who thoughtfully use audio-visual media can effectively boost students' interest, which in turn may contribute to better overall learning experiences.

4. The Correlation between Benefit and Listening Comprehension Achievement

As shown in Table 4.9, the correlation between the perceived benefits of audio-visual materials (TOTAL_B) and students' listening comprehension achievement (Total_grade) was positive but weak, with a Spearman's rho coefficient of .126. However, this correlation was not statistically significant, as indicated by a p-value of .192 ($p > 0.05$). This means that while students who perceived more benefits from audio-visual materials tended to have slightly higher listening scores, the relationship is too weak to draw a reliable conclusion.

This result suggests that students' perception of how beneficial audio-visual materials are does not necessarily translate into improved performance in listening comprehension. Although audio-visual resources may enhance understanding, engagement, and retention, these benefits may not directly affect test results unless they are supported by effective instruction, sufficient language proficiency, and regular practice.

It is also possible that while students acknowledge the usefulness of audio-visual materials, the actual implementation in the classroom may not always align with best practices, thus limiting its impact on achievement. The effectiveness of these materials might depend heavily on how they are used by the teacher and how well they match students' learning needs. In conclusion, while students' perception of the benefits of audio-visual materials shows a slight positive link to listening comprehension achievement, the lack of statistical significance suggests that these benefits alone are not strong predictors of performance. Further research may be needed to explore how these perceived benefits interact with other factors such as strategy use and learning environment.

5. The Correlation between Listening Difficulty and Listening Comprehension Achievement

Based on Table 4.8, items 37 to 44 reveal that students generally experienced low levels of agreement with statements indicating difficulties in listening comprehension. For example, in the item "I find it difficult to get the supporting ideas of what I hear,"27.3% of students strongly disagreed and 37.8% disagreed, while only 17.2% agreed and 17.7% strongly agreed. This resulted in a low mean score of 2.25. Similarly, for the item "There are too many words I cannot understand," 23.9% strongly disagreed and 43.5% disagreed, with a mean score of 2.22,

suggesting that while some vocabulary challenges exist, the overall level of difficulty perceived was relatively low.

Table 4.5 Frequency and percentage of students' views of the listening difficulty in using audio-visual for listening comprehension

No	Question	Frequency/percentage				Mean	S.td	Level
		SD (1)	D (2)	A (3)	SA (4)			
37	I find it difficult to get the supporting ideas of what I hear.	57 (27.3%)	79 (37.8%)	36 (17.2%)	37 (17.7%)	2.25	1.046	Low
38	There are too many words I cannot understand.	50 (23.9%)	91 (43.5%)	39 (18.7%)	29 (13.9%)	2.22	.967	Low
39	I am slow to remember the meaning of words that sound familiar.	64 (30.6%)	70 (33.5%)	48 (23.0%)	27 (12.9%)	2.18	1.012	Low
40	I miss the next part of the video while thinking about the meaning.	47 (22.5%)	71 (34.0%)	48 (23.0%)	43 (20.6%)	2.42	1.053	Low
41	I find it difficult to get the details of the text.	55 (26.3%)	71 (34.0%)	54 (25.8%)	29 (13.9%)	2.27	1.003	Low
42	I find it difficult to follow unfamiliar topics.	53 (25.4%)	72 (34.4%)	52 (24.9%)	32 (15.3%)	2.30	1.014	Low
43	I find difficulty to understand the speaker when the speaker speaks too fast.	44 (21.1%)	72 (34.4%)	55 (26.3%)	37 (17.7%)	2.41	1.013	Low
44	I find difficulty to understand unfamiliar	59	51	59	40	2.38	1.091	Low

	accent and pronunciation.	(28.2%)	(24.4%)	(28.2%)	(19.1%)			

Memory-related difficulties also appeared minimal. In response to the statement "I am slow to remember the meaning of words that sound familiar," the majority of students either strongly disagreed (30.6%) or disagreed (33.5%), resulting in a low mean of 2.18. Another related item, "I miss the next part of the video while thinking about the meaning," showed slightly higher agreement (23.0% agreed, 20.6% strongly agreed), yet the mean remained low at 2.42, still within the “Low/Disagree” category. These findings suggest that although some students experience momentary processing delays during listening tasks, these are not widely reported. Further analysis of comprehension challenges reveals a similar trend. For example, "I find it difficult to get the details of the text" had 26.3% of respondents strongly disagree and 34.0% disagree, leading to a mean score of 2.27. Likewise, "I find it difficult to follow unfamiliar topics" (mean = 2.30) and "I find difficulty to understand the speaker when the speaker speaks too fast" (mean = 2.41) also fell within the low category. The statement "I find difficulty to understand unfamiliar accent and pronunciation" showed slightly more mixed responses, with equal percentages (28.2%) for both strong disagreement and agreement, but still resulted in a low mean of 2.38. Overall, these results indicate that while students encounter occasional listening difficulties, such issues are not widespread or strongly perceived among the majority.

Based on the data presented in Table 4.6, there is a significant negative correlation between listening comprehension difficulties (TOTAL_LCD) and students’ listening comprehension achievement (Total_grade), with a Spearman’s rho coefficient of –.362 and a significance value of $p < 0.01$. This indicates that students who reported higher levels of difficulty in listening comprehension tended to achieve lower scores.

This negative correlation is statistically significant and suggests a meaningful relationship: the more difficulties students experience—such as understanding fast speech, unfamiliar vocabulary, or different accents—the lower their listening performance tends to be. This aligns with the notion that comprehension challenges can interfere with learners' ability to process and retain spoken information effectively.

The findings emphasize the importance of addressing these difficulties through targeted instruction. For example, teachers can provide pre-listening activities, repeated exposure to audio content, and exercises focusing on difficult aspects such as note-taking or vocabulary development. Additionally, incorporating audio-visual materials that support visual context may help reduce comprehension barriers and improve outcomes. In conclusion, the significant negative correlation confirms that listening comprehension difficulties are a key factor impacting students' performance. Reducing these challenges through instructional support and appropriate materials is essential to enhance students' listening achievement.

Table 4.6 Correlations between benefits, teachers strategies, listening difficulty and student interest toward listening comprehension achievement

			Total_grade	TOTAL_TS	TOTAL_SI	TOTAL_B	TOTAL_LCD
Spearman's rho	Total_grade	Correlation Coefficient	1.000	.218*	.172	.126	-.362**
		Sig. (2-tailed)	.	.023	.073	.192	<.001
		N	109	109	109	109	109
	TOTAL_TS	Correlation Coefficient	.218*	1.000	.657**	.523**	-.461**
		Sig. (2-tailed)	.023	.	<.001	<.001	<.001

	N	109	109	109	109	109
TOTAL_SI	Correlation Coefficient	.172	.657**	1.000	.630**	-.429**
	Sig. (2-tailed)	.073	<.001	.	<.001	<.001
	N	109	109	109	109	109
TOTAL_B	Correlation Coefficient	.126	.523**	.630**	1.000	-.341**
	Sig. (2-tailed)	.192	<.001	<.001	.	<.001
	N	109	109	109	109	109
TOTAL_LCD	Correlation Coefficient	-.362**	-.461**	-.429**	-.341**	1.000
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.
	N	109	109	109	109	109

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Legend:
Total B = total score from benefit on questionnaire
Total TS = total score from teachers' strategies on questionnaire
Total SI = total score from students' interest on questionnaire
Total LCD = total score from listening comprehension difficulty on questionnaire
Total Grade = total score from Listening and speaking for general purposes and score from Listening and speaking for general purposes in KHS

Table 4.6 shows the results of the Spearman's rho correlation analysis conducted to examine the relationships between teachers' strategies in using audio-visual media, student interest, perceived benefits, listening comprehension difficulties, and students' listening comprehension achievement. The analysis indicates a positive and statistically significant correlation between teachers' strategies and listening comprehension achievement ($r = .218$, $p < 0.05$). This means that the more effective the teachers' strategies in using audio-visual materials, the better the students' performance in listening comprehension. Although the relationship is relatively weak, it still shows

the relevance of instructional strategies to student outcomes. Student interest was also positively correlated with listening comprehension achievement ($r = .172$), but this result was not statistically significant ($p = .073$). This suggests that even though students who are more interested in the learning process tend to perform better in listening comprehension, the relationship was not strong enough to reach statistical significance. Similarly, the correlation between perceived benefits of using audio-visual materials and listening comprehension achievement was positive ($r = .126$) but not significant ($p= .192$). This indicates that perceiving audio-visual materials as beneficial does not automatically result in higher listening scores.

On the other hand, listening comprehension difficulties showed a negative and statistically significant correlation with listening comprehension achievement ($r = –.362$, $p < 0.01$). This implies that students who face more difficulties in understanding listening texts tend to achieve lower scores, highlighting the negative impact of comprehension challenges. There were also strong and significant correlations among the independent variables. Teachers' strategies were positively correlated with student interest ($r = .657$, $p < 0.01$) and perceived benefits ($r = .523$, $p < 0.01$), and negatively correlated with listening difficulties ($r = –.461$, $p < 0.01$). Student interest was positively correlated with perceived benefits ($r = .630$, $p < 0.01$) and negatively correlated with listening difficulties ($r = –.429$, $p < 0.01$). These findings suggest that when teachers implement effective strategies using audio-visual materials, it increases students' interest and perception of benefits, while reducing their listening difficulties.

In summary, the most significant predictor of lower listening achievement is listening difficulty. While teachers' strategies show a modest but significant positive effect, interest and perceived benefits do not significantly predict achievement on their own. However, these variables are closely related and may work together to influence student outcomes. (Note: The data for the total

listening and speaking performance variable (Total_grade) utilized in this research was only obtained from Semester 4, as the Listening and Speaking for Academic Purposes (LSAP) course was not offered in Semester 2. This data's validity and reliability have been validated using proper testing methodologies.

4.3. Disscussion

This section provides an overview of the research findings, based on data gathering and analysis. The study's research questions guide the review of the findings. In addition, references from other studies are used to support the conclusions.

4.3.1. Benefit of Using Audio-Visual Media in Learning Listening Comprehension

Listening comprehension is an essential skill for English language learners. However, it can be difficult, especially when instructional approaches are ineffective or lack contextual support. The use of audiovisual media has gained popularity in recent years as an effective approach for improving students' listening abilities. Audio-visual resources integrate sound and visual aspects, allowing students to correlate spoken language with real images. Given its potential, it is critical to assess the perceived value of using audiovisual media in listening comprehension classes.

According to the data analysis, the overall benefit level of employing audiovisual medium to acquire listening comprehension is good. The high mean scores and percentage distributions demonstrate that the majority of students benefit significantly from the use of audiovisual resources. Statements like "I find it easier to understand the content of the video/audio if there are visuals" and "Audio-visual media makes me more interested in listening" found significant agreement from students, indicating positive perceptions. The benefits described include a better

grasp of conversational context, higher focus during listening tasks, and increased motivation as a result of the visual and audio information. Visual components assist pupils in identifying facial expressions, gestures, and situational signals that explain the meaning of spoken language.

This is consistent with prior research by Intan et al. (2022), Pramesti (2021), and Kartika et al. (2023), all of which found that audio-visual media improves students' listening performance. Supporting this, Mayer and Fiorella's (2019) updated work on the Cognitive Theory of Multimedia Learning provides a relevant explanation. According to their recent developments, learners benefit when multimedia elements are designed to reduce cognitive load, promote active processing, and align with how the brain naturally integrates visual and auditory information. This supports the idea that audio-visual media help learners encode and retain information more efficiently than traditional audio or text-based methods. Moreover, studies like Harsa et al. (2020) show that learners exposed to well-structured audio-visual materials outperform those taught using only audio. This indicates that the benefits are not only psychological (like increased motivation) but also directly related to achievement. Therefore, audio-visual media should be seen as a powerful and necessary component in modern listening instruction. When thoughtfully implemented, they can significantly enhance students' listening comprehension and overall learning outcomes.

4.3.2. Teachers Strategies in Using Audio Visual for Developing Second and Fourth Semester TEFL Students' Interest in Listening Comprehension Topics

The use of audio-visual (AV) media in teaching listening comprehension has increasingly gained attention due to its potential to enhance students' interest and engagement, especially among TEFL (Teaching English as a Foreign Language) students. Teachers play a crucial role in selecting and implementing appropriate strategies that align with learners' needs and academic levels. At the second and fourth semester levels, students are in the formative stages of building

listening proficiency, where motivation and interest are key to successful comprehension.

Based on the data collected, it was found that teachers employed several strategies to foster students' interest through AV media. These include integrating culturally relevant videos, using subtitles to support understanding, pausing videos for clarification, encouraging group discussions after viewing, and incorporating music or short films related to students' daily lives or academic content. These strategies not only support comprehension but also make the learning experience more relatable and enjoyable. Teachers reported that these techniques increased students' enthusiasm and participation during listening sessions.

The correlation analysis (Table 4.9) supports this finding, showing a strong positive relationship between teachers' strategies and students' interest. This means that the more effectively teachers applied these AV strategies, the higher the students' interest in listening comprehension topics. This result is aligned with the findings of Herlina et al. (2021), who observed that strategy implementation such as note-taking and summarizing helped students stay engaged during listening activities. Similarly, Hasanah (2020) noted that cognitive and metacognitive strategies used with AV support significantly influenced student attentiveness and motivation.

Furthermore, this aligns with Mayer and Fiorella's (2019) revised Cognitive Theory of Multimedia Learning, which suggests that learners are more likely to be interested and retain information when learning materials are presented in dual channels (visual and auditory) and when those materials reduce extraneous cognitive load. This theoretical framework reinforces the importance of using well-designed AV content as part of teachers' instructional strategies. In

conclusion, the data and theoretical support indicate that the strategic use of audio-visual media by teachers significantly contributes to enhancing TEFL students' interest in listening comprehension. When such strategies are used purposefully, they create an engaging, motivating, and effective learning environment that benefits students across proficiency levels.

4.3.3. Student Interest in Learning Listening Comprehension by Using Audio-Visual Media

In the context of second language learning, particularly listening comprehension, student interest plays a significant role in enhancing engagement, motivation, and performance. The use of audio-visual media has proven to be an effective tool in generating and sustaining student interest, as it provides a rich and dynamic learning environment. The findings of this study indicate a high level of student interest in learning listening comprehension through audio-visual media, which is consistent with the results of previous research on this topic.

The study's results, presented in Table 4.9, show a strong positive correlation between student interest and teacher strategies as well as with the perceived benefits of using audio-visual media. These findings suggest that audio-visual media plays a vital role in maintaining student interest. However, the correlation between student interest and overall listening achievement was moderate and not statistically significant, which could indicate that while interest is an important factor, it alone may not guarantee improved listening comprehension outcomes without effective teaching strategies. The results of this study align closely with prior research, such as the study by Intan, Yusuf, and Sari (2022), which demonstrated the positive impact of audio-visual media on students' listening skills and overall engagement. Their findings, like those of Pramesti (2021) and Kartika et al. (2023), suggest that audio-visual media can significantly enhance students' motivation and comprehension, confirming the essential role of engaging, multimodal content in

sustaining interest. Similarly, the study by Pham (2021) corroborates these findings by showing that students exposed to audio-visual materials were more motivated to engage in listening activities. The present study also supports the findings of Harsa, Saragih, and Husein (2020), who emphasized the connection between audio-visual materials and students' increased listening achievement, particularly through improved engagement with the learning material.

Moreover, the results are consistent with those of Hasanah (2020), who found that when teachers use a variety of teaching strategies involving multimedia, students' interest and engagement in listening tasks increase, leading to better comprehension. This is further echoed by Herlina et al. (2021), who highlighted how using multimedia content in listening lessons helps to address students' problems in understanding spoken content and improves their ability to retell what they hear, indicating a direct relationship between student interest and listening comprehension success. Recent studies from the 2020s, such as Zhou and Wang (2021), suggest that learner-centered multimedia environments foster emotional engagement and focus, particularly when content is contextually relevant and interactive. Additionally, Dörnyei and Ushioda (2021) argue that interest is deeply tied to motivation, which is crucial for language learning. These recent perspectives align with the findings of this study, as audio-visual media increases student involvement and interest, which is a foundational component for success in language learning.

In conclusion, this study reinforces the findings of previous research regarding the critical role of student interest in language learning, particularly listening comprehension. The use of audio-visual media, when coupled with effective teaching strategies, not only sustains but also enhances student engagement, thereby contributing to improved learning outcomes. The evidence from this study, along with previous research, highlights the need for ongoing

integration of multimedia resources in language classrooms to maintain student interest and improve listening comprehension skills.

4.3.4. The Correlation Between Benefits, Teachers Strategies, Listening Difficulty and Student Interest Toward Listening Comprehension Achievement

Understanding the dynamics between various factors such as the benefits of using audio-visual media, teaching strategies, listening difficulty, and student interest is essential to improving listening comprehension achievement. In this section, we explore the correlation between these variables, with a particular focus on how they collectively impact students' listening comprehension performance. The findings in Table 4.9 indicate significant relationships between these factors, with both positive and negative correlations that help explain the students' listening comprehension outcomes.

1. **Teachers' Strategies (TOTAL_TS) and Listening Comprehension Achievement**

   The correlation between teachers' strategies (TOTAL_TS) and total listening comprehension achievement (Total_grade) is positive and statistically significant. This suggests that teachers' strategies, particularly when they involve the use of audio-visual media, have a moderate positive effect on student performance in listening comprehension tasks. The positive impact is aligned with previous research, such as Kartika et al. (2023), which concluded that effective teaching strategies, including the use of multimedia, improve listening comprehension outcomes. Teachers who employ strategies such as integrating audio-visual content into lessons engage students more actively, making listening tasks more interactive and enjoyable, as noted by Pramesti (2021). This approach increases students' motivation and helps them grasp the content

more effectively, leading to higher achievement.

2. **Student Interest (TOTAL_SI) and Listening Comprehension Achievement**

   The correlation between student interest (TOTAL_SI) and listening comprehension achievement (Total_grade) is also positive, though weaker. While this correlation is not statistically significant, it still suggests that student interest plays a role in their listening comprehension success. When students are interested in the topic, they are more likely to be motivated, focused, and engaged in the learning process. This finding is consistent with the results of previous studies, such as Intan et al. (2022), which highlighted the importance of student engagement and interest in enhancing listening skills. However, it is important to note that while interest is crucial, it does not directly guarantee high comprehension achievement unless combined with effective teaching methods, as seen in studies by Pham (2021) and Harsa et al. (2020).

3. **Benefits (TOTAL_B) and Listening Comprehension Achievement**

   The correlation between the perceived benefits of using audio-visual media (TOTAL_B) and listening comprehension achievement (Total_grade) is relatively low and statistically insignificant. This indicates that while students may recognize the advantages of using audio-visual materials, the direct impact on listening comprehension achievement is not as pronounced. Previous studies, such as those by Harsa et al. (2020), have shown that the benefits of audio-visual media, such as increased motivation and better engagement, contribute positively to the learning process, but they may not be the sole determinant of achievement.

4. **Listening Difficulty (TOTAL_LCD) and Listening Comprehension Achievement**

One of the more notable findings in this section is the negative correlation between listening difficulty (TOTAL_LCD) and listening comprehension achievement . This negative relationship highlights that as students encounter more listening difficulties, their performance in listening comprehension tasks tends to decrease. This finding is in line with the research by Herlina et al. (2021), which emphasized how listening challenges, such as fast speech or unfamiliar accents, can hinder comprehension.

This negative correlation suggests that listening difficulties are a significant barrier to comprehension, and addressing these challenges through effective teaching strategies, such as the use of audio-visual aids, can help mitigate these difficulties and improve achievement.