



EFL Students' Perception of Using Audio Visual Media in Listening Class (*Persepsi Mahasiswa EFL terhadap Penggunaan Media Audio Visual dalam Kelas Menyimak*)

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Article Info	Abstract
Article history: Received: 8 Juli 2025 Revised: 23 Juli 2025 Accepted: 24 Juli 2025 Keywords: Student perception Audio-Visual Media Listening Skill Kata kunci: <i>Persepsi Mahasiswa Media Audio-Visual Kemampuan Menyimak</i>	Perception is a complex cognitive process involving the recognition, organization and interpretation of sensory information in order to understand and respond to the environment, which is influenced by each individual's personal experience and background. In the context of language learning, students' perception of learning media plays an important role in determining the effectiveness of the learning process. The purpose of this study is to describe EFL students' perceptions of the use of audio-visual media in listening learning. This study used a qualitative approach with descriptive method. Data were collected through an open questionnaire distributed to 13 fourth semester students of the English Education Study Program at Gorontalo State University who had taken the Listening for Professional Context and Academic Purpose course. The results showed that the majority of students had a positive perception of audio-visual media. They consider this media effective in improving understanding of listening material. Helps recognize English accents and intonations, and creates a more interesting and less boring learning atmosphere. However, some challenges were also found, such as the duration of the video that was too long, the technical quality of the media that was less than optimal, and the tendency to rely too much on visual aspects. Overall, audio-visual media is a very potential learning tool if applied strategically and proportionally in listening classes. These findings are expected to contribute to the development of listening teaching strategies that are more effective and in accordance with the needs of EFL students. Abstrak Persepsi adalah proses kognitif kompleks yang melibatkan pengenalan, pengorganisasian, dan interpretasi informasi sensorik guna memahami dan merespon lingkungan, yang dipengaruhi oleh pengalaman pribadi dan latar belakang masing-masing individu. Dalam konteks pembelajaran bahasa, persepsi mahasiswa terhadap media pembelajaran berperan penting dalam menentukan efektivitas proses belajar. Tujuan dari penelitian ini untuk mendeskripsikan persepsi mahasiswa EFL terhadap penggunaan media audio-visual dalam pembelajaran listening. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui kuesioner terbuka yang disebarakan kepada 13 mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris Universitas Negeri Gorontalo yang telah mengikuti mata kuliah Listening for Professional Context and Academic Purpose. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memiliki persepsi positif terhadap media audio-visual. Mereka menganggap media ini efektif dalam meningkatkan pemahaman terhadap materi listening. Membantu mengenali aksen dan intonasi bahasa Inggris,

serta menciptakan suasana belajar yang lebih menarik dan tidak membosankan. Namun demikian, ditemukan pula beberapa tantangan, seperti durasi video yang terlalu panjang, kualitas teknis media yang kurang optimal, dan kecenderungan untuk terlalu bergantung pada aspek visual. Secara keseluruhan, media audio-visual merupakan alat pembelajaran yang sangat potensial apabila diterapkan secara strategis dan proporsional dalam kelas listening. Temuan ini diharapkan dapat memberikan kontribusi bagi pengembangan strategi pengajaran listening yang lebih efektif dan sesuai dengan kebutuhan mahasiswa EFL.

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1. INTRODUCTION

The teaching and learning of English as a Foreign Language (EFL) in Indonesia has experienced continuous progress over the past decades. Initially centered on grammar and vocabulary acquisition, the current focus has shifted towards the balanced development of the four core language skills: listening, speaking, reading, and writing (Gilakjani & Sabouri, 2016; Nushi & Orouji, 2020). Among these, listening holds a fundamental position as it underpins the development of other language competencies. Effective listening is not only essential for academic success but also for real-life communication. In the Indonesian context, where authentic English interactions are rare outside formal education settings, the development of listening skills becomes even more challenging yet essential (Sitepu, 2022).

Despite its importance, listening remains one of the most underdeveloped skills among Indonesian EFL learners. According to the EF English Proficiency Index (2023), Indonesia still ranks at an intermediate level globally, with listening identified as a major area of weakness. Students frequently encounter difficulties in comprehending spoken English, especially when exposed to unfamiliar accents, rapid speech, idiomatic expressions, and culturally specific references (Ahmadi, 2016; Diora & Noor, 2020). Traditional classroom practices that rely solely on audio recordings—without the support of visual context—often fail to sustain students' interest and provide limited scaffolding for deeper understanding (Rosdiana, 2018). This gap in practice calls for more innovative, engaging, and multimodal approaches to listening instruction.

The emergence of audio-visual (AV) media in educational settings offers promising opportunities to bridge this gap. Audio-visual media, including videos, animations, films, and online clips, deliver content through both auditory and visual channels, thus aligning with the principles of Dual Coding Theory (Lee & Wallace, 2021). These materials allow students to observe contextual cues such as facial expressions, gestures, and situational settings, which are often absent in traditional audio-based methods. In doing so, AV media not only enhances students' comprehension of spoken language but also improves their ability to detect intonation, stress, and conversational nuances. Prior research has also shown that AV media can increase student engagement, reduce anxiety, and improve information retention (Naibaho, 2019; Guan et al., 2018; Rosdiana, 2018; Lubna & Wahyuni, 2021).

However, the successful integration of AV media into EFL listening instruction depends largely on how students perceive its use. Perception is an interpretive process shaped by one's experiences, beliefs, and expectations (Lince, 2020). In the classroom context, students' perceptions directly influence their motivation, participation, and ultimately their learning outcomes (Klamiyah et al., 2021; Bandura, 2001). While numerous studies have quantitatively assessed the impact of AV media on test scores or comprehension levels, relatively few have explored students' subjective experiences, especially at the university level. Most existing studies are conducted in primary or secondary education contexts, and tend to overlook how university learners—who possess more complex cognitive and metacognitive abilities—respond to AV-based listening instruction.

This study seeks to address this gap by exploring EFL university students' perceptions of using audio-visual media in listening classes. It aims to investigate not only the benefits and challenges they experience but also how AV media affects their engagement, comprehension, and confidence in listening. By employing a qualitative research design, this study emphasizes the voices of learners and uncovers nuanced insights that cannot be captured through standardized testing alone. The novelty of this research lies in its

focus on student-centered exploration in a higher education context, which is still underrepresented in the literature. The findings are expected to inform future pedagogical strategies by highlighting students' preferences, learning needs, and the contextual relevance of AV media. Ultimately, the study aspires to contribute toward more effective, dynamic, and inclusive EFL listening instruction in Indonesian universities.

2. RESEARCH METHOD

This study employed a qualitative descriptive approach to examine the perceptions of EFL students regarding the use of audio-visual media in listening instruction. This approach was chosen because it allows the researcher to explore participants' subjective experiences, viewpoints, and interpretations within a natural learning context. As stated by Moleong (2017), qualitative research aims to describe and interpret phenomena experienced by participants such as behaviors, perceptions, and motivations through detailed narrative accounts. This study did not intend to test hypotheses but rather to obtain a comprehensive understanding of students' perceptions in an authentic educational setting.

2.1 Data Collection

Data for this study were collected through an open-ended questionnaire administered via Google Forms. This method was chosen to ensure accessibility and convenience for participants, who were EFL students attending listening classes at the time of the study. The questionnaire consisted of fifteen open-ended questions that were systematically categorized into four thematic areas: (1) students' prior learning experiences with audio-visual media, (2) perceived benefits and improvements in listening comprehension, (3) challenges and drawbacks encountered during the use of such media, and (4) students' opinions, suggestions, and recommendations for future implementation.

The open-ended format was intentionally selected to encourage students to provide elaborative and authentic responses in their own words, rather than being limited by predefined options. This allowed the researcher to capture the richness and diversity of students' personal experiences and insights. The approach is supported by Patton (2002), who argues that open-ended questions in qualitative inquiry are particularly valuable for uncovering individual perspectives, motivations, and emotional reactions, thereby yielding a more holistic and nuanced understanding of the phenomenon under study. Moreover, the online format facilitated participation by enabling students to complete the questionnaire at their own pace and convenience, which may have contributed to more thoughtful and reflective responses.

2.2 Data Analysis

The qualitative data obtained from the questionnaire responses were analyzed using the interactive model proposed by Miles and Huberman (1994), which includes three interconnected steps: data reduction, data display, and conclusion drawing/verification.

In the data reduction phase, the researcher read through all collected responses to identify significant statements and recurring ideas. This step involved coding the raw data by labeling key phrases, categorizing similar responses, and discarding irrelevant or redundant information. The process of reduction was not merely about summarizing data but also involved making interpretive choices that helped shape the overall direction of the analysis.

Next, in the data display phase, the categorized data were organized into coherent thematic descriptions. Descriptive narratives were constructed to represent each of the four major themes addressed in the questionnaire. To preserve authenticity and give voice to participants, selected direct quotations were included to exemplify major patterns and provide evidence for interpretations. This visual and narrative presentation of the data helped to clarify relationships between themes and allowed for a deeper understanding of the students' perspectives.

Finally, in the conclusion drawing and verification stage, the researcher synthesized the findings and derived overarching insights based on repeated patterns, emerging trends, and exceptions. These conclusions were continually reviewed and validated by cross-checking with the original data and ensuring that no significant information had been overlooked. The verification process also included peer discussions with academic colleagues to enhance the credibility and reliability of the findings. This systematic, cyclical approach to data analysis allowed for both depth and rigor, ensuring that the study's conclusions were well-grounded in the data.

3. RESULTS AND DISCUSSION

The findings of this study reveal that the majority of students had positive perceptions and experiences with the use of audio-visual media in listening classes. Through a thematic analysis of the open-ended questionnaire responses, four major themes emerged: students' experiences, perceived benefits, encountered challenges, and suggestions for improvement. These themes align with the structure of the data collection instrument and offer a comprehensive overview of student perceptions in the context of English as a Foreign Language (EFL) learning.

3.1. Students' Experiences with Audio-Visual Media (Deeper Analysis)

The participants' responses consistently highlighted the central role of audio-visual media in their listening classes, indicating that such tools are not merely supplementary but are deeply embedded in the pedagogical approach of their instructors. The regular and systematic use of videos—ranging from short clips to full-length instructional materials—was perceived as instrumental in facilitating a more effective comprehension process. Students noted that when English listening texts are accompanied by visual elements such as facial expressions, gestures, and contextual backgrounds, they are better able to decipher the speaker's intent and message, even when the audio itself features complex vocabulary, unfamiliar accents, or rapid speech. This aligns with Mayer's Multimedia Learning Theory, which posits that the dual processing of verbal and visual information significantly enhances learning outcomes.

Moreover, the integration of visual cues was seen as a way to reduce the cognitive load that students often experience during traditional audio-based listening activities. Instead of relying solely on auditory input, learners could triangulate meaning by interpreting non-verbal signals, which provided scaffolding especially useful for lower-proficiency students. Many participants emphasized how this multimodal input improved their focus, enabling them to stay attentive throughout the lesson. In contrast to audio-only exercises, which were often described as monotonous and anxiety-inducing, audio-visual media was associated with a more relaxed and engaging learning environment. This affective shift is critical; when students are less anxious, they are more likely to take intellectual risks, such as making inferences or answering comprehension questions with greater confidence. Notably, students also perceived audio-visual materials used in exams or major assignments as less intimidating because the visual component provided clarity on instructions and content, thereby improving both understanding and performance. These findings underscore not only the cognitive benefits of audio-visual media but also its emotional and motivational advantages in supporting EFL listening skill development.

3.2. Benefits of Audio-Visual Media in Listening Learning (Deeper Analysis)

The students' insights revealed that audio-visual media offers a multifaceted array of benefits that significantly enrich their listening learning experience. One of the most prominent advantages noted was the enhancement of contextual understanding. Visual cues—such as body language, facial expressions, and physical settings—provide learners with an immediate sense of situational context that pure audio materials often lack. This added layer of meaning allows students to interpret conversations more accurately, even when certain words or phrases are unfamiliar. The visual support aids in reducing ambiguity, especially in dialogues involving idiomatic language, cultural references, or emotional subtext, making the message clearer and more accessible. This enhanced clarity was also cited as a factor in improving student engagement, as learners found it easier to follow along and remain attentive throughout the lesson.

Beyond cognitive comprehension, audio-visual media also contributed to learners' affective and communicative development. Participants shared that the inclusion of video materials transformed listening practice from a passive activity into an interactive learning experience. The dynamic nature of audio-visual content captured their interest and reduced feelings of monotony or fatigue often associated with traditional listening drills. This shift in learner attitude fostered more active participation, whether in the form of class discussions, vocabulary exercises, or response-based tasks. Moreover, repeated exposure to diverse English accents and intonation patterns through authentic media—such as interviews, films, and documentaries—sharpened students' phonological awareness and listening discrimination skills. They became more adept at distinguishing subtle variations in pronunciation, stress, and rhythm, which are essential components of real-world English communication. The dual coding of information—both auditory and visual—also supported better vocabulary retention, as students could mentally associate new words or phrases with specific images, actions, or scenarios depicted in the videos. These findings suggest that audio-visual media is not merely a supplementary tool but a transformative element in fostering deeper, more meaningful learning outcomes in EFL listening classrooms.

3.3. Challenges and Drawbacks in Using Audio-Visual Media (Deeper Analysis)

While the integration of audio-visual media in listening instruction was largely viewed as beneficial, students also pointed out several notable challenges that warrant careful consideration. A recurring issue involved the excessive duration of certain videos used in class. Many students reported that long or overly complex videos strained their ability to sustain concentration, especially when the content was dense or lacked sufficient breaks for processing. This decline in attention span not only reduced the effectiveness of the learning experience but also caused some students to disengage entirely. Such responses suggest that even highly engaging media can become counterproductive if not aligned with students' cognitive load capacity. Therefore, instructors need to balance the richness of content with optimal video length and pacing, possibly

incorporating pause points for discussion, clarification, or short formative assessments to reinforce key points.

Another significant concern pertained to the technical quality of the materials. Students highlighted that issues such as muffled audio, inconsistent volume, heavy background noise, or poor visual resolution often made it difficult to catch important details, leading to misunderstandings or frustration. These technical setbacks were especially detrimental for learners still developing their English listening proficiency, as they lacked the linguistic strategies to infer meaning from context when the input was unclear. Additionally, some students admitted to an overreliance on visual cues, which, while helpful for immediate comprehension, led to a neglect of auditory focus. This reliance, if left unaddressed, could stunt their growth in pure listening comprehension, particularly in situations where visual support is unavailable—such as in standardized listening tests or real-world conversations via phone or audio-only platforms. These challenges underscore the necessity for instructors to not only choose high-quality and level-appropriate media but also to implement pedagogical strategies that encourage gradual withdrawal of visual support. For instance, scaffolded listening tasks—starting with full audio-visual input and moving toward audio-only practice—can help students internalize listening skills more independently while still leveraging the motivational and contextual strengths of multimedia learning.

3.4. Students' Opinions and Recommendations on the Use of Audio-Visual Media (Deeper Analysis)

Students' feedback on the use of audio-visual media in listening instruction revealed not only a high level of appreciation for its benefits but also a strong interest in refining its implementation for even greater effectiveness. A key theme that emerged was the importance of content relevance and engagement. Students emphasized that audio-visual materials should be carefully selected to reflect real-life situations and current topics that resonate with their interests and cultural context. When materials feel disconnected from students' lives, their motivation to engage diminishes, even if the technical aspects are sound. Conversely, when students are presented with meaningful, authentic content—such as travel vlogs, interviews, or dialogue-driven films—they are more likely to actively participate and retain the information presented. This suggests a clear preference for materials that combine linguistic utility with cultural or personal relevance.

Technical quality was another area of strong concern and recommendation. Students urged instructors to use media with clear audio, proper synchronization between sound and image, and high visual resolution. These seemingly minor technical details significantly influence comprehension and user experience. Poor-quality media not only disrupts learning but also leads to unnecessary cognitive strain, especially for students who are still grappling with decoding spoken English. Students' recommendations thus reflect a desire for a more professional and curated approach to media selection, one that prioritizes clarity and accessibility as much as content substance.

In terms of teaching methodology, students advocated for the regular and structured use of audio-visual media as a core component of the listening curriculum. They appreciated that many instructors had already incorporated such media frequently—sometimes in nearly every class session—which they viewed as beneficial for maintaining consistency and reinforcing listening habits. However, students also suggested that media usage should not stand alone. They proposed integrating follow-up activities such as group discussions, comprehension quizzes, vocabulary analysis, or creative tasks based on the content. These activities, they believed, would deepen their understanding and enable them to use what they heard in meaningful, interactive contexts. For example, after watching a short animated film, students could work in groups to summarize the plot, infer the characters' emotions, or recreate dialogues—thus reinforcing both listening and speaking skills.

Furthermore, students highlighted the importance of aligning the difficulty level of the media with their language proficiency. Content that is too advanced may result in frustration and withdrawal, while content that is too basic may fail to challenge or engage. Their feedback calls for a more nuanced and differentiated approach, where instructors tailor materials based not only on language level but also on individual student progress and feedback. Overall, these insights indicate that students are not passive recipients of multimedia instruction; rather, they are active agents who critically assess their learning environment and offer thoughtful suggestions for improvement. Their feedback underscores the need for responsive pedagogy—one that continually adapts to learner needs, preferences, and evolving language skills.

4. CONCLUSION AND RECOMMENDATIONS/SUGGESTIONS

4.1 Conclusion

Based on the findings of this study regarding EFL students' perceptions of audio-visual media in listening classes, it is evident that such media play a significant and positive role in enhancing the learning experience. The majority of students responded favorably to the integration of audio-visual materials, highlighting that these tools contributed meaningfully to their comprehension of listening content. One of the

primary advantages perceived by students was the visual component, which served as a contextual aid in interpreting spoken language. When learners encounter unfamiliar vocabulary or struggle with fast-paced speech, visuals offer clues that help bridge the gap in understanding. This dual-channel input—combining auditory and visual stimuli—was especially effective in clarifying meaning, facilitating retention, and supporting overall comprehension.

Students also emphasized the motivational impact of audio-visual media. Unlike traditional audio recordings or textbook-based listening tasks, videos and other dynamic formats created a more interactive and enjoyable learning atmosphere. Many students noted that their attention and focus increased when engaging with videos, which helped alleviate the monotony often associated with standard listening exercises. The entertaining and often real-life nature of the content—ranging from films and animated clips to vlogs and podcasts—stimulated greater interest and allowed students to immerse themselves more deeply in authentic language use. This positive emotional engagement, in turn, contributed to greater learning outcomes, as students were more likely to stay attentive and internalize the language they heard.

In addition to improved comprehension and engagement, students identified specific linguistic benefits gained from audio-visual materials. These included enhanced recognition of English intonation patterns, clearer understanding of pronunciation variations, and greater exposure to diverse accents. This exposure is particularly valuable in EFL contexts, where students may have limited opportunities to interact with native speakers or real-life spoken English. Furthermore, students reported improvements in their vocabulary acquisition, as repeated exposure to common phrases and contextual language use made new terms easier to remember and apply.

Despite the largely positive responses, students also expressed awareness of several challenges associated with the use of audio-visual media. One common concern was the excessive length of certain video materials, which could lead to cognitive overload or loss of focus. Long videos without sufficient segmentation or interactive breaks were seen as tiring, especially when comprehension demands were high. Additionally, some students pointed out the issue of poor technical quality—such as unclear audio or low-resolution visuals—which disrupted their learning and reduced the effectiveness of the media. Another critical point raised was the potential for overreliance on visual cues. While visuals aid understanding, they may also lead students to pay less attention to the audio itself, thereby undermining the development of pure listening skills.

In light of these insights, it can be concluded that audio-visual media are most effective when used thoughtfully and strategically. Teachers should carefully select content that is appropriately challenging, relevant to students' interests, and technically reliable. Moreover, integrating follow-up activities—such as discussions, comprehension checks, or vocabulary tasks—can help reinforce the auditory component and prevent overdependence on visual cues. Ultimately, while challenges remain, students view audio-visual media as a powerful pedagogical tool that, when implemented effectively, significantly enhances listening instruction in EFL classrooms.

4.2 Recommendations/Suggestions

Based on the findings, the researcher provides several recommendations for the implementation of audio-visual media in listening instruction. First, lecturers are encouraged to choose video materials that are not only engaging but also suited to students' proficiency levels and aligned with instructional goals. Long and overly detailed content should be avoided to maintain students' focus. Second, it is essential for instructors to ensure the technical quality of the media used, particularly the clarity of audio and visuals. Well-prepared media will support learning effectiveness and help prevent technical issues that may hinder student comprehension. Third, educators should develop learning strategies that balance the use of visual and auditory components. Overreliance on visuals should be minimized to allow students' listening skills to develop more independently and effectively. Finally, students recommended that audio-visual media be integrated consistently into every listening session and accompanied by follow-up activities such as discussions, video content analysis, or listening comprehension exercises. Various media types, including short films, vlogs, animations, and podcasts, may also be used to offer students a more authentic and contextualized language learning experience.

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