



**EFL LEARNERS' PERCEPTION TOWARD THE USE OF  
AUDIO RECORDING AND AUDIOVISUAL MEDIA IN  
LISTENING CLASS**

**UNDERGRADUATE THESIS**

**BY**

**NAZHIFAH AMALIAH**

**NIM 175110507111017**



**ENGLISH LANGUAGE EDUCATION PROGRAM  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

**2021**



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Presented to

Universitas Brawijaya

In partial fulfilment of the requirements

For the degree of *Sarjana Pendidikan Bahasa Inggris*

BY

**NAZHIFAH AMALIAH**

**NIM 175110507111017**

**ENGLISH LANGUAGE EDUCATION PROGRAM**

**DEPARTMENT OF LANGUAGE EDUCATION**

**FACULTY OF CULTURAL STUDIES**

**UNIVERSITAS BRAWIJAYA**

**2021**

**DECLARATION OF AUTHORSHIP**

Herewith I,

Name : Nazhifah Amaliah

NIM : 175110507111017

Address : Jl. Masjid Darul Hikmah No. 53, Joglo, Kembangan, Jakarta Barat.

Declare that:

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Nazhifah Amaliah


NIM: 175110507111017



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This is to certify that the undergraduate thesis titled EFL LEARNERS'S PERCEPTION ABOUT THE USE OF AUDIO RECORDING AND AUDIOVISUAL MEDIA IN LISTENING CLASS by NAZHIFAH AMALIAH has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*.

Examination Date (dd/mm/yyyy): 08/11/2021

  
Dian Novita Dewi, S.Pd., M.Li., Chair/ Examiner  
Employee ID Number. 2016128502042001

  
Irene Nany Kusumawardani, S.Hum., M.Li., Member/ Supervisor  
Employee ID Number. 2017018603032001

Acknowledged by,  
Deputy Dean for Academic Affairs,






Hamamah, M.Pd., Ph.D.  
Employee ID Number. 19730103 200501 2 001




**LEMBAR PENGESAHAN**

Dengan ini menyatakan bahwa skripsi Sarjana berjudul *EFL LEARNERS'S PERCEPTION ABOUT THE USE OF AUDIO RECORDING AND AUDIOVISUAL MEDIA IN LISTENING CLASS* atas nama *NAZHIFAH AMALIAH* telah disetujui oleh Dewan Penguji sebagai syarat untuk mendapatkan gelar *Sarjana Pendidikan*.

Tanggal Ujian: 08 November 2021

  
Dian Novita Dewi, S.Pd., M.Li., Ketua/ Penguji  
NIP. 2016128502042001

  
Irene Nany Kusumawardani, S.Hum., M.Li., Anggota/ Pembimbing  
NIP. 2017018603032001

Mengetahui,

Wakil Dekan Bidang Akademik



Hamamah, M.Pd., Ph.D.  
NIP. 19730103 200501 2 001



## ACKNOWLEDGMENTS

All praises are raised to Allah SWT who has given blessing, mercy, and permission to let the writer could finish the undergraduate thesis entitled "EFL Learners' Perception about The Use of Audio Recording and Audiovisual Media in Listening Class" as the prerequisites for *Sarjana Pendidikan* at *Universitas Brawijaya*.

In this priceless chance, the writer intended to express her gratitude and appreciation to a lot of people who supported, gave advice and guidance, motivated, and sent prayers to the writer. The writer would like to start by thanking the supervisor, Ms. Irene Nany Kusumawardani, S.Hum., M.Li. for her precious time, guidance during the writing process, giving advice and suggestions were incredibly contributed to fulfilment this undergraduate thesis. Then, the writer would like to give her gratitudes to Mrs. Dian Novita Dewi, S.Pd., M.Li as the examiner who has given remarkable and beneficial input for the betterment of this undergraduate thesis. Also, the writer gives her deepest gratitude to her beloved parents, her mother, Mrs. Kuratul Aimi, father, Mr. Jamaludin for the endless prayer and support both in financial and moral.

Moreover, the writer thanks to the writer's support system that they are; Siti Rihhadatul Aisy, Nadya Choirunnisa, Dian Faiqotul H.K, and Raihanah Zhafirah. And also, for the spotify playlist 'chill' and 'ranst's vibes' that always accompanied



and gave a good atmosphere to the writer along the writing process. Lastly, a wonderful thanks to all of the students of English Language Education Program batch 2017 who gave their time to be involved as this study participants. The writer realizes this undergraduate thesis is not perfect. So, the writer hopes for the future researchers to develop and enhance the study by conducting the same topic of this study. Furthermore, it is expected for this study to be beneficial for any readers in the educational field.

Jakarta, August 2021

The Researcher

## ABSTRACT

Amaliah, N. 2021. **EFL Learners' Perception about The Use of Audio Recording and Audiovisual Media in Listening Class.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Irene Nany Kusumawardani, S.Hum., M.Li.

Keywords: EFL Learners, Perception, Listening, Audio Recording, Audiovisual, Instructional Media.

Instructional media are tools to support the language learning process running well. In listening class, teachers/ lecturers often use audio recording or audiovisual as the media. Both of the media have their advantages, which are the audio recording gives learners more focus by only listening to the materials. In addition, the audiovisual shows visual cues from the sound that can help learners know what happens through the visualization. The purpose of this study is to know which media is better to use between audio recording and audiovisual based on EFL learners' perception.

The participants of this study were 104 students of English Language Education Program batch 2017 at Universitas Brawijaya. The researcher used a survey design and had been using a questionnaire as the instrument of this study. The questionnaire adapted from Wootipong (2014). Then, the data were drawn in the form of a description.

The finding of this study revealed that learners prefer to use audiovisual to audio recording as the media in listening class had high interpretation with mean score 3.38. Most of the learners agreed that audiovisual can help them to understand the speakers' utterance, expressions, gestures from the visual aspects. Not only helping them to get better understanding through visualization but also audiovisual gives the learners improvement for their language learning process and their macro skills. Actually, audiovisual can accommodate some learning styles of the learners, but based on the result of this study the teachers/lecturers also consider using audio recording. Because for the whole period of listening classes it is better to use variative of media such as audiovisual, audio recording, the dictation, monologue, and etc., with the portion dominantly using audiovisual.





## ABSTRAK

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Keywords: EFL Learners, Perception, Listening, Audio Recording, Audiovisual, Instructional Media.

Media pembelajaran merupakan alat bantu untuk mendukung proses pembelajaran bahasa berjalan dengan baik. Dalam kelas menyimak, guru/dosen sering menggunakan media rekaman audio atau audiovisual. Kedua media tersebut memiliki keunggulan masing-masing, yaitu rekaman audio memberikan peserta didik lebih fokus dengan hanya mendengarkan materi. Selain itu, audiovisual menunjukkan isyarat visual dari suara yang dapat membantu peserta didik mengetahui apa yang terjadi melalui visualisasi. Tujuan dari penelitian ini adalah untuk mengetahui media mana yang lebih baik digunakan antara rekaman audio dan audiovisual berdasarkan persepsi peserta didik EFL.

Partisipan dari penelitian ini adalah 104 mahasiswa Program Studi Pendidikan Bahasa Inggris angkatan 2017 Universitas Brawijaya. Peneliti menggunakan desain survei dan menggunakan kuesioner sebagai instrumen penelitian. Kuesioner diadaptasi dari Woottipong (2014). Kemudian, data tersebut digambar dalam bentuk deskripsi.

Temuan penelitian ini mengungkapkan bahwa peserta didik lebih suka menggunakan audiovisual daripada rekaman audio sebagai media di kelas mendengarkan memiliki interpretasi yang tinggi dengan skor rata-rata 3,38. Sebagian besar peserta didik setuju bahwa audiovisual dapat membantu mereka untuk memahami ucapan, ekspresi, gerak tubuh pembicara dari aspek visual. Tidak hanya membantu mereka untuk mendapatkan pemahaman yang lebih baik melalui visualisasi tetapi juga audiovisual memberikan peningkatan bagi pembelajar untuk proses belajar bahasa dan keterampilan makro mereka. Sebenarnya audiovisual dapat mengakomodasi beberapa gaya belajar peserta didik, namun berdasarkan hasil penelitian ini guru/dosen juga mempertimbangkan untuk menggunakan rekaman audio. Karena untuk seluruh periode kelas menyimak sebaiknya menggunakan variasi media seperti audiovisual, rekaman audio, dikte, monolog, dan lain-lain dengan porsi yang dominan menggunakan audiovisual.



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## CHAPTER I INTRODUCTION

This chapter explains the background of the study, research problems, purpose and significance of the study, scope, limitation, and definition of key terms.

### 1.1. Background of The Study

English is a universal language; in Indonesia, English has been taught and used as a foreign language so that Indonesian learners are called EFL (English as a Foreign Language) students. There are four language skills and three components to support English language learning: listening, reading, speaking, and writing, and those components are vocabulary, grammar, and pronunciation. According to Omari (2019), while communicating, we need a good listening skill; listening comprehension is a critical language acquisition ability which plays a main role in communicating and academic. Nation (2017) believe that students can learn the spoken forms of unknown words, their grammatical roles and collocations by listening and derive their meanings from the contexts in which they occur. Therefore, mastering listening skills can help students easier to use English.

Learning English through listening can use an audio recording and audiovisual media. Widyawati & Sukirlan (2019) state that audio recording is a traditional media that is usually being used in listening class. Arsyad (2014) in Widyawati & Sukirlan (2019) argue that the audio recording can support learning activity, so that learners can learn the material from the audio recording and hone their listening skill such as, focus on what they are listening to the audio recording, they can get the point of the audio recording, and they can straighten out the information and summarizing what is in the audio about.

Nonetheless, Yasin et al., (2018) state that nowadays, using audio recording in listening class seems ineffective for learners. In otherwise Sulaiman et al., (2017), Widyawati & Sukirlan (2019), Yasin et al., (2018) reveal that audiovisual is more effective as the media in listening class.

Liando et al., (2018) state that one of the media that can be used to enhance students' listening skills is the audiovisual media. The illustration and the sound in the audiovisual media are generally used in English lessons as a teaching method; however, it must be practised regularly. To hone students' listening skills, they need frequent practice. For instance, students are given treatment to watch short movies or other audiovisual media to support students learning activities in the listening class. Using audiovisual media could be exciting and practical to stimulate students' listening skills. Wilson (2008, p. 49) states that an audiovisual media has advantages for learners because it is contextual and



shows body language, and it can help students with “short attention spans”.

However, the application of both audio recording and audiovisual media is still applied in listening class.

Because of the evolution era, the media growth significantly. Nowadays, people like to listen to audio podcast. Likewise, the use of audio podcast as the media in listening class that assist students to get the authentic materials. As cited in Soto (2020, p. 15) explains in the foreign language teaching it is more recommended to use authentic materials, since the authentic materials can assist students to comprehend the material which connect with their experiences before. Solano (2013) as cited in Soto (2020) states that podcasts have a variety of topics that speakers can develop based on their experience, understanding and knowledge. According to Vygotsky (1978) the use of podcasting can support promoting the cognitive skill and producing knowledge from reality.

Likewise, the use of video as media is also still conducted in listening class. Students can easily access the source of video on the internet, for example using YouTube and movies. Currently, There are much content creator in YouTube who discuss about learning English that they wrapped in the formal explanation way or with the real life content. As mentioned in Nasser Al Harbi (2020), it is easy for people to access YouTube freely, and also there are various daily authentic materials contents from all over the world that can assist learners to

promote their language skills. Also, Hermansyah & Hasan (2020) state movie is an interesting media which entertains the viewers with the plot of the story, the characters, the combination of audio and visual aspects that makes the movie can be a better media in learning listening for students.

As in the listening classes of an English education major at *Universitas Brawijaya*, the lecturer uses audio recording and audiovisual in listening comprehension class and extensive listening class. When the listening comprehension class uses both of the media with dominant audio recording, On the contrary the extensive listening class uses audiovisual as a dominant media. While using an audio recording, students only listen to the sound which portrays a dialogue or monologue. On the contrary, in the class that uses audiovisual media, the students are shown by a visual character or picture with sound which can make students get more authentic material.

### 1.2. Research Problem

Based on the background study above, the researcher comes up with research problem: What are learners' perception of using audio recording and audiovisual media in listening class?

### 1.3. Purposes of The Study

According to research problems, this study aims to find out learners' perception of using audio recording and audiovisual media in listening class.

### 1.4. Significance of The Study

This research is expected to be useful and beneficial for several parties. For English teachers, it is expected that the study can help the English teachers teach listening skills to improve and develop the media in the learning process. For learners, to know their perceptions towards the use of audio recording and audiovisual as the instructional media in listening class, so that they can know which better media for them. For further researcher, this result of the study can give the idea, information, and a reference for related research.

### 1.5. Scope of The Study

This study only focuses on the perception of students of English Language Education Program about the use of audio recording and audiovisual media in listening class.



## 1.6. Definition of Key Terms

Here is the clarification to prevent confusion in defining certain words, terms that are used mostly:

### 1) Learners' perception

The interpretation of learners from their perspective or belief about something based on their experience.

### 2) Audio recording

An audio recording is a sound recording which portrays spoken voice.

### 3) Audiovisual

A media that, usually in the form of video, is intended to assist in learning or teaching using both sight and sound.

### 4) Listening skill

In the communication process, listening is the ability to receive and interpret the sound properly.

### 5) The listening comprehension as one of the specify listening class

The listening comprehension class intends to make students learn how to comprehend the pronunciation, accent, interpreting the speaker's utterance, and understanding the grammatical of spoken language.

### 6) The extensive listening as one of the specify listening class

The extensive listening class is the next course after taking the listening comprehension. In this class, students are expected to apprehend some





## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter introduces the theories of the related literature, these theories are: audio recording, audiovisual, listening, and the review of previous studies.

### 2.1. Listening Skill

In learning a language, there are four skills that learners should be mastered.

These four skills are listening and reading as the receptive skill, speaking and writing as the productive skill. Listening is the basic skill of learning a language.

The first thing that the learners get in learning is by listening, such as listening to the teacher or lecturer explanations. When the learners listen to that explanation they process the sound and get the meaning of it, so that by listening the learners get the input of the sound. Brent (1993) exposed that 80% of learners learn through listening as cited in (GülTEN & Zekerya, 2019). Here are some definition of listening by researchers, Purdy (1997, p. 8) described that listening is "the active and dynamic process of a tending, perceiving, interpreting, remembering, and responding to the expressed needs concerns and information offered by the human beings." as cited in (Elamra, 2019). On the other hand, Can (2020) explains listening is a complex skill, while listening learners can stimulate themselves by understanding and interpreting the sound to derive the meaning.

Using language as a communication tool is the main goal of learning a new language. Nowadays, English is the represent of global language since English has become essential with society (Asningtias, 2017). Listening is one of the basic skills in learning English. Elamra (2019) states that listening is the key of communication, in academic context or daily basis, people spend most of their time by listening. ÖZTÜRK (2020) explains that listening skill allows the learners to have different interpretations. As a receptive skill, the existence of listening skill is assisting students to acquire the new language. Djaborova (2020) states that while listening activity occur, it emphasizes on how the listener can derive the meaning of the sound such as the accent, the pronunciation, the grammar structures, the meaning of vocabularies and can feel the intonation of the speaker. In particular, when the listener listens to the speaker's speech, then the listener processes that activity by listening and interpreting some information of the speech properly, so that, it is called the listening skill process. The process of learning English through listening can be assisted by authentic media to captivate learners' motivation in learning English, for instance, those materials are audio recording, movie, song, etc. Hapsari & Ratri (2014) expound the statement that the use of authentic materials with real-life contexts and native speakers can affect students' understanding of listening through speaker accents and the real-life experiences that they have met or soon they will meet, so all of this advantages can be beneficial for learners.

## 2.2. The Use of Audio Recording as Instructional Media in Listening Class

Sakan & Utanto (2019) expose that audio recording is using a one way situation, which the characteristic of audio recording is only dependent on the sound only (the sense of hearing). Therefore it can stimulate the imagination of the situation that is being heard in the audio recorded. Elamra (2019) states that learning English with the contextual media which made by the native speakers for factual purposes is the suitable media for EFL learners, so that, the learners can get the accurate pronunciation, intonation, vocabulary, and the other particulars of language and culture, in order to enhance learners' listening skill. In this study, the researcher wants to know the learners' perception towards the use of audio recording and audiovisual as the media of learning English through listening. The audio recording is the record of sounds that took at that moment. The sounds that being recorded is saved in devices, such as tape recorder, cassette, hard drives, mobile phone, etc (Daniel & Daniel, 2012). Yasin et al., (2018) explain that teachers and lecturers often use audio recording as the material of learning English. Basically, learners listen to the audio that contains a monologue or dialogue of the speakers, then they have to catch into the sounds and do the tasks according to the audio. Furthermore, based on the study of Shibata (2010) Japanese students prefer listening to the native speakers considering when they learn from the native speakers they can get a better pronunciation, the accurate speed of speech, and intonation of the native speakers.



As the traditional media, the audio recording has been used over half a century as the instructional media (Yasin et al., 2018). Singh (1997) stated that the use of audio recording in listening class can assist teachers or lecturers to explain the materials with the audio of the speakers, although the teacher's role cannot be replaced entirely by the audio recording. Therefore, learners can have a chance to listen directly with the competent native speakers. Moreover, it is effortless to get authentic and contextual audio recordings these days. The teachers or lecturers can head up to the websites that have audio contents such as, BBC learning English, American English, British Council learning, etc. Elamra (2019) expose the benefits of audio recordings as the instructional media in listening class, as shown:

1. As the listening practices

Listening to audio recordings can help students drill their listening skill and improve their English proficiency i.e.; pronunciation, speed of speech, and vocabularies.

2. The chance to explore more about the content of the audio recordings

It is possible for learners to imagine what is going on in the audio recording, since it is only a sound of speech, so that learners can explore creatively regarding the content.

3. The simple and convenient media



Nowadays, it is easy to get the audio recording materials, for example, learners can access websites that have audio content, audio recorder app i.e.; Spotify, Mixlr, Discord, etc, and tape recorder, cassette.

### **2.3. The Use of Audiovisual as Instructional Media in Listening Class**

The other instructional media to support the listening activities is audiovisual. Hardiah (2019) defines audiovisual as a media that produces sound (audio) and image (visual) simultaneously and can be heard and seen by the audiences. Moreover, Wilson (2008) states that audiovisual is the relevant media for learning. It assists learners to identify the content easily by seeing the visualisation not only a sound. In other words the audiovisual is an appropriate instructional media that can activate two senses through hearing and seeing, so that learners can identify the sound and also the visual of the sound through expressions, gestures, situation, and other supporting information.

Audiovisual portrays a significant development of media. Brian et al., (2017) & Hardiah (2019) state that audiovisual media is a useful medium for listening class, learners can optimize their listening skill through hearing the sound and directly seeing the visualisation of the content. Moreover, Yousofi et al., (2015) explain through visualisation of audiovisual media learners can have a better listening skill, learners can comprehend some aspects, for instance sound, intonation, speed of speech, expressions, gestures, and other background

information. Not only as a media to have a better listening skill, but also the audiovisual is an entertaining media to stimulate and motivate students in listening class.

Furthermore, as cited in Yasin et al., (2018) & Köksal (2004) mentioned the advantages from audiovisual as the instructional media in language classroom, as follow as:

1. Using audiovisual can make learners instantly grasp the content of the materials.
2. Audiovisual sources are easy to access through the internet, such as YouTube, movie scene, and so on.
3. Audiovisual involves an actual representation through expression, gestures, setting, besides the sound.

On the contrary, Bennett et al., (1985) and Arsyad (2014) suppose that using audiovisual as the instructional media in the listening classroom can give learners distraction, it leads to the visual of the sound so that learners get unfocused on the material. Hence, this study focuses on learners' perception towards the use of audio recording and audiovisual as the instructional media in listening class, so that we can know which instructional media is more suitable for learners.

## 2.4. Previous Studies

There are four studies as the main references for the present study. These studies also refer to the topic about the use of audio recording and audiovisual in listening class. The first study conducted by Sulaiman et al., (2017), entitled *Students' Perceptions on Using Different Listening Assessment Methods: Audio-Only and Video Media*. The objective of this study was to find out students' perceptions towards the use of audio recording and video as the media in listening tests. Also, the participants were 150 students from 4 different faculties in Universiti Teknologi Mara, those faculties are Faculty of Theatre and Animation (FITA), Faculty of Sports and Recreational (FSSR), Faculty of Music (FMu), and Faculty of Art and Design (FAD). The research design used a quantitative approach, the questionnaire and multiple choice question were used as the instruments to collect the data. Based on the results of the study, the data showed a positive sight from the majority of students toward the use of video media in their listening assessment, since the video media came up with the authentic and factual context.

The second previous study conducted by Drood & Asl (2016), entitled *The Effects of Audiovisual Recorded and Audio Recorded Listening Tasks on The Accuracy of Iranian EFL Learners' Oral Production*. The purpose of this study was to look out whether audio recorded or audiovisual recorded influence the Iranian EFL learners accuracy in listening tasks. The participants were 40 male students of intermediate level that were selected out of 70 students that took the Preliminary



English Test (PET), whose scores ranged between 50-60. The participants were being randomly set into two groups for the listening tasks, which one is the audio recorded group and the other was audiovisual group. This study used a quantitative approach as the research design and the instrument was PET divided in two sections, the pre-test and post-test. As the result of the study, the data exposed that the audiovisual group gives more accurate results of students' accuracy of oral production in listening tasks, because the audiovisual makes the sound more concrete with the visual of image, such as the expressions, gestures, and other supporting information.

The third previous study conducted by Yasin et al., (2018), entitled How Much Videos Win Over Audios in Listening Instruction for EFL Learners. The objective of this study was comparing the advantages of audio and video to improve students' listening skill. The participants were 64 of eleventh-grade students in the public high school in Banda Aceh, Indonesia. They were being separated into two groups that each group has 32 students on it, the experimental group (the students that use video) and the control group (the students that use audio). The research design used a quantitative approach with the experimental design. The instruments use a pre-test and a post-test to gather the data. According to the result of this study, video was proven to be an effective medium for teaching listening than audio. The pre-test and post-test result of using audiovisual media win over 2.5 times to the result of using audio recording.

The last previous study by Widyawati & Sukirlan (2019), entitled A Comparative Study of Students' Listening Comprehension Achievement Taught through Video and Audio. The purpose of this study is to find out the significant difference in the students' listening achievement that is being taught by using audio and video. The participants of this study were 60 of the tenth-grade students of SMAN 1 Pringsewu, Lampung. There were two classes that consisted of 30 students in each class. Same as the third previous study, the two classes separated to be the control class (using audio as the media) and the experimental class (using video as the media). The instruments were pre-test and post-test in the form of multiple choices and the researcher also used SPSS version 16.0 to process the data.

The findings of this study showed that there was a significant difference of students' listening achievement between the class that using video showed the higher point in pre-test and post-test than the audio class. Based on the prior studies, there are some gaps, In particular the participants in the previous study are senior high school students, it is expected that the future study will conduct the research in different levels of study. Also, the previous studies aim to find out the data using experimental study using experimental design and they compare which one is effective between audio recording and audiovisual. And the researcher comes up with something different from the earlier studies regarding students' perception when they got listening class that is using the audio recording and audiovisual as the media.



## CHAPTER III RESEARCH METHOD

This chapter concentrates on the description of how this study is conducted.

It covers research design, data and sources of data, research procedure, research instrument, data collection, data analysis, and validity of the study.

### 3.1. Research Design

This study uses a quantitative approach, which considers the writer's purpose of this research to find out students' perception toward the use of audio recording and audiovisual in listening class. Accordingly, by using a survey as research design for describing student's perception towards both of the media in listening class. Creswell (2014) states that a research that uses quantitative approach require of collecting data, analyzing, and interpreting the numerical data to the written form as the result of the study. Creswell (2014) also states a research that uses survey design comes up with numeric descriptions of belief or perspective of the population that is being studied.

This plays the main role so that the researcher knows exactly the participants' experiences, and all the circumstances occur. Therefore, it is suitable for this study to conduct with a survey quantitative design. Fowler (2008) as cited

in Creswell (2014) mentions that to measure the survey study, it can use a questionnaire as the instruments to collect the data and generate the population perspective into numeric description. Furthermore, quantitative research can be utilized to explore the populations' perspective toward the variable or phenomenon that already happened which uses a questionnaire and a test for the data collection.

### 3.2. Data and Sources of Data

This study involved all of students' of English education major at *Univesitas Brawijaya* batch 2017 who have already taken the listening comprehension and extensive listening class as the sources of data. The purpose of the researcher choosing those students as participants of the research is because those students have already used audio recordings and audiovisuals media in those listening classes. Based on Buku Pedoman Fakultas Ilmu Budaya (2017) listening comprehension class is prepared for students to encourage their listening skill with the long oral discourse in the form of monologue and dialogue. The focus of this class emphasizes students' understanding of the main idea, to predict and get the information from the long oral discourse explicitly. The materials cover procedure text, descriptive text, recount text, and expository text. Whereas, The extensive listening class gives students the advanced long oral discourse of monologue and dialogue. Almost the same as the listening comprehension class, the focus of the extensive class is to predict and listen to the advanced long oral discourse about the



main idea and get specific information explicitly and implicitly. The materials cover up the expressions, idioms, and figurative language.

Therefore, the researcher can get the acknowledgement of students' perception of the use of audio recording and audiovisual media in the listening class.

Mulyatiningsih (2011) states that the data analysis using quantitative approach can be separated into two groups which are: a test that measures variable towards knowledge, ability, and competence and another is a non-test which measures the variable towards belief, perspective, and has a huge scope that cannot be defined into right or wrong. The data are obtained by a questionnaire about students' perspective towards audio recordings and audiovisual as the instructional media in listening class to the participants.

The population of this study is 140 students. In the context of this study, a purposive sampling strategy was applied for determining the participants. The number of sampling is 104 participants, Shields & Twycross (2008) explain that the purposive sampling strategy is being used when the respondents are appropriate for the study which means they already have the knowledge or experience within the area that is being studied. In order to get their perspective with the research variable.

The researcher must seek an understanding of contextual features and their influence on participants' experience. The result of the study also bounded since they do not generalize and only apply the sample that is being studied.

### 3.3. Research Instrument

The writer used a tool in order to collect the data of the research, which is called a research instrument. The aim of this research is to find the information about learners' perceptions in using audio recording and audiovisual as the media in listening class. The instrument that is being used to collect the data was questionnaire. The questionnaire was validated by a listening lecturer who has more experiences in teaching listening. And it was validated on July 6<sup>th</sup>, 2021.

The questionnaire was adapted by Woottipong (2014). The questionnaire emphasized students' perceptions on the quality of audio recording and audiovisual media, the material or topic that is being discussed, and students' preference of using audio recording and audiovisual as the media to improve their achievement (vocabulary and pronunciation) in learning process. The researcher modified the questionnaire by changing the other media in the earliest questionnaire which is a textbook into audio recording and also the researcher only chose questions that cover the quality of the media, the preferences of learners in media, the material of the media, and the beneficial of the media in learning process and achievement.

Because this study is conducted to explore the learners' perception towards the audiovisual and audio recording as the media in listening class. The questionnaire was designed in two sections. The first section contained students' bio information.

The second section contained 10 questions. The questions number 1-3 about EFL learners' perceptions of the quality of both media. For questions number 4-6 about

EFL Learners' Perceptions Toward Difficulty of The Materials. For questions number 7-10 about EFL learners' preferences comparing both media in their learning process and achievement. Albaum (1997) mentions that Likert scale is usually used to measure attitudes, perspectives, feelings, etc. With four points Likert Scale indicating strongly disagree, disagree, agree, and strongly agree.

Mulyatiningsih (2011) states that Likert Scale is a scale measurement method which can be used in measuring positive or negative responses to statements. The use of four point Likert Scale is to make the respondents' responses more assertive in which position, there is no neutral option so it is recommended to use only four answers scale.

### **3.4. Research Procedure**

While collecting the data, the researcher refers to Creswell (2014) survey design procedure that consists of eight steps, i.e: Firstly, the researcher determined which most suitable research design for this study. The purpose of this study was to find out learners' perception of using audio recording and audiovisual media in listening class, so that a survey quantitative design is the proper design for this study. Because according to Creswell (2014) the aim of the survey design is to recognize from the sample to the populations about their attitudes, beliefs, behaviors, or characteristics.

Secondly, the researcher developed the research question based on the topic of the study. The research question comes up with the research problem, which needs to be answered in the finding of this research. The type of the research question in this study was to explore students' perception towards the use of audio recording and audiovisual as the media in listening class.

Thirdly, the researcher decided the population and sample of the study. The population was 140 students of the English education department in Universitas Brawijaya. The sampling was using a purposive sampling, Shield & Twycross (2008) state that the purposive sampling is a sample of the population that already have knowledge about the topic of this study or experienced it. The quantity of sample used in this study was calculated with slovin formula :  $n = \frac{N}{1+(e)^2}$  with 0.05 as the acceptable sampling error (Sugiyono, 2016). Hence, the total sample of this study was 104 students.

Fourthly, the researcher established the survey design and procedure of data collection. This study is using a cross sectional survey which is conducted at one time to collect the data (Creswell, 2014). And the next step, the researcher was preparing the questionnaire as an instrument. Also, the researcher created a blueprint as the validation of the instrument. Then the researcher distributed the

questionnaire online through google form to the respondents via social media (line messenger and whatsapp). After distributing the data, the researcher got the data gathered. The data were obtained quantitatively and it was analyzed by SPSS (Statistical Package for the Social Sciences) to get the mean score of each question in the questionnaire. Lastly the researcher wrote the data into descriptions form.

In the (figure 3.1) was the flowed chart of conducting survey research.



Figure 3.1 Survey research flow chart

### 3.5. Data Collection

The data collection of this study is using questionnaires. Taherdoost (2018) explains while using questionnaires as the instrument of the study can produce pertinent data that is reliable and valid. The questionnaires directly distributed to 104 students of English Education Major at Universitas Brawijaya that have already taken listening comprehension class and extensive listening class in the third semester and fourth semester. The questionnaire was created by using google form and it was distributed to students via social media (line messenger and whatsapp). The length of collecting the questionnaire in a week from July 14, 2021 to July 20, 2021.

### 3.6. Data Analysis

After collecting the data, the writer conducted some steps to analyze the data. The first step was coding the data. The researcher numbering the Likert Scale point of this study which 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). After that the researcher calculated the total score of each item in the questionnaire in Microsoft Excel. The next step was calculating statistical analysis to measure the mean score and percentage of each item in the questionnaire by using SPSS and Microsoft Excel. The last step is interpreting the numeric data into a description form in chapter four which are portrayed in a narrative

interpretation to assist the readers to have a better comprehension and get assured by the result.

### 3.7. Validity of The Study

Students' perception toward the use of audio recording and audiovisual as the instructional media in listening class is the main interest for the researcher of this study. It has usefulness for the lecturer to know which media is more suitable for students while conducting the listening class. This study involved 104 students of English education major batch 2017 at Universitas Brawijaya.

As Taherdoost (2018) mentions that to measure the extent of instrument items are relevant and represent the target construct requires expert validation. So that after the researcher composes some statements for the questionnaire, the researcher should make a blueprint of the questionnaire contents that will be given to an expert and be validated soon. The questionnaire was validated by an expert, a listening lecturer that has more experiences in teaching listening. The researcher was given some suggestions from the expert and supervisor about the questionnaire.

For instance, some statements have similar meaning so the researcher should revise it to a more specific one. The researcher should give the contextual samples (culture, attitude, and visualisation.) on the excellences of both media audio recording and audio visual. And the statements should be simple written so the respondents will be easy to understand. Hence, The researcher revised the

questionnaire based on the suggestions from expert and supervisor to get a valid and reliable instrument.

### 3.7.1. Validity of The Study

#### 1. Validity

To know the questionnaire is already valid and reliable to be used as the pertinent data for this study. LoBiondo-Wood & Haber (2015) state validity is described as the expanse of how the instrument measures what is being measured accurately. The researcher measures the validity of the instrument by calculating the score from the try out sample using SPSS. It can be seen with 5 respondents in the instruments' try out, the r-table value is 0.304. In subsequent, the level of validity posed in the result of coefficient correlation.

Question	Pearson Correlation	r-table	Status
1	0.408	0.304	Valid
2	0.633	0.304	Valid
3	0.645	0.304	Valid
4	0.408	0.304	Valid
5	0.408	0.304	Valid
6	0.612	0.304	Valid
7	0.612	0.304	Valid
8	0.408	0.304	Valid
9	0.612	0.304	Valid
10	0.612	0.304	Valid

Table 3-1 Based on the known output, the value of r-count is greater than the r-table (0.3)



Based on Raharjo (2015) r-table list form, the researcher could get the pearson correlation value of each item. Consequently, it can be inferred that all items in the questionnaire are valid, because the Pearson Correlation value of each item is higher than the r-table.

## 2. Reliability

Reliability is how potential the instrument can measure the variables and construct the instrument consistently (Heale & Twycross, 2015). There are five criteria levels of reliability based on (Arikunto, 2013), as follow as:

r Score	Interpretation
$0.80 < r_{11} < 1.00$	Very high
$0.60 < r_{11} < 0.80$	High
$0.40 < r_{11} < 0.60$	Moderate
$0.20 < r_{11} < 0.40$	Low
$0.00 < r_{11} < 0.20$	Very Low

Table 3.2 Criteria of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.726	10

Table 3.3 Reliability Statistics

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As we can see, the result of the score in reliability statistics of each item in the questionnaire is reliable with a high level of reliability, since it gained .726 for the r-score. Also, Cronbach's alpha score was 0.726 which exceeded the minimum score of Cronbach's alpha 0.6. Hence, it can be decided that the instrument was valid and reliable.

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## CHAPTER IV FINDING AND DISCUSSION

This chapter elaborates the finding and discussion of the research. The finding contains result of the data obtained on EFL learners' perception about the use of audio recording and audiovisual media in listening class. The discussion explains the discussion of findings based on the related literature.

### 4.1. Finding

This study used questionnaire as the instrument for collecting the data. It was given to 104 students of English education major batch 2017 Universitas Brawijaya which consist of 75% female or consist of 78 female respondents and 25% male or consist of 26 male respondents. The questionnaire was created using *google form* and also distributed via *line messenger* and *whatsapp*. In the questionnaire fulfillment process, the respondents have to complete the questionnaire by answering the statement with score range from 1 to 4 for each statement. The respondents chose a number that represented the respondent's perception toward the use of audio recording and audiovisual in listening class. The researcher presented the data of students' perceptions toward the use of audio recording and audiovisual as the instructional media in listening class through numerical data and descriptions. The numerical data were calculated using Microsoft Excel and SPSS to find out the mean score of each statement. And the

next step was interpreting the numerical data into descriptions as the result of the research. The researcher using mean score interpretation table by Moidunny (2009) as the reference, as follow as:

Scale	Mean Score	Interpretation
1	1.00-1.80	Very Low
2	1.81-2.60	Low
3	2.61-3.20	Medium
4	3.21-4.20	High
5	4.21-5.00	Very High

*Table 4. 1 Mean Score Interpretation*

The questionnaire was aiming to achieve the objective of the research that is to find out learners' perception toward the use of audio recording and audiovisual as the media in listening class. This questionnaire came up with three points. The first point is the learners' perception of the quality of audio recording and audiovisual. The second point is learners' perception toward the difficulty of the materials. And the last point is comparing audio recording and audiovisual in learners' learning process and achievement. Furthermore, the three points mentioned will be explained in the next sub-chapters.

#### 4.1.1 EFL Learners' Perceptions of The Quality of Both Media (Audio Recording and Audiovisual)

One of the sub-dimensions considered to find out which media to be successful in listening class by identifying the characteristics of the input of both media on learners' perception. This section consists of 3 statements which covered the input quality of both media: visual clues, stressed and intonations. Table 4.1.1 presents responses of the learners regarding the quality of both media (audio recording and audiovisual).

Question	Frequency/ Percentage	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Means	Interpretation
1	Frequency	5	7	35	57	104	3.38	High
	Percentage	4,8	6,7	33,7	54,8	100,0	(0,816)	Valid
2	Frequency	3	4	35	62	104	3.50	High
	Percentage	2,9	3,8	33,7	59,6	100,0	(0,711)	Valid
3	Frequency	5	27	37	35	104	2.98	Medium
	Percentage	4,8	26,0	35,6	33,7	100,0	(0,892)	Valid

Table 4. 2 Frequency, Percentage, and Mean Score of Each Item in Domain-1 for Questions 1-3

The description of the instrument:

Statement 1 : I prefer to use audiovisual rather than audio recording as the instructional media in the listening classroom.

Statement 2 : The visual aspect from audiovisual really help me to understand the meaning of speaker's utterance and more interesting than audio recording as instructional media in listening class.

Statement 3 : The audio recording does not have visual aspect but it really helps me to understand the meaning of speaker's utterance because I can focus on the sound only than audiovisual as the instructional media in listening class.

Table 4.2 showed that there are two high interpretations and one medium interpretation towards the statements in this sub-dimension of the questionnaire as the evidence of data. In table 4.2 discloses that statement 2 'The visual aspect from audiovisual really help me to understand the meaning of speaker's utterance and more interesting than audio recording as instructional media in listening class' had the highest mean score (M=3,50). It consisted of 2,9% or 3 respondents who chose strongly disagree, 3,8% or 4 respondents who chose disagree, 33,7% or 35 respondents who chose agree, and 59,6% or 62 respondents who chose strongly agree. For statement 1 'I prefer to use audiovisual rather than audio recording as the instructional media in the listening classroom' had the high mean score (M=3,38).

About 4,8% or 5 respondents answered strongly disagree, 6,7% or 7 respondents answered disagree, 33,7% or 35 respondents answered agree, and 54,8% or 57 respondents answered strongly agree. Meanwhile, in statement 3 'The audio recording does not have visual aspect but it really helps me to understand the meaning of speaker's utterance because I can focus on the sound only than

audiovisual as the instructional media in listening class' had the medium mean score ( $M=2,98$ ). About 4,8% or 5 respondents answered strongly disagree, 26% or 27 respondents answered disagree, 35,6% or 37 respondents answered agree, and 33,7% or 35 respondents answered strongly agree.

#### 4.1.2. EFL Learners' Perceptions Toward Difficulty of The Materials

One of the sub-dimensions considered to find out the success material of listening comprehension by checking students' perception about the authenticity of material whether it is easy to comprehend by identifying the topic that was discussed and range of vocabulary that students know from the speaker's utterance.

This section consists of 3 statements which covered the authenticity and contextual of material that was being discussed with both of the media, which one of them is easier to use.

Question	Frequency/ Percentage	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Means	Interpretation
4	Frequency	2	3	38	61	104	3.52	High
	Percentage	1,9	2,9	36,5	58,7	100,0	(0,653)	Valid
5	Frequency	7	34	41	22	104	2.75	Medium
	Percentage	6,7	32,7	39,4	21,2	100,0	(0,867)	Valid
6	Frequency	0	7	35	62	104	3.53	High
	Percentage	0	6,7	33,7	59,6	100,0	(0,623)	Valid

Table 4. 3 Frequency, Percentage, and Mean Score of Each Item in Domain-2 for Questions 4-6

The description of the instrument:

Statement 4 : It is more contextual while using audiovisual media, I can easy to understand the situation by looking at the visual aspect such as expression and gesture of the speaker.

Statement 5 : It is more contextual while using audio recording, I can easily understand the content by only hearing through the sound

Statement 6 : Audiovisuals can give me more authentic experiences such as natural disasters, war, etc.

Based on the table 4.3 showed that there are two high interpretations and one medium interpretation towards the statements in this sub-dimension of the questionnaire as the evidence of data. In table 4.3 discloses that statement 6 'Audiovisuals can give me more authentic experiences such as natural disasters, war, etc.' had the highest mean score ( $M=3,53$ ). It consisted of none of respondents answered strongly disagree, 6,7% or 7 respondents answered disagree, 33,7% or 35 respondents answered agree, and 59,6% or 62 respondents answered strongly agree.

For statement 4 'It is more contextual while using audiovisual media, I can easy to understand the situation by looking at the visual aspect such as expression and gesture of the speaker' had the high mean score ( $M=3,52$ ). About 1,9% or 2 respondents answered strongly disagree, 2,9% or 3 respondents answered disagree,





36,5% or 38 respondents answered agree, and 58,7% or 61 respondents answered strongly agree. Meanwhile, statement 5 'It is more contextual while using audio recording, I can easily understand the content by only hearing through the sound' had the medium mean score ( $M=2,75$ ). About 6,7% or 7 respondents answered strongly disagree, 32,7% or 34 respondents answered disagree, 39,4% or 41 respondents answered agree, and 21,2% or 22 respondents answered strongly agree.

#### 4.1.3. EFL Learners' Perceptions Comparing Both Media in their learning process and achievement

To find out learners' preference of audio recording and audiovisual in learning English in the classroom (in learning process) and outside the classroom and learners' achievement such as improving their vocabulary and pronunciation.

This section consists of 4 statements which compare learners' perception about the use of both media toward learners' learning process and achievement.

Question	Frequency/ Percentage	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Means	Interpretation
7	Frequency	1	4	37	62	104	3.54	High
	Percentage	1,0	3,8	35,6	59,6	100,0	(0,622)	Valid
8	Frequency	1	3	34	66	104	3.59	High
	Percentage	1,0	2,9	32,7	63,5	100,0	(0,601)	Valid
9	Frequency	1	8	44	51	104	3.39	High
	Percentage	1,0	7,7	42,3	49,0	100,0	(0,674)	Valid
10	Frequency	4	4	38	58	104	3.44	High
	Percentage	3,8	3,8	36,5	55,8	100,0	(0,748)	Valid

Table 4. 4 Frequency, Percentage, and Mean Score of Each Item in Domain-3 for Questions 7-10

The description of the instrument:

Statement 7 : Audiovisual helps me to understand other listening materials outside the classroom.

Statement 8 : Audiovisual introduces me to how language is used in the real world.

Statement 9 : Audiovisual improves my language proficiency more than audio recording as the instructional media in listening class.

Statement 10 : I prefer to use audiovisual to improve my vocabulary and pronunciation rather than use audio only.

Based on the table 4.4 showed that all of statements in this sub-dimension of the questionnaire had high interpretations as the evidence of data. In table 4.4 discloses that statement 8 'Audiovisual introduces me to how language is used in the real world' had the high mean score ( $M=3,59$ ). Only about 1% or 1 respondent answered strongly disagree, 2,9% or 3 respondents answered disagree, 32,7% or 34 respondents answered agree, and 63,5% or 66 respondents answered strongly agree.

For statement 7 'Audiovisual helps me to understand other listening materials outside the classroom' had the high mean score ( $M=3,54$ ). Also, only 1% or 1 respondent answered strongly disagree, 3,8% or 4 respondents answered disagree, 35,6% or 37 respondents answered agree, and 59,6% or 62 respondents answered strongly agree. For the statement 10 'I prefer to use audiovisual to improve my

vocabulary and pronunciation rather than use audio only' had the high mean score (M=3,44). About 3,8% or 4 respondents answered strongly disagree, also 3,8% or 4 respondents answered disagree, 36,5% or 38 respondents answered agree, and 55,8% or 58 respondents answered strongly agree. And for statement 9 'Audiovisual improves my language proficiency more than audio recording as the instructional media in listening class' had the high mean score (M=3,39). Only 1% or 1 respondent answered strongly disagree, 7,7% or 8 respondents answered disagree, 42,3 or 44 respondents answered agree, and 49% or 51 respondents answered strongly agree.

#### 4.2. Discussion

This section discusses the finding of this study. This includes an analysis on the EFL learners' perceptions toward the use of audio recording and audiovisual as the instructional media in listening class. The researcher started collecting the data by administering the questionnaire to the learners. There were three sub-dimensions that the researcher analyzed by the questionnaire, which were the input quality of both media (audio recording and audiovisual), the topic or material that was being discussed of the media, and learners' preference to use audio recording or audiovisual in improving their learning process and achievement.

The result of this study showed most of the students of the English department at Universitas Brawijaya had high interpretation towards the input quality of audiovisual that the use of audiovisual in their learning process or outside the classroom can assist students more than using audio recording. According to Woottipong (2014, p. 209) explains that using audiovisual enhances a student's listening comprehension ability due to the combination of visual images and sound which stimulate student's perceptions. From domain 1, between three statements that cover the quality of audio recording and audiovisual, statement 2 had the highest mean score 3.50. The respondents have a positive perception toward the visual aspect from audiovisual really helps them to understand speakers' utterance rather than using audio recording in listening class. As cited in Brinton & Gaskill (1978), Keihaniyan (2013) cited in Woottipong (2014) visualization from audiovisual is widely accepted as more substantial and more understandable than other media for second and foreign language students. Harmer (2010) and Stempleski (1987) state learners that use audiovisual can interpret the sound and the visual clues more deeply than using audio only. Furthermore, the use of audio recording as the media in listening class and how the topics or materials were being shown with audio recording had a medium interpretation. As mentioned in Sakan & Utanto (2019) that the audio recording uses a one-way situation, the characteristics of which depend only on the sound (the sense of hearing). Using audiovisual is more authentic, because it shows the visualization which contains

gestures, expressions, and more real activities that can be seen directly by learners so that it can attract learners' attentiveness and interest in learning. Also, audiovisual can help learners understand the material outside the classroom. Therefore, the learners' preference to use audiovisual in improving their learning process and achievement also had a high interpretation. From domain 2, between three statements that cover the difficulty of the materials, statement 6 had the highest mean score 3.53. Because the respondents had a positive perception that audiovisual can give them more authentic experiences. The findings from Druod & Asl (2016) disclose that using audiovisual can give learners greater comprehension to the materials, the more authentic experiences through visual imagery that allows learners to learn and share about cultures, and also it is possible for learners to encourage their conceptual and analytical thinking.

From domain 3, between four statements that cover the use of audio recording and audiovisual, statement 8 had the highest mean score 3.59. The respondents have a positive perception that audiovisual introduces them to how language is used in the real world. In line with the study of Yasin et al., (2018) that shows positive sides about the material or topic that was being discussed which used audiovisual is more powerful and sufficient than audio recorded in terms of output. The learners agreed using audiovisual can improve their learning achievement especially in listening class and increase vocabulary and pronunciation. Not only improving learners' achievement, vocabulary, and



pronunciation, but also in Putriani (2013) audiovisual improves learners' listening comprehension involved in macro skills for instance, identifying the main idea and specific information from the video they watched directly. Hence, they can feel the atmosphere for real rather than only sound in audio recorded.

Therefore, based on the three domains the highest mean score conferred to statement 8 in domain 3. That the respondents had the positive interpretation toward the use of audiovisual can introduce them to how language is used in the real world.

Because nowadays it is easy to get access to the source of video on the internet such as YouTube and movies. Nasser Al Harbi (2020) states that there are many varieties of daily authentic materials content from all around the world that can assist learners to introduce them with the new language being used.

Thereby, the researcher can conclude most of students' perception choose audiovisual as the instructional media in listening class is better to assist them in terms of the quality of media, the materials that is being used, and improve their learning process and achievement than using audio recording especially for EFL learners of English education majoring in listening comprehension and extensive listening class. Because, audiovisual provide more benefits and conveniences, audiovisual shows visualization that audio recorded does not have. Ananda (2019) and Crista Wijayanti (2021) explains that the visual cues in the audiovisual can help

students connect the words they hear with the images presented and make it easier for students to grasp the meaning of the speaker in the process of listening comprehension. Referring to the result of the questionnaire most learners preferred to choose audiovisual as the media in their listening class rather than audio recorded. But it is possible that some students can also use audio recording as the instructional media in listening class, especially for learners who have an auditory learning style. Kayalar (2017) explains that auditory learners have the best learning style by hearing only sound or verbal communication. Through auditory representation, they can better remember information or material.





## CHAPTER V CONCLUSION AND SUGGESTION

After the elaboration of introduction, review related literature, research method, findings and discussion, this chapter presents the conclusion and suggestion. The researcher draw conclusion based on findings and discussions in the previous chapter. It also presents some suggestions for the significance of this study.

### 5.1. Conclusion

The purpose of this research was to find out EFL learners' perceptions about the use of audio recording and audiovisual as the media in listening class. The researcher started to collect the data by distributing the questionnaire to the learners of English education department batch 2017. Based on the data in chapter IV the results show most of 104 learners preferably choose audiovisual as the instructional media in listening class rather than audio recording.

From domain 1, statement 2 had the highest mean score 3.50 that learners have positive interpretation that audiovisual can help them to understand the speakers' utterance more easily than using audio recorded. Because of the visual aspect from audiovisual that pose the sound with a visual imagery. From domain 2,



statement 6 had the highest mean score 3.53. The respondents have a positive perception that audiovisual can give them more authentic experiences. Audiovisual gives learners real experience through seeing what is happening in that time they are watching such as an event, a phenomenon, the expressions and gestures from speakers. And also from the domain 3, statement 8 had the highest mean score between its domain and all domains 3.59. that learners have a positive perception that audiovisual can introduces them to the use of language in the real world. As well as that, audiovisual assists learners to learn English outside the classroom and introduces them to how language is used in the real world. Because in this digital era every information is wrapped in the video rather than only audio, so that is why learners prefer to have audiovisual or video rather than audio. And how Audiovisual can introduce the language in the real world. Because using native speakers in the video the learners can learn how to have a good pronunciation by reading the lips of the speaker how to pronounce the particular words.

Moreover, based on learners' perception audiovisual is a better media that can enhance learners' language proficiency and macro skill rather than audio recording. But, it is possible to use audio recording too as the instructional media as we can see on the finding there are some learners who have an auditory learning style. Overall, the learners' perceptions towards the use of audiovisual and audio recording as the media in listening class has been revealed that learners prefer use audiovisual as the instructional media in listening class or outside the classroom.

## 5.2. Suggestions

Referring to the results of the study, the researcher recommends some suggestions to several parties that hopefully can give worthwhile insights. Firstly, suggestions for the teachers/ lecturers Audiovisual actually can cover or accommodate the learning style of visual learners, auditory learners, and kinesthetic learners. But then, based on the result that the researcher found, the teachers/ lecturers also consider the use of audio recording. It means that for the whole period of listening classes it is better to use a variety of the media not only using audiovisual but sometimes it needs variative media such as audio recording, the dictation, monologue, and others media. Because of the positive perception of the learners using audiovisual, so the portion of giving the media dominantly using audiovisual. And also, the preferences of choosing content or material of the audiovisual should be authentic so learners can feel the real experience and it is easy to find out the material of audiovisual nowadays through the internet, for instance in YouTube, movie scene, official of English learning websites, etc.

For future researchers, to fulfill the study which is about audiovisual and audio recording as the media in listening class, this study can be used as a reference.

Although, this study has not been impeccable yet. So, the future researchers are suggested to develop the tool to gather the data with other complex instruments, such as using pre-test and post-test and interviewing the learners. In order to get more specific perceptions of learners in the use of audiovisual and audio recording



as the media in listening class. And also it is not necessarily that audio recordings cannot be used as the instructional media, so suggestions for further researchers to examine the use of audio recordings.

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### **Appendix 1 - Questionnaire of EFL Learners' Perception about The Use of Audio Recording and Audiovisual Media in Listening Class**

A. Questionnaire Blueprint of EFL Learners' Perception about The Use of Audio Recording and Audiovisual Media in Listening Class adapted from Woottipong (2014).

#### **A Brief Description about This Research**

- Thank you for helping the writer by willing to fill out the questionnaire below. The purpose of this research to find out learners' perception of using audio recording and audiovisual media in listening class.

This questionnaire will be divided into 2 parts with total 10 of questions. In the part 1, it is the respondents' bio. And for part 2, questions number 1-3 are about learners' perception through audio recording and audiovisual as the instructional media in listening class, questions number 4-5 are about learners' motivation of using audiovisual as the instructional media in listening class, and questions number 6-10 are about comparing audio recording and audiovisual for learners' learning process and achievement as the instructional media in listening class.

- **(Bio Part1)**

1. Name
2. Gender
3. Age
4. SID/NIM
5. Batch
6. Phone number

In this questionnaire, you will answer 10 statements about learners' perception. This questionnaire will use likert scale for the answer.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree It is easy to understand the situation while using audiovisual media by looking at the visual aspect such as expression and gesture. It is more contextual while using audiovisual media, I can easy to understand the situation by looking at the visual aspect such as expression and gesture of the speakers.

No.	Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I prefer to use audiovisual rather than use audio in listening classroom.				
2.	The visual aspect from audiovisual really help me to understand the meaning of speaker's utterance and more interesting than audio recording as instructional media in listening class.				
3.	The audio recording does not have visual aspect but it really helps me to understand the meaning of speaker's utterance because I can focus on the sound only than audiovisual as the instructional media in listening class.				
4.	It is more contextual while using audiovisual media, I can easy to understand the situation by looking at the visual aspect such as expression and gesture of the speakers.				
5.	It is more contextual while using audio recording, I can easy to understand the content by only hearing the sound.				
6.	Audiovisual can give me more authentic experience such as natural disaster, war, etc.				
7.	Audiovisual helps me to understand other listening materials outside the classroom.				
8.	Audiovisual introduces me to how language is used in the real world.				



*Appendix 2 - Expert Validation Letter of Questionnaire*

**Surat rekomendasi Dosen Ahli dari Koordinator Skripsi**

**SURAT REKOMENDASI VALIDASI INSTRUMEN PENELITIAN**

Kepada Yth.

Dian Novita Dewi, S.Pd., M.Li.

Bersama surat ini, saya selaku koordinator skripsi Program Studi Pendidikan Bahasa Inggris, merekomendasikan Bapak/Ibu sebagai *expert validator* untuk membantu mengevaluasi dan memberikan validasi instrumen penelitian yang akan digunakan oleh:

Nama : Nazhifah Amaliah

NIM : 175110507111017


Semester : 8

Judul Skripsi : EFL Learners' Perception about The Use of Audio Recording and Audiovisual Media in Listening Class

Instrumen : Kuesioner

Demikian permohonan ini saya sampaikan, mohon kesediaan Bapak/Ibu membantu proses evaluasi dan validasi instrumen penelitian tersebut dalam jangka waktu selambat-lambatnya 2 minggu sejak surat ini diberikan.

Malang,  
Koordinator Skripsi PEBASIS FIB  
UB

  
Alies Poetri Lintang Sari, M.Li  
NIK. 2017018709102001

## 1. Surat Permohonan Validasi

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Dian Novita Dewi, S.Pd., M.Li.

Dosen Jurusan Pendidikan Bahasa Inggris Universitas Brawijaya

Di Malang

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Nazhifah Amaliah

NIM : 175110507111017

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Ilmu Budaya

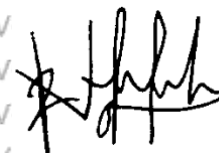
Judul Skripsi : EFL Learners' Perception about The Use of Audio

Recording and Audiovisual Media in Listening Class

Memohon kesediaan Ibu Alies Poetri Lintang Sari, M.Li untuk mengevaluasi dan memberikan validasi instrumen yang saya kembangkan untuk penelitian saya. Demikian permohonan saya sampaikan, atas perhatian dan partisipasi Ibu, saya ucapkan terima kasih.

Jakarta, 24 Juni 2021

Pemohon,



Nazhifah Amaliah

175110507111017



## 2. Petunjuk Validasi

### PETUNJUK VALIDASI

**Judul Skripsi** : EFL Learners' Perception about The Use of Audio Recording and Audiovisual Media in Listening Class

**Ringkasan Skripsi** : Listening skills merupakan suatu keterampilan mendengarkan dan memahami makna dari sesuatu yang didengar. Rekaman audio adalah sebuah media berupa suara yang direkam pada suatu device agar dapat didengarkan ulang dengan alasan tertentu. Contohnya rekaman suara berupa dialog, monolog, dll. Audiovisual adalah sebuah media yang menggabungkan dua indera yaitu pendengaran dan penglihatan dalam satu waktu, terdapat suara dan gambar yang ditampilkan contohnya video, film pendek, dll. Kelas mendengarkan terdiri dari beberapa tingkatan, contohnya kelas listening comprehension, merupakan kelas yang bertujuan untuk membekali pelajar untuk terbiasa mendengarkan dan menyimak wacana lisan panjang berupa dialog dan monolog agar pelajar dapat memprediksi maupun menyimak isi wacana secara tersirat maupun tersurat dengan fokus pada pemahaman ide pokok, informasi yang detail secara eksplisit, serta pembawaan wacana lisan dengan beragam aksen. Kemudian, kelas extensive listening, sebuah kelas yang bertujuan untuk membekali pelajar untuk terbiasa mendengarkan dan menyimak wacana lisan panjang tingkat lanjut berupa dialog dan monolog, fokus pada kelas ini adalah pelajar dapat memprediksi maupun menyimak isi wacana lisan panjang tingkat lanjut terkait pada pemahaman ide pokok, serta pemahaman terkait informasi detail eksplisit dan informasi detail implisit, dan pembawaan wacana lisan dengan beragam aksen. Learners' perception yaitu sebuah sudut pandang atau opini pelajar terhadap sesuatu berdasarkan pengalamannya. Tujuan dari skripsi ini untuk mengetahui persepsi pelajar terhadap penggunaan rekaman suara dan audiovisual sebagai media pembelajaran pada kelas menyimak.

**Tujuan Instrumen** : Untuk mengetahui persepsi pelajar terhadap penggunaan rekaman suara dan audiovisual sebagai media pembelajaran pada kelas menyimak.

**Petunjuk** : Untuk memberikan penilaian terhadap kuesioner bapak/ibu cukup memberikan tanda centang (✓) pada kolom yang telah disediakan

- Aspek-aspek yang dinilai adaah sebagai berikut:
  - a. Isi disajikan secara sistematis dan runtut
  - b. Isi sesuai dengan topik pembahasan
  - c. Bahasa mudah dimengerti
  - d. Kalimat tidak bermakna ambigu
  - e. Huruf dan nomor ditulis dengan jelas
- Angka-angka yang terdapat pada kolom berarti:
  - 1 = tidak valid
  - 2 = kurang valid
  - 3 = cukup valid
  - 4 = valid
- Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
  - A = dapat digunakan tanpa revisi
  - B = dapat digunakan dengan revisi sedikit
  - C = dapat digunakan dengan revisi sedang
  - D = dapat digunakan dengan revisi banyak
  - E = tidak dapat digunakan

**Tabel Penilaian:**

No	Aspek	Deskriptor	Skala Penilaian			
			1	2	3	4
1.	Kesesuaian isi	a. Isi disajikan secara sistematis dan runtut				√
		b. Isi sesuai dengan topik pembahasan	√			
2.	Bahasa dan kalimat	a. Bahasa mudah dimengerti		√		
		b. Kalimat tidak bermakna ambigu		√		
		c. Huruf dan nomor ditulis dengan jelas				√
TOTAL NILAI						

**Penilaian Instrumen secara umum**

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format Instrumen EFL Learners' Perception About The Use of Audio Recording and Audiovisual Media in Listening Class		√			

**Saran-saran:**

Some items have the same substances with others. For the first dimension, elaborate the statements based on the excellences of the audiovisual comparing to audio recording such as giving contextual samples (culture, attitude) and visualization. Secondly, the statements must be written in simple language to ease the respondents give the answers.

Malang,



Dian Novita Dewi, S.Pd., M.Li.

NIK. 2016128502042000

### Appendix 3 - Blueprint/ Theory

A. Instrumen yang dipakai pada skripsi ini adalah kuesioner yang diadaptasi (adapted) dari jurnal yang berjudul Effect of Using Video Materials in the Teaching of Listening Skills for University Students oleh Woottipong (2014). Pengadaptasian instrumen dilandasi adanya kecocokan dan kemiripan yang telah dibuat dengan skripsi yang sedang peneliti buat saat ini. Kuesioner terdiri dari 10 pernyataan dengan pilihan jawaban “strongly disagree”, “disagree”, “agree”, dan “strongly agree”.

B. The Questionnaire Blueprint for The Students

The questionnaire is adapted from the study entitled Effect of Using Video Materials in the Teaching of Listening Skills for University Students by Woottipong (2014). As stated in Ruslan (2020) Students' perception is the process of interpreting surroundings around them and assessing through their judgment and behaviour towards their experience.



No.	Dimension	Sub-Dimension	Indicator	Statement Woottipong (2014)
1.	Students' information	Students' bio		Name/ initial and etc.
2.	The input of the medias: a. Visual clues b. Stressed and Intonation	To find out the successful of listening class by identify the characteristic of the input of the media based on student's perception. Batty (2014) states that using video as the media in listening class can give students more aural input since it has a visual that increase students' comprehension.	Identifying the quality of both media by learners' perception	1. I prefer to use audiovisual rather than use audio recording as the instructional media in listening classroom. 2. The visual aspect from audiovisual really help me to understand the meaning of speaker's utterance and more interesting than audio recording as instructional media in listening class. 3. The audio recording does not have visual aspect but it really helps me to understand the meaning of speaker's utterance because I can focus on the sound only than audiovisual as the instructional media in listening class.
3.	The material: Topic that discussed	To find out the successful of listening comprehension by check the students' perception about the authenticity of material wheter is easy or difficult to comprehend by identify the topic that discussed and range of the vocabulary that students know from the utterance. The use of video as the media in learning mention by Phillips (1995) & Conniam (2001) influence the culture aspect involve paralinguistic features such as stressed and intonation. Altman (1990) also states that through video can build up the listening process where the video enables listeners to see the face of the speaker before they listen to the utterance, so that it is more authentic since it pose	The students can identify the difficulty of the material	4. It is more contextual while using audiovisual media, I can easy to understand the situation by looking at the visual aspect such as expression and gesture of the speakers. 5. It is more contextual while using audio recording, I can easy to understand the content by only hearing the sound.
4.	Learners' preference: a. To learn English in the class b. To do more listening comprehension in outside the classroom c. To improve vocabulary and pronunciation	Zhyrun (2016) explains videos is easier to understand than audio because the video has a visualisation that gives positive side to students and the content usually related to their life so it is more enjoyable and relevant.	Audiovisual for learners' learning process  Comparing audiovisual and audio recording for learners learning process and achievement as the instructional media	7. Audiovisual helps me to understand other listening materials outside the classroom 8. Audiovisual introduces me to how language is used in the real world. 9. Audiovisual improves my language proficiency more than audio recording as the instructional media in listening class. 10. I prefer use the audiovisual to improve my vocabularies and pronunciation rather than use audio only.

