#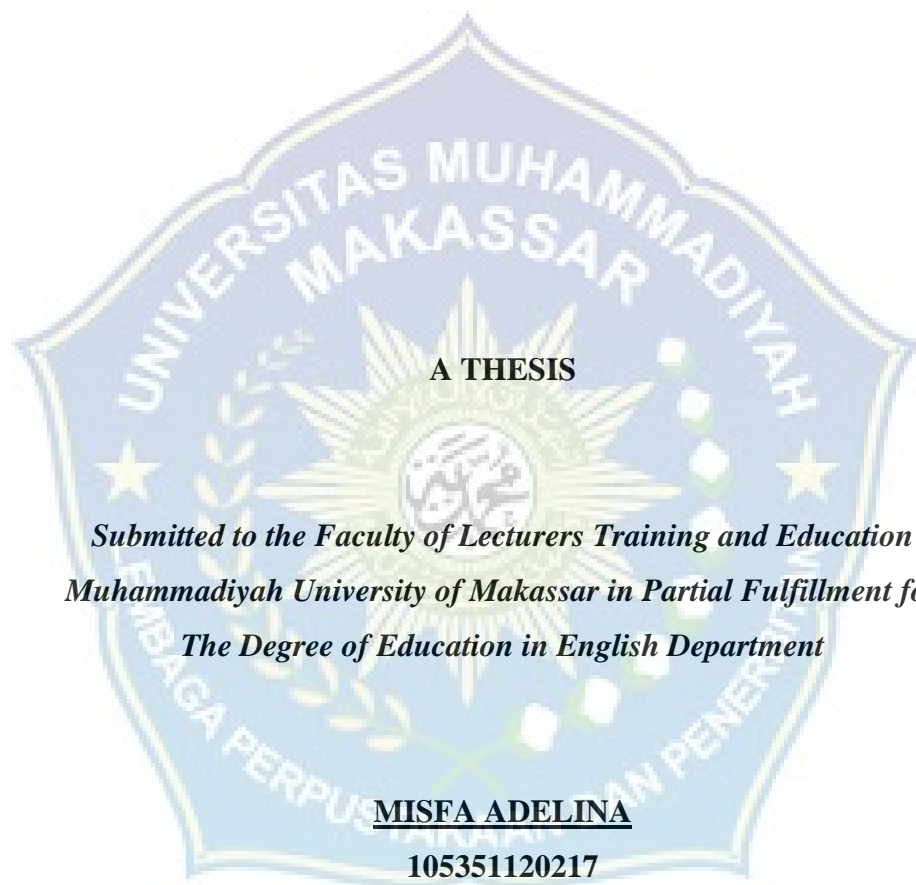 THE IMPLEMENTATION OF AUDIOVISUAL AIDS IN TEACHING CRITICAL LISTENINGAT THE FOURTH SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR

A THESIS

Submitted to the Faculty of Lecturers Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment for
The Degree of Education in English Department

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF LECTURER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023

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Makassar, 18 September 2023
Yang membuat perjanjian,

Misfa Adelina

MOTTO AND DEDICATION

Motto
Its not always easy,
but that's life,
be strong
there are better day ahead.
[MARK LEE]

Dedication
This thesis is dedicated to my beloved parents, my family, and my bestfriends. with
their prayers, motivation, and affection i can be this strong.

ABSTRACT

Misfa Adelina, 2023. *The Implementation of Audiovisual Aids in Teaching Critical Listening at the Fourth Semester Students of Muhammadiyah University Of Makassar.* A Thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Andi Tenri Ampa and Ismail Sangkala

This research aimed to investigate the implementation of audiovisual aids and the type of audiovisual aids used by lecture of English Department Muhammadiyah University of Makassar. The researcher used Descriptive qualitative in this research. This study used questionnaire as instruments in data collection. The researcher took 1 lecturer as sample in this research.

The findings of this research showed that, there are several audiovisual tools are available in the listening classroom such as computers and LCDs. One of the key advantages of incorporating audiovisual tools in classrooms is the ease of material preparation. With the availability of computers, lecturers can conveniently create and modify their teaching materials. They can compile relevant text, images, videos, and interactive components, tailoring them to suit the specific needs and requirements of their students. The investigation into the types of audiovisual aids (AVA) lecturers use in teaching critical listening highlights the diverse and impactful strategies employed to enhance language learning. LCD projectors, native English speaker films, computers/laptops, virtual classrooms, and multimedia/videos contribute uniquely to developing students' critical listening skills. Both the lecturer and learners are benefitted from different audio-visuals materials in language classrooms. Audio-visuals make the language teaching and learning effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many

Keywords: Audio visual aids, critical listening, teaching aids

ABSTRAK

Misfa Adelina, 2023. *The Implementation of Audiovisual Aids in Teaching Critical Listening at the Fourth Semester Students of Muhammadiyah University Of Makassar.* Dibawah tesis jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.. Dibimbing oleh Andi Tenri Ampa dan Ismail Sangkala

Penelitian ini bertujuan untuk menyelidiki penerapan alat bantu ajar yaitu audiovisual dan audiovisual apa saja kah yang digunakan oleh dosen Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar saat mengajar *Critical Listening*. Penelitian ini menggunakan deskriptif kualitatif dan menggunakan kuesioner sebagai instrumen dalam pengumpulan data. Peneliti mengambil 1 Dosen sebagai sampel dalam penelitian ini.

Temuan penelitian ini menunjukkan bahwa telah ada beberapa alat audiovisual yang telah tersedia di kelas mendengarkan seperti komputer dan LCD. Salah satu keuntungan dari menggunakan audiovisual sebagai media ajar di kelas dapat mempermudah persiapan materi ajar dan juga dapat mengefisiensikan waktu. Dengan menggunakan audiovisual, para tenaga ajar juga dapat membuat dan memodifikasi bahan ajar dengan mudah. Mulai dari mengkompilasi teks, gambar, video, dan komponen interaktif yang relevan, selain itu para guru juga bebas menyesuaikan materi ajar dengan kebutuhan dari para peserta didiknya. Mengajar *Critical Listening* dengan dibarengi penggunaan strategi mengajar yang beragam dapat digunakan untuk meningkatkan kemampuan siswa dalam belajar bahasa asing. Proyektor LCD, Film berbahasa inggris dengan *native speaker*, komputer/laptop, *virtual classroom*, dan multimedia/video berkontribusi untuk mengembangkan keterampilan *critical listening* siswa. Baik dosen maupun siswa mendapat manfaat dari materi audio-visual yang beragam dalam pembelajaran bahasa. Audio visual membuat proses belajar-mengajar bahasa menjadi lebih efektif, selain itu audiovisual juga terbukti membuat kelas menjadi interaktif dan menarik, memotivasi peserta didik, memfasilitasi keterampilan berbahasa dan banyak lagi.

Kata Kunci: *Alat bantu audio visual, mendengarkan secara kritis, alat bantu ajar.*

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In the name of Allah, the merciful, the compassionate

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

There are no valuable words to be said but all praises to be Allah, the almighty God, who has sent Muhammad, peace be upon him, to be His prophet and messenger for people all over the world. In writing this thesis, the researcher finds many difficulties, so the researcher realizes that this thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gives spirit, advice, suggestion, and helping.

My highest appreciation and deepest thankful to my beloved parents, my fathers, **Mansyubong and Drs. Amir Hamry, M.P** and my mother **Dra Hasipah**, they always give me spirit and motivation. Also, to all of my family thank you so much for their attention, support and their love.

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On this opportunity, I would like to express profound gratitude, more than I can express, to:

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May Allah SWT always give guidance and blessing to us.

Makassar, September 2023

Misfa Adelina

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CHAPTER I

INTRODUCTION

A Background of Research

Listening has various essential applications in language learning process. To begin, listening is the process of watching or comprehending sounds and identifying words. Second, in terms of communication, English is an international language that unites all countries; nevertheless, due to cultural diversity, the English language is periodically influenced, resulting in diverse accents in different countries. Students must be able to comprehend what they hear when learning to listen, and then they must attempt to explain the significance of the information that they receive (Ardini, 2015).

According to Berne, 1995; Chastain, 1979; Harper, 1985; and Richards, 1983 (in Talalakina, 2012), teaching critical listening is largely focused on teaching comprehension. As a result, throughout the EFL teaching and learning process for listening skills, the students may be exposed to a certain amount of difficulty in comprehending spoken language. The issue appears when EFL students hear audio that simulates a one-way conversation (Chang & Read 2006). In this case, the speaker cannot be seen or interacted with by the students. Critical listening requires higher level thinking skills and the ability to draw conclusions, according to Wuryaningrum et al (2022). As a result, critical listening requires the ability to build information. Comprehension is unquestionably a part of critical listening, but it extends much

beyond that, involving extra cognitive abilities that encourage challenging the material and promoting further debate. Therefore, it is essential to keep these two things in mind while developing instructional listening resources. That is, if a person has good critical listening skills, they also likely have good general skills. This demonstrates how crucial critical listening is.

In order to improve one's practical listening skills, it is necessary to incorporate practical listening materials into one's English listening lessons (Kim, 2015). In order to understand the meaning of the content, students must be able to fully comprehend what they hear during listening exercises. According to Lundsteen (in Wuryaningrum et al, 2022), critical listening requires students to be able to differentiate between facts and opinions, expose assumptions, be receptive to relying on reason and common sense, relate new ideas to old ideas, take notes, and listen morally. In order to improve practical listening skills in an engaging manner, it is crucial to select practical learning resources for English listening courses.

The teaching media has a large effect on educational and training activity. Students can improve their listening skills with the help of using authentic media. Furthermore, media can help students to achieve initially set educational goals. Video resources can be a useful alternative to audio resources for teaching practical listening since they contain phrases and expressions that English speakers use on a daily basis. Eventually, the lecturers should create interesting listening teaching materials to keep students engaged throughout practice. In the current period, previous techniques and approaches for teaching languages have been given a new dimension. The growth of

technology has led in the development of innovative language-learning devices. Language lecturers currently employ a variety of audiovisual aids in language sessions, such as movies, PowerPoint presentations, audio snippets, and so on, to facilitate the teaching and learning process. According to Kim (2015), using audiovisual resources can help students become more motivated, develop their listening interests, and achieve their aim of learning English. The application of audiovisual media is consistently related to learning, especially for students who are still having difficulty grasping concepts. Audiovisual media may be utilized to show a topic, clarify learning messages, and give more concrete explanations in this scenario. Additionally, audiovisual media may help students learn material by allowing them to not only listen but also see it portrayed in a numerous way.

Audio-visual materials provide students with content, meaning, and guidance. They thus create a contextualized situation within which language items are presented and practiced (Celce-Murcia, 2002). Although recent years have been an increasing volume of literature on audiovisual aids and language teaching, there has recently been very little research into suitability and effectiveness of the media for this purpose. Audio-Visual aids are important in education system.

Hence, audio-visual aids are the effective communicative tools between the lecturers and the learners. Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc called instructional Aids (Rather, 2004). When applied to critical listening,

audiovisual aids offer distinct advantages over traditional teaching methods. Critical listening and audiovisual aids is symbiotic, as both elements enhance the communication process. Critical listening allows individuals to analyze and evaluate the information being presented, while audiovisual aids engage multiple senses, capturing attention, facilitating understanding, and enhancing memory retention. By incorporating visual and auditory elements into the presentation, learner can create an environment conducive to critical listening, leading to a more fulfilling and effective communication experience.

Based on the description above, the researcher intends to find out how the lecturer implement the audiovisual aids in teaching critical listening, and what types of audiovisual aids that they use. So that this problem becomes an interest to be researched "**The Implementation of Audiovisual Aids in Teaching Critical Listeningat The Fourth Semester Students of Muhammadiyah University of Makassar**".

B Problem Statement

Based on the previous background, the researcher formulated the research questions as follows:

1. How is the implementation of Audiovisual Aids in teaching Critical listening?

2. What types of audio visuals are used by lecturer?

C   Research Objectives

In relating to the problem statement above, the objectives of the research are;

1. To know the implementation of audiovisual Aids in teaching Critical listening

2. To know the type of audiovisual that used by the lecturer.

D   Significance of the Research

The significances of this research is expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. For lecturers, it can be used as more references to use media to improve students' skill particularly in listening, espesially using the audiovisual aids as the teaching media.

2. For students as the subjects of the research, it can be motivation to improve their listening skills by using audiovisual aids as learning media.

E   Scope of the Research

In collecting the data for this research, the researcher would limit this study only focuses to know the implementation of audiovisual aids on students Critical listening and to know the type of audiovisual they using at the Fourth semester of English education department of Muhammadiyah University of Makassar.

CHAPTER II

LITERATURE REVIEW

The researchers covered numerous essential issues connected to this research in this literature review to establish a framework for the problem.This chapter first provides various definitions of language used in reference journals relevant to the concept of listening and the concept of Audiovisual aids, followed by a review of related studies and a conceptual framework.

A. Previous Literature Findings

There are several researchers have been conducting studies relate to this research, there are as follows:

Vishnupriya et al (2022) shows that when teachers are provided audio-visual aids, their teaching has become effective and their learners have become able to build and expand their personal grasp of the areas of learning. Teachers also have founded visual aids beneficial and relevant to their profession, especially in making effective lesson plans, in delivering quality book knowledge, in maintaining classroom environment, in making tests for evaluation purposes, and in constructing feedback to learners. audio-visual aids has helped teachers to make their teaching effective collectively in all the disciplines of the teaching profession. The usage of audio-visual aids and resources have helped teachers to refocus their perspectives, views, experiences, failures, and successes regarding the activities of their teaching as a whole.

Rezaie et al (2011) stated that As technology improves, educational capabilities increase correspondingly. The emergence of inexpensive computer technology and mass storage media, including optical videodiscs and compact discs, has given instructional technologists better tools with which to work. With even newer technologies now being developed, such learning stations will eventually be commonplace in homes for both entertainment and educational purposes.

According to Brian et al. (2017), using audiovisual media as a listening teaching technique enhanced students' listening comprehension. The use of audiovisual media as a teaching tool for teaching listening is highly recommended as one teaching media choice because audiovisual media may help students enhance their listening comprehension by giving both an aural source and a visual representation; Audiovisual media may also be employed as a valuable tool to help learners know listening comprehension in an interesting way.

Qamariah et al (2020) found that audiovisual aids in classes can assist students learn to listen better. The aims of this research is to find out the type of audiovisual aids used by the lectures in listening class. Teaching listening becomes more engaging when using audiovisual aids to assist students focus on the topic. Based on students' view, the use of audiovisual aids allows them to obtain background information on any topic that they need. The use of audiovisual aids also helps students to receive more exposure to the target language and culture.

Pramesti et al. (2021) stated that students' listening skills improve as a result of engaging in audiovisual learning. This study aims to know the extent to which

students' listening skills can be developed by using audiovisual as teaching media. Because of this, students' ability to pay attention before utilizing audiovisual media was degraded. Additionally, when employing audiovisual media, students are more engaged and motivated to learn, especially when participating in listening activities, exchanging knowledge, and requesting suggestions.

Similar studies are being conducted to determine the impact of audiovisual assistance on students' listening skills. The difference from these study and my research is the methodical approach, subjects. Furthermore, my research solely seeks to determine the implementation and the type of audiovisual aids at Muhammadiyah University of Makassar Fourth semester students.

B. Some Partinen Ideas

1. The Concept of Listening

Listening as one of the linguistic skills is animportant factor for the success of foreign-language learners as they engage either with their friends in school or with people outside the school. Listening is also known as the passive skill.This is misleading because listening skills allow the listener to be personally interested in the issue. To recreate the meaning intended by the speaker, the listener must intentionally combine information from both linguistic and non-linguistic sources.

On the other hand, language learners do not analyze the extent of effort involved in developing listening ability. Listeners are intensely engaged in understanding what they hear, utilizing their own context knowledge and language

skills to focus on the information provided in the audio text, rather than just receiving and collecting auditory input. Not all listening is the same; for example, informal greetings need a different sort of listening ability than formal lectures.Language learning entails intentional listening through the use of skills for analyzing and interpreting sounds. Listening requires a sender (person, radio, and television), a message, and a receiver (the listener). In addition, listeners have to deal with the sender's preference of vocabulary, structure and distribution pace.

In second-language environments where the receiver frequently has little linguistic control, the complexity of the listening process is increased. Despite the relevance of listening in language acquisition and teaching, language lecturers must assist their students to become competent listeners. This involves modeling listening methods and providing listening experience in authentic situations, such as those that learners are likely to encounter when learning a language outside of the classroom, in a communicative approach to language training.

a. **The Definition of Listening**

According to Sadiku (2015) listening is another requirement in language. The more effective the listener, the more successful and contented they will be. Listening is more than just hearing: it is a condition of receptivity that allows for comprehension of what is heard and ability to participate in the communication process. The ability to receive has an impact on the ability to

produce. When they are skilled at listening, they will understand and even improve at productive skills such as speaking and writing (Hendrawaty, 2019).

There are seven important components to listening: (1) will, (2) focused attention, (3) perception, (4) interpretation, (5) memory, (6) responding, and (7) the human element (Purdy et al, 1997). These seven elements are essential to the dynamic and active listening process. Because listening is dynamic, even while there are necessary components, the act of listening itself is never the same twice.

Listening is one of important skill to improve especially when learning a foreign language. Listening capacity is described as the ability to absorb the meaning of words spoken behind them. When people listen, they identify the sound or words of what the speaker says and then use their prior knowledge to make clearer understanding of what they hear as their understanding grows through the listening process. The majority of people listen to confirm their assumptions or to gain knowledge, whether general or specialized.

Listening is a crucial skill in communication since it determines the success of conversation between each individual. Listening is the most often used language modality, and it must be done in real time. According to Sari et al (2013), there is no second opportunity until listeners specifically ask repetition when listening to speakers.

The complexity of the listening process is emphasized in foreign language situations where the receiver often has no linguistic control. Despite the

importance of listening in language learning and instruction, language lecturers must help students become proficient listeners.In a communicative approach to language instruction, this includes modeling listening practices and offering listening experience in genuine circumstances, such as those that learners are likely to face when studying a language outside of the classroom.

b. Type of Listening

Listening is the ability to understand, assess, select, receive, analyze, and react appropriately to the meaning of another person's verbal and nonverbal information. There are several kinds of listening that people use to communicate to another people:

1) Discriminate Listening, in which people employ discriminatory listening to differentiate sounds and develop sensitivity to nonverbal information.This style of listening, requires the fundamental ability to notice both verbal and nonverbal parts of a communication (Purdy et al, 1997).

2) Aesthetic Listening was defined as those who listened to a speaker or reader aesthetically while they were looking for pleasure and fulfillment.It's fun to listen towards someone read a story or recitespoetry.Lecturers motivate students to read aloud and teach them how to envision characters, incidents, and figurative language.

3) Efferent Listening was an excellent method for individuals to listen to information, and this type of listening is necessary in a variety of educational

techniques, especially theme stages.Students determine the speaker's goal, identify key concepts, and then arrange the material they hear in order to retain it.

4) Critical Listening is the process of listening to others in order to assess a message.Listeners focus on understanding the message, as in efferent listening, but they must analyze the message to identify persuasive language, appeals to emotion, and propaganda tactics. Critical listening is used when people are listening to political speeches, debates, commercials, and other arguments.

5) Therapeutic Listening, those who listened to allow a speaker to communicate through a problem. It is listening with the other person's interests in mind (Purdy et al, 1997).

c. **The Notion of English Listening Skill**

Listening activities are usually subcategorized as pre-listening, while-listening, and post listening

1. Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening lecturer may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or

what speakers are going to say, based on the information they have already got.

Pre-listening activities usually have two primary goals: (a) to help to activate students' prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task. The lecturer could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of a controlled practice activity could be a drill activity that models the same structure or vocabulary.

2. While-listening Activities

While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language. An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information.

A variation on the —filling in the missing word listening activity could be to use the same listening materials, but to set a pair work activity

where student A and student B have the same worksheet where some information items are missing.

3. Post-listening Activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage Critical and critical listening and reflective thinking. As well, post-listening activities provide opportunities for lecturers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the Critical and critical levels.

Based on the explanation above, pre-listening, while-listening, and post-listening activities can be applied in the process of teaching listening for the students. Those activities are supported by some strategies in order to make the activities more success; metacognitive, cognitive and social/affective strategies.

d. **Critical listening**

Critical listening, according to Hiner (2016), is the type of listening that leads to deep understanding and effective communication. It implies monitoring our own listening and attention to the implications, assumptions, and concepts

embedded in information, and assessing our own biases, lack of clarity, and recognizing deficiencies. According to Tubail (2015) critical listening is an advanced kind of listening that involves higher-order cognitive abilities such as interpretation, judgment,analysis, and evaluation. So,critical listening, can be defined as listening in a process which will be identified. It is a method of comprehending what is being said as well as evaluating, judging, and forming an opinion about what the listener has heard. The listener evaluates the content's weaknesses and strengths, agrees or disagrees with the data, and analyzes and synthesizes the information.

To put it another way, the listener evaluates everything that the speaker has said in order to identify whether the information and arguments made by the speaker are trustworthy and reliable (Baharman et al, 2019). Another explanation of critical listening is to determine the speaker's purpose, such as in debates, conversations,discussions,preaching, or to detect emotional variances, exaggerated propaganda, confusion, and aggravation, among other things.

Listening activities are more prevalent in everyday activities than other language activities, particularly in critical listening and active listening. Everyone receives information in the form of knowledge or ideas through the process of listening (Baharman et al, 2020).Critical listening requires intense concentration and a thorough understanding of the listening speech's message. Proper interaction with auditory speech necessitates the realization and deduction of relationships, as well as the ability torealize, discriminate, and

compare the speaker's true objectives. It is a leveled process that begins with simple levels and progresses dynamically and quickly to more complicated levels.

Students need to identify between facts and opinions, as well as evaluate whether the material is important to their analysis and evaluation (Santihastuti et al, 2019). Critical listening is one of the required skills that focus on teaching students to be more critical of the material they hear or see in order to develop appropriate judgments or conclusions. Students must prepare for critical listening in learning since they are expected to be problem solvers, decision makers, and never stop learning (Arono, 2015).

e. The Strategy of Critical Listening

One strategy for creating or aiming for learning application is to enable effective and conducive listening abilities, particularly critical listening skills. According to Baharman et al. (2020), there are many degrees of critical listening strategies that applied in their research:

1) Listening Stage

There is a process of verbal informing from the speaker to the listener during the listening stage. The type of information that must be interpreted in the form of oral text or linguistic sound codes (sounds, words, phrases, or discourse). At this point, a listener must be aware with the vocabulary and meaning of each language to which they exposed. The listening process

should be carried out with complete attention and focus, and it must not be readily disrupted by elements from outside the simulated content.

2) Identification Stage

The listener conducts the identification step after receiving the input in the form of sound (language) in his/her memory. The stimulus must be replied to by recognizing the information; the message information is therefore organized, analyzed, and carried out in a succession of thinking points to complete the language elements. The sorting of each subject or messaging concept also involves identification.

3) Interpreting Stage

After all communications have been correctly recognized in certain categories, the interpretation process begins. The interpretation that starts with appreciation is carried out, particularly in speech data or oral texts that include the core message's contents. All message contents or ideas of thought linked to message contents sought by the speaker are interpreted. The interpretation will give the genuine meaning of the communication, such as what the speaker says.

4) Understanding Stage

At this point, the lecturer make sure listeners are attempting to comprehend all of the data material acquired (comprehension fact). What has been interpreted must be thoroughly comprehended in its entirety. In other words, the level of comprehension is the process of attaching meaning to the

message being heard in order to get as near to the message intended by the speaker as possible.

5) Assessing Stage

The act of assessing is the process of appreciating the message that has been interpreted, understood, and received. Assessing entails putting a value on anything and linking the message's meaning with something in reality so that it has an obvious use. Assessing also involves matching the message to the user's interests, whether individually or in groups, in order to suit their life's demands.

6) Critical Response Stage

In this stage listener is putting critical thinking skills to the test by asking the question, "What is the cause and why?". The assessment results, which are the results of relating the message's meaning to its usefulness, should be evaluated through asking some important questions, such as why.

According to Arono (2015) students' listening strategy performance in enhancing critical listening ability could provide: (1) effective activities, the students can produce active, effective, and creative process learning individually in assessing and growing each step of the listening learning model. (2) Appropriate listening learning material can help learners develop their critical listening abilities. (3) The implementation of critical listening strategies in interactive multimedia can increase students' critical listening abilities, making interactive multimedia suitable for use as a listening

learning medium.(4) When compared to audio learning resources, interactive multimedia can improve students' critical listening skills since multimedia includes not only the auditory but also the visual aspects of listening.

2. Audiovisual Aids

Audiovisual aids are educational tools that combine audio and visual elements to help students learn more effectively. Hearing is the literal definition of audio, whereas visual refers to what can be seen with the eyes.Audio-visual aids are classroom technologies that make learning more enjoyable and simple. These can also assist lecturers in communicating messages or knowledge in situations where traditional teaching is ineffective. Audio-visual aids encourage students to learn about subjects that they aren't interested in.

It is a well-known fact that people forget stuff. It is expected for lecturers to draws students' attention using imaginative ways such as character portraits, objects, voiceovers or the combination of visual and audiotory media. It also assists students in remembering what they have learned.Audio-Visual aids give a complete educational environment for the students. It allows students to get hands-on experience without leaving the classroom. And also it helps students to have a more realistic and engaging learning experience.

a. **The Definition of Audiovisual Aids**

According to Merriam-Webster, audiovisual aids are instruments that combine visual and auditory senses to make learning and teaching easier.Based on Dictionary.com, audiovisual media include films, audio, photographs, and other media that are used in classroom education, library resources, or other settings.The audiovisualaids is a type of media that employs the senses of sight and hearing in the receipt of messages or content, such that the media has established a stimulus to elicit the senses' performance (Rozali, 2015). We may infer from the definitions that audiovisual aids are technologies or materials that appeal to both the senses of hearing and sight, so the teaching-learning experience will be more interesting.

'Audiovisual Aids,' 'Instructional Material,' and other terms are used to describe materials that attempt to make things clear to us through the use of our senses. All of these instructional materials make learning environments as real as possible and give us with first-hand knowledge using our auditory and visual senses. As a result, audiovisual media includes every technology that improves the learning process by making it more authentic, dynamic, and tangible.

An audio recording can be enhanced by a visual presentation of material (such as written text, video, or pictures). This refers to and summarizes the visual material. In a face-to-face educational environment, instructors employ audiovisual aids to assist their teachings. They might take the form of an

interactive whiteboard. Educators can enhance their audio lectures with visual information. The use of projectors and textual/visual presentations can also act as a point of reference. This helps to direct the presentation while also emphasizing essential points that consumers should be aware of.

The following are some of the benefits of audiovisual aids in the teaching and learning process:

1) To show historical material: images of notable events, people, and places might be used for this purpose.

2) To display advanced materials, such as images, paintings, diagrams, projectors, transparencies, video, strips, models, television, YouTube, and so on. Learners in outlying areas may be given information and comprehension of numerous topics. Video audiovisual aids can be employed as realistic content input as well as a motivating technique in listening comprehension (Yusroh, 2018).

3) To summarize a series of observations: after a field trip, an appropriate film gives a quick summary of what was observed.

4) To provide data about microscopic materials: Charts, models, transparencies, and projected slides are effective for displaying information about microscopic materials such as microorganisms.

b. Type of Audiovisual Aids

Audiovisual aids may be utilized to show a concept, clarify learning messages, and give more specific explanations; additionally, audiovisual media can boost students' comprehension since students not only listen but can also see the content that is displayed in a more varied manner (Pramesti et al 2021). This may be easily categorized based on sensory experience.Humans acquire the majority of their experience from direct sensory contact. According to Hawson 2008, There are several things Audiovisual tools can include everything seen and heard in the classroom, such as:

1) LCDs are a valuable type of audiovisual aid that revolutionizes the way information is presented and understood. Their versatility, high-quality display, and interactivity make them an ideal choice for classrooms, conference rooms, and other educational settings. By combining auditory and visual elements, these devices facilitate engagement, comprehension, and retention among learners. The incorporation of LCDs in teaching materials not only enhances the learning experience but also promotes inclusivity, ensuring that all students can benefit from the visual aids' advantages.

2) Film, have been a classic audiovisual aid for many years. Projecting films onto a screen or wall provides a unique and immersive experience for the viewers. in similar examples, can give valuable data for class reflection and

discussion. Currently, many instances are accompanied by videos. They create a cinematic experience that can captivate and transport the audience to different worlds and narratives. Films also have the advantage of being highly dynamic and expressive, with the ability to convey emotions, narratives, and messages through visual storytelling techniques such as camera angles, lighting, and editing. Some may just be talking-head representations of the protagonist discussing what happened; others may be more extensive tours of facilities and interviews with various key personnel that significantly contribute to the data accessible to students.

3) Computer

In order to improve learning, computers are increasingly being projected onto enormous screens by machines. Ceiling-mounted high-resolution projectors are getting more powerful and cost-effective. Lecturer can prepare a series of "slides" or charts and then project them in class, with very little attention to the computer keyboard, using the presenting capability of many software applications. Lecturer can display spreadsheets, charts, or any other program Lecturer desires. The ability to have the entire class create a disk analysis or presentation is a wonderful instructional aspect of this systems.Then, the lecturer may assign various students to utilize the host computer, or if the classrooms are suitably networked, they can connect to the network from their desks and exhibit their data and analysis.

4) Television

The television has acquired a number of acronyms. The power of television is immense. It's a broadcast medium, and provides experiences that are both visual as well as auditory. So, it has an advantage over radio, where the audience is only listening. It can mesmerize its audiences and has an immense quality to hook up viewers across the 10 limits of time and space. Its coverage is far and wide. It can diffuse the requisite information, impart skills and change attitudes due to its mesmerizing qualities, visual impact and mass appeal.

5) Virtual classrooms

Virtual Classroom bring education to life by creating an immersive and interactive learning environment. This audiovisual aid utilizes technology to connect students and educators regardless of physical limitations. Virtual classrooms typically consist of videoconferencing platforms that allow real-time communication and collaboration between students and teachers. Students can join the classroom from any location, thus enabling access to quality education irrespective of geographical constraints. Additionally, this aid provides various interactive tools such as online whiteboards, chat features, and file-sharing options, enabling students to actively participate in discussions and engage with the learning material. Consequently, virtual classrooms promote inclusivity, encourage

student participation, and foster meaningful interactions in the educational landscape.

6) Multimedia

Multimedia refers to the integration of various forms of media such as text, images, audio, and video to enhance the learning experience. Multimedia offers a multi-sensory approach to education, catering to different learning styles and preferences. For instance, auditory learners benefit from audio recordings, while visual learners find images and videos helpful in grasping complex concepts. The use of multimedia aids in education helps to capture students' attention, stimulate their imagination, and consolidate learning through repetition and reinforcement. Moreover, multimedia provides the opportunity for educators to present information in an interactive and dynamic manner, making the learning process more engaging and memorable. Whether it is a slideshow presentation, an educational video, or an online interactive module, multimedia aids allow students to learn at their own pace and revisit the material as needed.

Audiovisual tools are fantastic classroom resources. They assist students with various learning styles in grasping and remembering lesson material. When properly managed, they may be smoothly and transparently integrated into the classroom. They can become big distractions and hindrances to successful learning if not managed properly. We urge both new

and experienced instructors to experiment with and use the different techniques mentioned below to add diversity, impact, and power to their instruction.

c. The Implementation of Audiovisual Aids.

One of the main advantages of audiovisual aids is that they can make complex concepts more accessible and understandable. For example, a science video can demonstrate scientific experiments and phenomena that would be difficult to replicate in a traditional classroom setting. By allowing students to visually observe these concepts, audiovisual aids make it easier for them to grasp and retain information. This enhanced understanding leads to increased engagement and motivation, ultimately resulting in improved academic performance. Educators, in their quest for effective implementation, often employ a diverse range of methods and strategies. For instance, a literature professor might use video clips to animate discussions about classic novels. By introducing audiovisual content at key moments, the educator enhances engagement and deepens comprehension. This involves a deliberate choice of aid, its timing, and its integration into the curriculum.

Furthermore, the Selection and Adaptation of audiovisual aids is vital. the importance of aligning teaching materials with the learners' prior knowledge and experiences to facilitate meaningful learning (Jonassen, 1991). This entails explaining how educators carefully choose content or adapt existing material to

align with their teaching objectives and the needs of their students. In doing so, they ensure that the aids are relevant to the curriculum and resonate with their audience.

Effective implementation also entails engaging students with a variety of Engagement Techniques, which can encompass strategies like pausing videos for in-depth discussions, designing interactive multimedia activities, or assigning reflective tasks. It is emphasizes that students learn best when they are actively engaged in the learning process. It encourages students to participate in class discussions, collaborate on projects, and interact with the content, rather than passively receiving information through lectures (Prince, 2004).These techniques ensure that students actively participate in the learning process and apply critical thinking skills to audiovisual content.

Additionally, educators must consider the alignment of their implementation with the learning objectives. They must ensure that audiovisual aids complement and reinforce the educational goals of their lessons or courses. This means that the selection and implementation of these aids should be carefully aligned with what students are expected to learn.

The successful implementation of audiovisual aids hinges on assessing their impact on students' critical listening skills. Educators often seek Assessment and Feedback, involving feedback from students through surveys or discussions to understand what worked well and what could be improved. Focuses on using assessments to inform and shape the learning process emphasizes ongoing

feedback to improve student learning and understanding (Black and William, 1998). It also involves evaluating the extent to which the chosen aids and their implementation were effective in achieving the intended learning outcomes.

Importantly, educators bring their unique Teaching Philosophy and Style to the implementation of audiovisual aids. Philosophy of Education is the overarching theory that underpins teaching philosophies. It encompasses various philosophical approaches to education, such as Pragmatism, Perennialism, and Constructivism, each of which influences an educator's teaching philosophy (Knight, 2019). Learning is most effective when it involves concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Educators may align their teaching philosophy and style with this theory to create more experiential and interactive learning environments (Kolb, 1984). Some may prefer interactive activities, while others may seek for more traditional approaches. This personalized approach influences the choice of aids and the strategies employed to implement them.

Challenges can be part of the implementation process, and educators must adapt their strategies accordingly. It explores how the limitations of working memory can pose challenges to learning. Educators often need to adapt their teaching materials and methods to manage cognitive load effectively (Sweller, 1994). In this context, discussing Challenges and Adaptations showcases the flexibility and problem-solving abilities of educators as they navigate the terrain of teaching with audiovisual aids.

Lastly, access to Resources and Support plays a crucial role in implementation; it emphasizes the intersection of technological knowledge, pedagogical knowledge, and content knowledge (Mishra & Koehler, 2006). This includes the availability of technology, professional development opportunities, and support from instructional designers or educational technologists to help educators effectively integrate audiovisual aids into their teaching.

The Implementation of Audiovisual Aids dimension underscores that it is not merely the selection but the skilled execution of these aids that shapes critical listening. Educators, as orchestrators of the learning experience, wield audiovisual aids as instruments to cultivate a generation of discerning listeners, well-prepared to navigate an information-rich world. By including these aspects in your framework, you offer a holistic perspective on the role of educators in shaping the educational landscape.

d. Lecturer's Approach in Using Audiovisual Aids

In the ever-evolving landscape of education, the integration of audiovisual aids has reshaped how we approach teaching and learning, particularly in the realm of critical listening. The use of audiovisual aids in the classroom has become increasingly prevalent in recent years. Using Audiovisual aids can greatly enhance the learning experience for students, especially when it comes to teaching critical listening skills. This hands-on

approach encourages active learning and helps students develop a deeper understanding of critical listening.

Lecturers can adopt teaching styles ranging from lecture-based to interactive, each with unique implications for the integration of audiovisual aids. When an interactive approach is embraced, students actively engage with audiovisual content, which can have a profound impact on the development of critical listening skills (Mayer, 2001).

There are several approach that lecturer use in using audiovisual aids:

1) The lecturer's teaching style

   This syle plays a crucial role in the implementation of audiovisual aids. In this approach the lecturer encourages active participation and engagement among students.

   a) Interactive teaching promotes active student engagement. It is important for teachers to continuously develop their skills and knowledge in interactive teaching methods to provide the best learning experience for their students (Eli, 2021). Lecturers encourage participation, discussions, group activities, and collaborative learning. Students have the opportunity to ask questions, share their ideas, and work on projects. This teaching style fosters a dynamic and participatory classroom environment.

   b) Blended Learning is a teaching approach that combines face-to-face instruction with online learning. It is a planned, pedagogically

balanced, adaptive combination, integration, and interpenetration of technologies (face-to-face and distance learning, formal and informal learning, real and virtual, individual and collective learning) with the aim of optimally satisfying the educational needs of participants in the educational process through the use of intelligent technologies (Mintii, 2023). Blended learning combines both in-person and online instruction. Lecturers use a mix of face-to-face teaching and technology to create flexible and dynamic learning environments. Students engage with online resources, discussions, and multimedia elements alongside traditional classroom instruction.

2) Technology Integration

This aproach incorporates technology into teaching is vital. Since one of language teachers' key tasks is to help their students understand how linguistic and cultural norms operate, it is important for teachers to address how language is used in ways both old and new across different material mediums and technologies (Chun et al, (2016). It includes the use of audiovisual aids such as projectors, multimedia software, Learning Management Systems (LMS), or interactive whiteboards. Technology integration aims to improve the teaching and learning experience by providing educators and students with tools and resources that enhance the educational process.

Lecturers may vary in their proficiency and comfort with technology, which impacts the effectiveness of audiovisual aids.

3) Content Selection

Content Selection is deciding which audiovisual materials to use. When using audiovisual aids in teaching listening, it is important to provide clear instructions to students on how to use the materials and what they should be listening for. This can help to ensure that students are engaged and focused during the listening exercise (Jiménez, & Andrés, (2018). This decision is influenced by the relevance of the content to the learning objectives and the suitability of the materials for the audience. Lecturers must consider whether the aids enhance comprehension and engagement.

4) Assessment Methods

Assement Method is how lecturers evaluate student learning related to critical listening skills. Assessment methods may include quizzes, group discussions, presentations, or reflection papers, and they should align with the use of audiovisual aids. Instructors can use assessment methods to identify if students are meeting grade-level standards, provide actionable feedback to improve teaching strategies, and determine the metrics of measurement for student understanding of and proficiency in course learning objectives (Fisher, 2019)

5) Scaffolding Activity

Scaffolding is a sequence of different types and degrees of responsive support provided by the teacher to the learners during the process of learning new or difficult language skills (listening comprehension skills in the present study) (Al-Yami, 2008). It represents the difference between what a learner can do independently and what they can achieve with guidance and support. The goal of scaffolding is to help students to bridge the gap between what they can do independently and what they can achieve with guidance. Ultimately, the aim is for students to become more self-sufficient and independent learners.

6) Self-regulated Learning

It focuses on students taking an active role in their learning by setting goals, monitoring their progress, and adapting their strategies. Bandura (2012) emphasizes the importance of self-regulation and self-efficacy. In the context of teaching critical listening, this theory suggests that students can develop their critical listening skills by setting goals for what they want to achieve, monitoring their progress, and adjusting their strategies as needed. Audiovisual aids can be used as a tool for students to practice self-regulated learning (Bandura, 2012).

7) A holistic approach

It encompasses a comprehensive and integrated method that addresses various aspects of critical listening, including cognitive, metacognitive, affective, and social dimensions. A holistic approach to teaching English involves developing students' critical thinking skills, such as analysis, evaluation, and synthesis, to help them become more effective communicators (Al.qomoul (2018). Holistic education engages the whole person in the learning process, encompassing intellect, emotions, and creativity. Holistic educators make learning enjoyable and engaging while tapping into their students' intuitive, logical, and creative abilities. Such an approach to learning is particularly vital for young learners.

e. **Importance of Audiovisual Aids in Teaching and Learning Process**

The modern student's attention span is substantially shorter than it formerly was, and this has an impact on how they process information. Classroom aids that help students stay focused are the way of the future. Innovative materials, including PCs, cell phones, the internet, language laboratories, and media support, are useful tools for teaching and learning (Farooqui, 2020). Lecturers and students must recognize that these new technologies should not be used to replace conventional learning. Instead, it should work to improve it. The value of audiovisual technology in the classroom is typically determined by how it is

implemented. Especially because nowadays almost all of the students rely on technology.

According to Rozali (2015), technology should be brought into the classroom because: 1) technology is not limited by the classroom walls, 2) technology is less concerned with providing an equality of opportunity for everyone to learn, and 3) technology not only limits its use in the classroom, but which also develops the real world situation. Technology has provided visual resources to instructors, administrators, and other students, increasing student involvement in the classroom.

Based on Padhi (2021), the importance of audiovisual aids are:

1) The senses are thought to be the entrance to knowledge.Audio-visual aids encourage the use of as many senses as possible, facilitating the acquisition of maximal learning on the part of learners.

2) Based on maxims of teaching, the use of audio-visual aids assists the instructor in following educational maxims such as "concrete to abstract," "learning by doing," "simple to complicated," and "known to unknown," and others.

3) Attention is the most important aspect in any teaching-learning process. Audio-visual tools assist lecturers in generating appropriate settings and environments for engaging and retaining students' attention and interest in class activities.

4) Audio may save both lecturers' and learners' energy and time. Through its application, abstract topics may be easily defined and grasped.

5) Individual variances exist among learners. The utilization of various sorts of audio-visual aids helps in fulfilling the needs of diverse types of students.

6) With the introduction of audio-visual aids, there will be less room in the classroom for the formation of a dull,passive, and uninteresting environment.

7) The use of audio-visual aids contributes in the development of a scientific mindset in students.

8) Audio-visual aids relate to the student's basic drives, instincts, inner desires,and reasons, and hence serve as a powerful motivational factor for energizing learners to "learn successfully."

9) Audio-visual aids help to clarify a variety of complicated, abstract concepts relating to subjects.

C. Conceptual Framework

The purpose of this research was to investigate and describe the use of audiovisual in the teaching of critical listening. Listening is a fundamental talent that students must learn in order to interact with one another; they must strengthen their skills as much as possible. In this scenario, the lecturer plays a

vital role in assisting students in developing their skills, one of which is through the use of effective media.

In this research, the researcher conducted questionnaire that contain several way that the lecturer might used to teach critical listening, the questionnaire also involved several types of audiovisual aids that the lecturer might be use in class. It was carried out to discover how lecturers utilize audiovisual aids as learning medium in the classroom and what types of audiovisual aids are used by lecturers while using audiovisual aids. This framework illuminates the intricate dynamics among various elements, aiming to provide insights into the strategies, techniques, and choices made by educators. The key components of this framework are as follows:
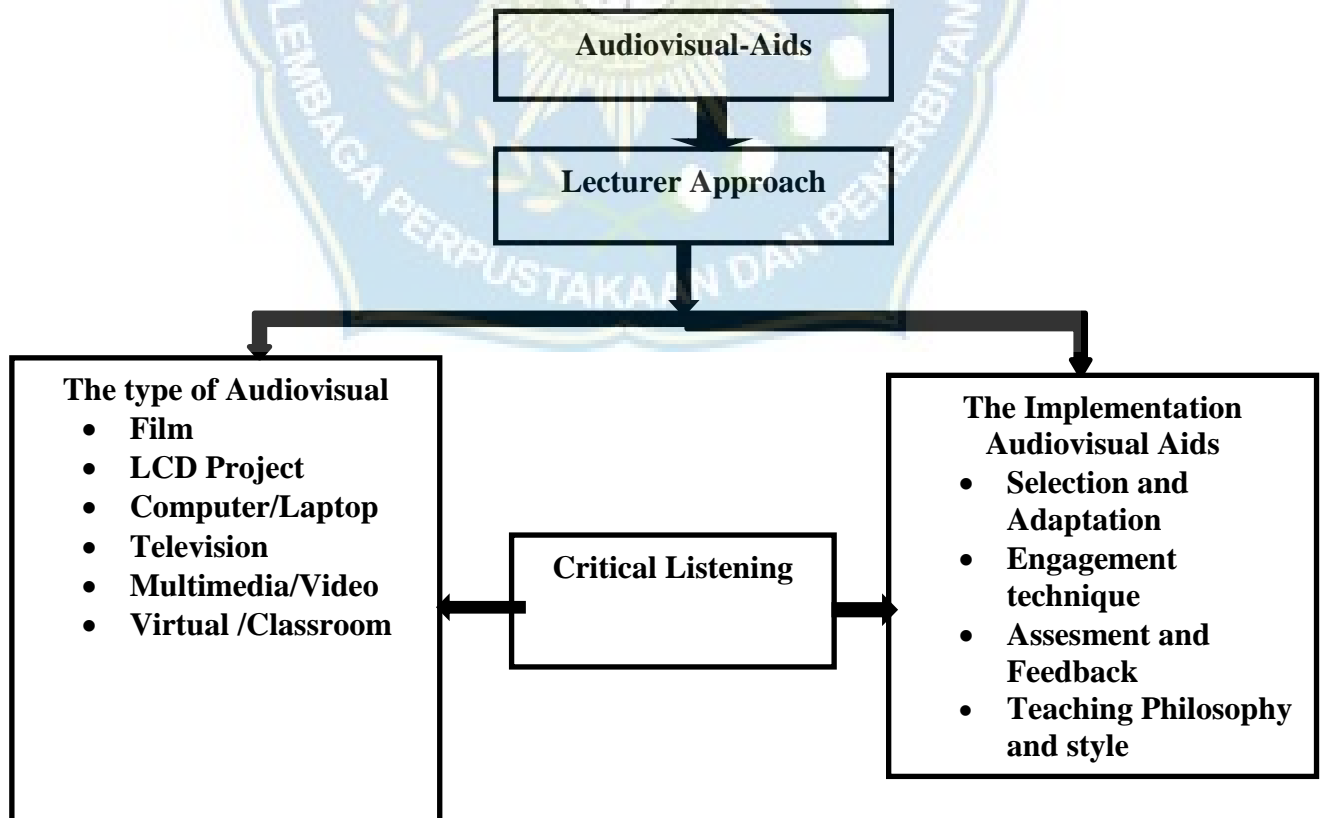
By delineating these five interrelated components, the conceptual framework offers a comprehensive view of the dynamic relationship between educators, students, the specific types of audiovisual aids chosen, and the learning environment in the context of teaching critical listening. It provides a roadmap for investigating how educators' strategies, techniques, and choices influence students' development of critical listening skills. This framework underscores the pivotal role of educators and the nuanced ways they implement audiovisual aids in cultivating critical listening skills, contributing to a deeper understanding of their pedagogical practices.
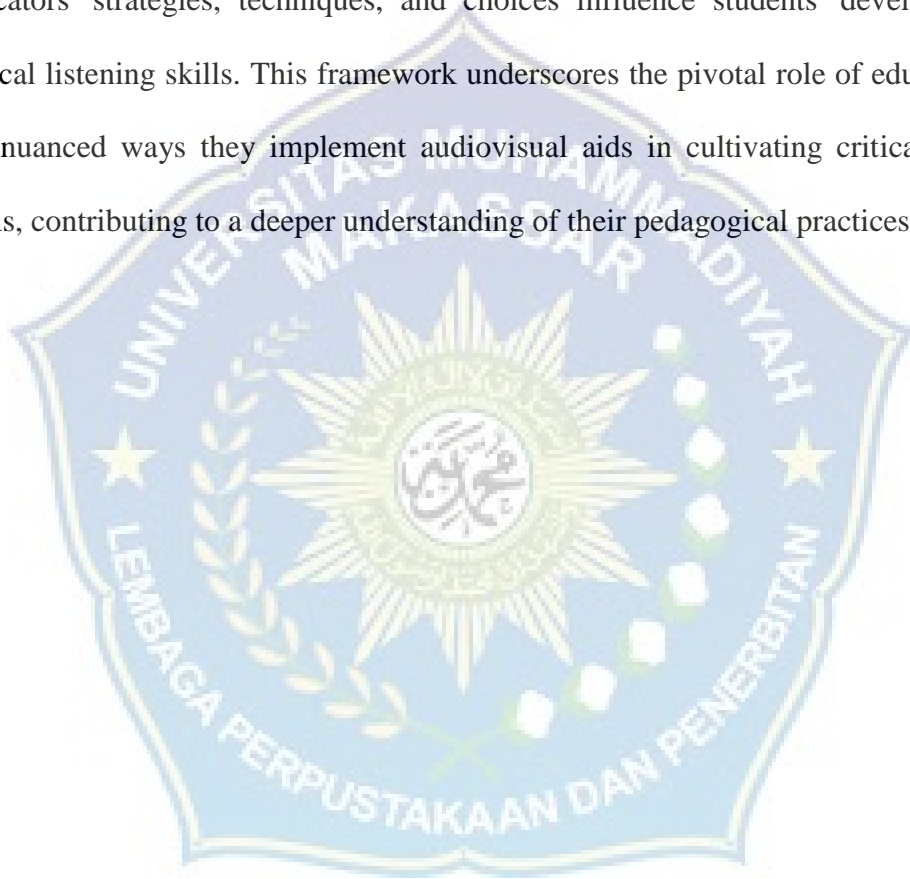
CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explain about research design, research variables and indicators, sample and population of the research, instrument of the research, collecting data, and data analyzis.

A. Research Design

Relating to the research problems and aims in this study, the researchers chose to employ a qualitative technique to know how is the implementation of audiovisual aids in critical listening class. 1 lecture were the subjects when perform research. The researcher used a descriptive qualitative study approach for this study. Inductive data analysis builds from a specific to a broader subject, and the researcher interprets the significance of the data situation.

B. Subject and Sample

The subjects of this research were the lecturer of critical listening on the fourth semester of Muhammadiyah University of Makassar. To determine the subject of this research, the researcher applies the purposive sampling technique. The population of this research were 1 critical listening lecture of Muhammadiyah University of Makassar.

C. Procedure of Data Collection

The researcher collected the data through questionnaire. It is used to collect relevant information that could definite results during research. Questions related to

the types of audiovisual aids and implementation while using audio-visual material in teaching critical listening. Questionnaire consists of 34 questions and separated into 2 sections; the types of audiovisual aids and the implementation of it. The lecturer can choose between yes or no in the questionnaire. In collecting the data, the participant took around 10-15 minutes to fill out the questionnaire. After the participant completed the questionnaire, the researcher collected the questionnaire for analysis. The purpose is to learn more about how audiovisuals are used in the learning process and to know the types of audiovisual aids that used by the lecturer during teaching critical listening.

D. Technique of Data Collection

Data collection according to Gay (2006:413-423) is an effort to limit research, collect information through questionnaire whether structured or not, documentation, visual materials, and efforts to design protocols to record and record information. Data collection strategies carried out includes:

1. Primary Data

Primary data is data taken from the results were in the form of questionnaires. The data used as a reference for determine the implementation of audiovisual aids in teaching listening.. Raw data or primary data is a term for data collected at source. This type information is obtained directly from first hand sources by means of surveys, observations and experimentation and not subjected to any processing or manipulation also called primary data. Primary

data is data created by researchers for the specific purpose of resolving problems that are being handled. This research used:

a. Questionnaire

The researcher gave the lecture the questionnaire as respondents to obtain the data; this questionnaire contains some type of audiovisual and several ways to implement audiovisual aids that the lecture might use. The data are categorized and arranged in detail information about its source of data content and information that related to the use of audio visual aids in teaching listening.

2. Secondary Data

Secondary data is refers to the data collected by someone other than the user i.e. the data is already available and analyzed by someone else. Common source of secondary data includes various published or unpublished data, books, magazine, newspaper, trade journals etc. A researcher can obtain secondary data from various sources. Secondary data may either be published data or unpublished data.

E. Technique of Data Analysis

Miles and Huberman (2014) highlight three essential activities within data analysis: data reduction or condensation, data display, and data verification. These activities enable researchers to effectively analyze the collected data, extract key insights, and draw meaningful conclusions. By condensing the data, displaying it in

an interpretable manner, and verifying its accuracy, researchers ensure the reliability and validity of their research findings. Data analysis is a dynamic process that requires attention to detail, critical thinking, and a comprehensive understanding of the research objectives

1) **Data condensation**

This process involves organizing and summarizing the collected data in a concise and manageable manner. Researchers often start with a large amount of raw data, which can be overwhelming and difficult to interpret. Through data reduction, researchers aim to simplify the data by identifying patterns, extracting key themes, and summarizing the main findings. This helps in condensing the data into a manageable and meaningful form that can be further analyzed.

2) **Data Display**

Once the data has been condensed, it needs to be effectively displayed in order to gain a comprehensive understanding of the research findings. Data display methods can vary, ranging from simple tables and graphs to more complex visualizations such as charts, diagrams, or matrices. The purpose of data display is to present the condensed data in a way that is easily interpretable and facilitates further analysis. Visual representations of data allow researchers to identify relationships, trends, and patterns that may not be apparent in raw data. This step is crucial in providing a clearer picture of the research findings and aiding in drawing meaningful conclusions.

3) Conclusion and Data Verification

Data verification involves reviewing and ensuring the accuracy and reliability of the analyzed data. It is imperative to check for errors, inconsistencies, or biases that may have occurred during the data collection or analysis process. Researchers should critically examine their data to confirm that it aligns with the research objectives and addresses the research questions. Data verification can be achieved through various means, such as cross-referencing with other sources, engaging in peer discussions, or conducting member checks to validate the findings with participants. This step helps in strengthening the trustworthiness and credibility of the research outcomes.
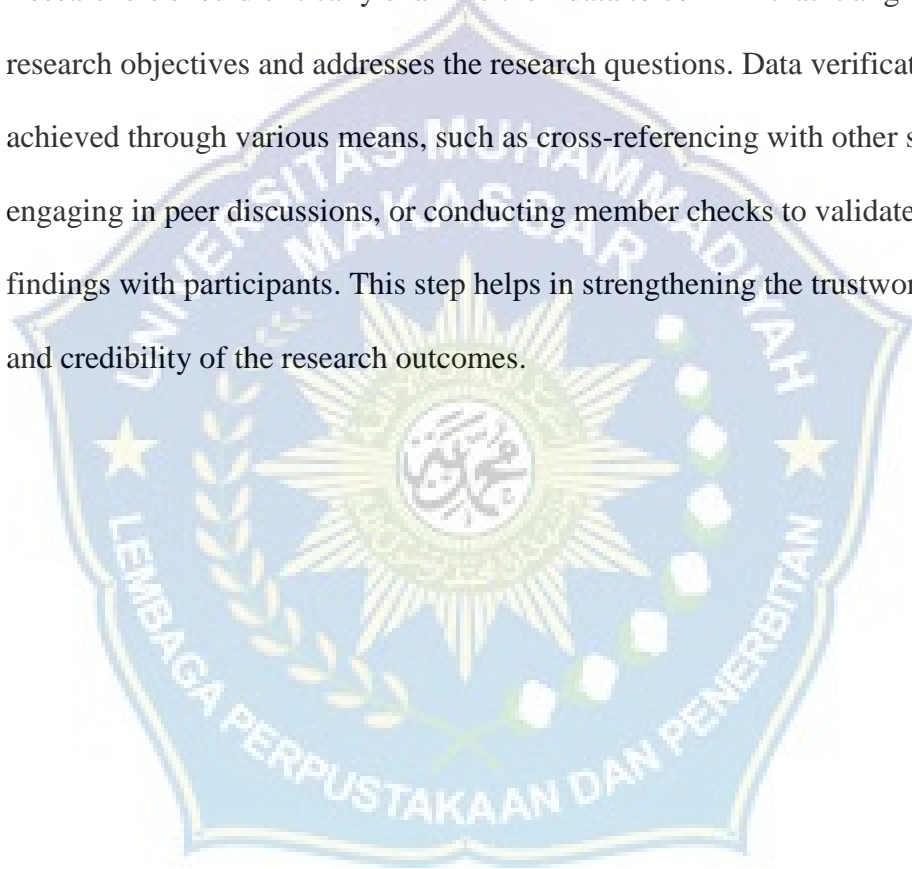
CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

. This chapter explains and discusses the results and the discussions from the collected data, questionnaire with 1lecture as the participants.The outcomes of data analysis were described in research findings. This research was conducted to explore two research questions**; how is the implementation of Audiovisual Aids in teachingCritical listening?** And **What types of audio visuals are used by lecturer?** The researcher took the data questionnaire from the lecture on August 15th, 2023 at 12.30 Pm

To begin with, the research question regarding the implementation of audiovisual aids in teaching Critical Listening was explored. The objective was to understand the extent to which audiovisual aids were utilized in enhancing the students' critical listening skills. The second research question aimed to identify the various types of audiovisual aids utilized by the lecturer during the lecture. This question sought to classify and examine the different forms of audiovisual aids employed to support the teaching of critical listening. The participants were asked to list the audiovisual aids they had encountered during the lecture session.

1. The Implementation of Audiovisual Aids in Teaching Critical Listening

In this particular instance, the researcher utilized questionnaires to investigate the use of audiovisual aids during the learning process. By being close

to the subjects of the research, the researcher was able to obtain objective information that could provide a deeper understanding of the topic. The utilization of questionnaires in this research allowed for a thorough investigation into the use of audiovisual aids during the learning process. By being close to the subjects of the study, the researcher was able to gather objective information and gain valuable insights into the effectiveness of these aids. These findings have the potential to contribute to the improvement of teaching practices and the development of more engaging and impactful educational experiences.

According to the questionnaire, the lecture use varieties of audiovisual aids during the learning process as presented in the following table:

Table1.1. Lecture's Response towards Audio Visual Aids

No.	Type of Audiovisual aids	Yes	No	The implementation of Audiovisual aids	Yes	No
1.	LCD Project	√		LCDs are brought to class by lecturers or students	√	
				LCD connected to Laptop	√	
				Text material is played through a laptop and LCD	√	
				Student Listening to text/material via LCD	√	
				Students practice by answering questions based on the text heard through the LCD	√	

No.	Media	√		Statement	√	
2.	Film	√		The story in the film is done by native English speakers	√	
				Films are shown to students/watched by students		√
				Students are given the opportunity to ask about things that are not clear	√	
				Lecturers provide explanations for things that are not clear to be asked by students	√	
				The lecturer gives questions to students related to the meaning of the story film that has been heard	√	
				Students who answer correctly are given reinforcement	√	
				students who answered incorrectly were given feedback		√
3.	Computer/Laptop	√		Computers/laptops are available in class	√	
				Computer/laptop provided by the lecturer		√
				Lecturers teach listening using a computer/laptop	√	
				All 'listening' material can be obtained on a computer/laptop	√	
				Material from the laptop is shared by students in groups for discussion through listening activities	√	

				Material from the laptop is shared with each student to learn through listening activities	√	
				The lecturer asked the students to convey the results of listening according to the meaning of the text	√	
				The lecturer gives feedback	√	
4.	Virtual Classroom	√		Lecturers use virtual classrooms in teaching 'listening;	√	
				The lecturer prepares listening material and sends it via social media to the high school students	√	
				Students study independently through material sent by the lecturer	√	
				Lecturers evaluate students' listening learning outcomes and provide feedback	√	
5.	Multimedia/Video	√		Lecturers design/make their own learning videos in teaching 'listening'		√
				Lecturers cite videos from YouTube to be used to teach listening	√	
				The learning video is shown to students, then students listen carefully	√	
				Lecturer gives questions/listening exercises related to video content	√	
				The lecturer gives feedback	√	

The table above shows that in class, there are several audiovisual tools are

available in the listening classroom such as computers and LCDs and the lecturer

mostly use them to teach audiovisual aids. One of the key advantages of incorporating audiovisual tools in classrooms is the ease of material preparation. With the availability of computers, lecturers can conveniently create and modify their teaching materials. They can compile relevant text, images, videos, and interactive components, tailoring them to suit the specific needs and requirements of their students. This process eliminates the hassle of physically assembling handouts or transparencies, saving time and effort for the lecturer. So the lecturer only needs to prepare the material to be taught that day. Then the material prepared on the computer can be seamlessly presented to students using a LCD projector. The projected display allows the entire class to view the content simultaneously, fostering an interactive and engaging learning environment. Instead of relying solely on verbal explanations, educators can supplement their lectures with visually appealing slides, graphics, and videos. This visual stimulation aids in capturing and retaining students' attention, enhancing their comprehension and knowledge retention.

The lecturer plays a vital role in providing explanations to students. These explanations serve to clarify any potential misconceptions or confusion that might arise from the subject matter. By breaking down complex concepts and offering real-world examples, the lecturer makes the content more accessible and relatable. This approach not only helps students understand the material initially but also allows for a deeper comprehension of the topic, laying a strong foundation for future endeavors. Moreover, an open invitation for students to ask

questions is of utmost importance in a lecture setting. This aspect enables students to actively engage with the material and cater to their individual needs for clarification.

By encouraging questions, the lecturer creates a safe environment where students feel comfortable seeking further information or requesting additional examples. This interactive approach not only enhances students' understanding but also fosters a sense of curiosity and critical thinking among the learners. The lecturer's responsibility extends beyond providing explanations and encouraging questions; it includes evaluating students' understanding of the material. Evaluation helps to gauge the effectiveness of the lecture and identify areas that might require further emphasis. By asking questions to test the depth of students' comprehension, the lecturer can assess the progress made and tailor future lectures accordingly. Additionally, offering timely feedback after these evaluations allows students to identify their strengths and weaknesses, enabling them to make the necessary improvements.

In addition, the lecture not only provides virtual classes where lecturers will show material through agreed learning applications. Simultaneously, virtual classes promote independent learning among students. By studying the provided material independently, learners have the freedom to work at their own pace and revisit sections they find challenging. This approach fosters self-discipline and responsibility, as students develop the skills to manage their time effectively and prioritize their learning tasks. Independent studying allows individuals to explore

various resources, such as additional readings or online forums, expanding their understanding beyond the lecture material. By encouraging independent learning, students acquire valuable skills that extend beyond the classroom, such as critical thinking, problem-solving, and self-motivation. Once students have completed their independent learning, an evaluation of their results becomes essential. Assessments can take various forms, including online quizzes, assignments, or even virtual presentations. This evaluation provides valuable feedback to both students and lecturers, enabling them to gauge the effectiveness of the teaching methods and the level of understanding students have attained. It also helps identify areas where students may require additional support or clarification. Through continuous assessments, lecturers can make informed adjustments to their teaching strategies, tailored to the individual needs of their students.

Group assignments are an integral part of the education system as they not only promote collaboration and teamwork but also enhance critical thinking and problem-solving skills among students. To facilitate the execution of such assignments, lecturers utilize the computers that available in the class. Students listen to the material already present on the computer as a group, engage in in-depth discussions, and subsequently convey their findings to the lecturer as a group. Using the computer that is readily available in the classroom for group assignments allows students to access a wide range of educational material. The group discussion approach allows students to consolidate their findings and present them collectively to the lecturer. Through this process, students enhance

their presentation skills, foster a sense of accountability towards their peers, and learn from their collective experience.

The materials the lecture use usully using videos so the learning process can be interesting. One of the example of the videos is, it can be taken from a part of a movie/films by native speakers that they get from a platform called Youtube. In chosen a video the English teacher used video. Using videos also have advantages because they using 2 skills, They can improve listening and speaking skills while learning by audio they can be stimulated with their listening skill.

2) **The type of audio visuals used by lecturer**

Visual cues provided by audiovisual facilitate better understanding of the language being taught. Students can observe facial expressions, body language, and the overall context, enabling them to grasp the message more accurately. These visual cues aid in deciphering nuances and subtext, which are often challenging to comprehend solely through audio materials. Consequently, using audiovisual aids enhances listening comprehension skills, enabling students to understand and interpret language more effectively.

The use of audio-visual materials in teaching listening skills has witnessed a substantial increase in recent years. Educators have recognized the importance of incorporating multimedia elements into the classroom environment to enhance students' learning experiences.

Firstly, LCD projectors have become an essential tool in classrooms across the globe. Teachers can easily present video content or audio recordings using this technology. With a simple connection to a computer, educators can display visual materials on a large screen. This allows students to have a clear view of the content, which significantly aids their listening comprehension. LCD projectors also enable teachers to integrate audio elements with visual aids, making the learning process more engaging and effective.

Films have also emerged as one of the most popular audio-visual tools for teaching listening skills. They provide authentic language input through dialogue and realistic scenarios. By exposing students to a variety of accents, speech patterns, and vocabulary, films contribute to the development of their listening abilities. Moreover, films often include visual cues that support comprehension. Students can observe facial expressions, body language, and contextual cues, which enhance their understanding of the dialogue.

Computers have revolutionized education, and their role in teaching listening skills cannot be overstated. Through various software and applications, teachers can provide interactive listening exercises that cater to different levels of proficiency. Listening tasks delivered through computers can be tailored to individual students' needs, allowing for differentiated instruction. Additionally, computer-based materials often include interactive elements, such as quizzes, which not only test students' listening skills but also provide instant feedback, promoting active learning.

Virtual classrooms offer numerous possibilities for teachers to engage their students in listening activities. Virtual classrooms enable real-time interaction through audio and video features, allowing students to listen to their instructors and classmates. Additionally, teachers can share presentations, videos, and audio recordings with ease, making the learning experience more dynamic and engaging.

Lastly, the internet, particularly platforms like YouTube, provides an abundance of audio-visual resources for teaching listening skills. Educators can access a wide range of authentic materials, including interviews, podcasts, and TED Talks. These resources expose students to different accents, intonations, and speech styles, thereby improving their listening comprehension. Furthermore, YouTube offers the advantage of immediate access, enabling teachers to find specific content tailored to their teaching objectives.

These materials provide students with authentic language input, enhance comprehension through visual cues, and offer interactive features that promote active learning. As technology continues to evolve, the use of audio-visual materials will undoubtedly continue to play a crucial role in teaching and improving students' listening skills.

Despite the numerous benefits of video-based teaching, it is crucial to acknowledge potential challenges. One such challenge is the need for careful content selection. Teachers must ensure that the videos employed are appropriate for the language level and cultural context of the students. Additionally,

providing support materials, such as transcripts or subtitles, can assist learners in comprehending unfamiliar vocabulary or complex linguistic structures presented in the videos. Moreover, internet connectivity issues or technical challenges may hinder the seamless integration of video resources in the classroom. Nevertheless, with proper planning and implementation, these obstacles can be mitigated, and the potential advantages of audiovisual aids can be harnessed effectively.

The increased utilization of audio-visual materials, including LCD projectors, films, computers, virtual classrooms, and online sources like Youtube, has significantly contributed to the enhancement of listening skills in language classrooms. By leveraging the visual cues and interactive nature of videos, students are better equipped to comprehend language nuances and engage actively in the learning process. With proper content selection and support materials, teaching has the potential to revolutionize language instruction and empower learners with enhanced skills and proficiency.

B. Discussion

Based on the questionnaire above, it can be seen that by using audio visual aids in the classroom, lectures can teach listening easily. Audio visuals aids bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons (Padhi, 2021). For example, if the language lectures use short dialogue related to the lesson of the class, the classes become more interesting.

It is always better to have something audio visuals in front of the students so that they can understand the lesson well (Kim, 2015). Most students are learning better by listening. Therefore, having something audio visual on the lesson are always helpful for the learners. Moreover, different conversation provides the learners opportunities to be engaged more with the lessons. They can predict the topic of the lesson by having some related audio visuals beforehand. The following is a further explanation of some of the AVA used in teaching critical listening.

1. **LCD Project**

Integrating LCD projectors offers a powerful tool to enhance students' critical listening skills in teaching critical listening. By presenting text materials alongside audio input, this AVA creates a multimodal learning experience (Yu et al, 2023).The visual presentation of text complements the auditory input, enabling students to process both modalities simultaneously. This synchronized engagement promotes critical listening as students decode spoken language while following along with the visual text (Shaojie et al., 2022).

For instance, when "*the text material is played through a laptop and LCD*," students are exposed to a unique approach where written text is dynamically combined with audio delivery. This integration leverages the principles of the Dual Coding Theory, indicating that the simultaneous presentation of visual and auditory stimuli enhances cognitive processing (Kurniawan et al., 2022). In this scenario, students listen to the spoken language and see the corresponding written text displayed on the screen. This dual sensory input encourages students to associate

auditory input with written words, reinforcing their understanding of spoken language structures and enhancing their ability to analyze language patterns critically (Kusumawati & Rachamwati, 2017).

Moreover, the subsequent activities of " Students listen to text/material through the LCD" and *"Students practice answering questions based on the text heard through the LCD* " further underscore the pedagogical potential of this approach (Winiharti & Herlina, 2017). As students engage with the text and audio content displayed through the LCD projector, they are prompted to actively listen, process, and comprehend the spoken language in conjunction with the written text (Sadiku, 2015). That encourages critical listening by challenging students to extract meaning from both modalities simultaneously, fostering their ability to synthesize information and develop a holistic understanding of the content (Sari et al., 2013).

The combination of audio delivery and visual text through the LCD projector aligns with the Dual Coding Theory's premise that integrating multiple sensory channels leads to more profound comprehension (Kurniawan et al., 2022). Students are exposed to spoken language and encouraged to engage in a deeper level of cognitive processing by connecting auditory and visual cues. By capitalizing on this dynamic approach, educators provide fourth-semester students with a valuable tool to enhance their critical listening skills, promoting a comprehensive understanding of spoken language nuances and fostering their ability to interpret and evaluate audio content critically.

Integrating LCD projectors into classrooms provides a powerful tool for enhancing students' critical listening skills. By presenting text materials alongside audio input, LCD projectors create a multimodal learning experience that supports comprehension, caters to diverse learning styles, and promotes engagement. The integration of this technology allows students to develop a deeper understanding of the content by strengthening the neural connections related to critical listening. However, it is crucial for teachers to use LCD projectors purposefully and thoughtfully, ensuring a balance between visual and auditory input and providing opportunities for active critical listening. With effective implementation, LCD projectors can significantly enhance students' critical listening skills and improve their overall learning experience.

2. Film

In the realm of teaching critical listening, films serve as a valuable resource for developing students' ability to interpret spoken language critically. According to Fussalam et al (2019), films provide an authentic context that exposes students to diverse accents, intonations, and cultural nuances of language use. This exposure challenges students to decipher meaning from real-life language interactions, fostering their critical listening skills. When native English speakers play the story in the film, it enhances the authenticity of the language input, enabling students to engage with genuine speech patterns, colloquialisms, and language variations. Native speaker portrayal in films contributes to students' ability to analyze and interpret

spoken language in its natural form, preparing them to navigate real-world conversations critically (Kusumaningrum et al., 2016).

As students engage with film content, they activate metacognitive strategies to monitor their comprehension, evaluate their understanding, and reflect on their spoken language interpretation (Fata &Ismail, 2017). This metacognitive engagement enhances critical listening by encouraging students to be aware of their cognitive processes while decoding spoken language. According to Cartner & Cameron (2022), metacognitive awareness prompts students to identify challenging segments, make connections between audio and context, and adjust their listening strategies based on their evolving comprehension. The reinforcement provided to students who answered correctly further supports the development of critical listening skills (Wuryaningrum et al., 2022). In this context, students who accurately interpret and respond to the film content are rewarded, reinforcing their critical listening skills and encouraging them to engage with spoken language actively.

In conclusion, using films in teaching critical listening offers a multi-faceted approach to skill development. Their immersive nature, diverse audio sources, visual aid, and the potential for collaborative learning create a dynamic learning environment. By incorporating films into the teaching process, educators can engage students in various listening activities, enhancing their ability to analyze, evaluate, and interpret auditory information effectively. Through these strategies, students can develop critical listening skills that can be applied in various contexts, ultimately empowering them as effective communicators and critical thinkers. Native speaker

portrayal, metacognitive engagement, interactive communication, and reinforcement collectively enhance students' ability to analyze spoken language critically. By exposing students to authentic language interactions and providing opportunities for collaborative discourse, educators empower fourth-semester students to navigate real-world conversations with heightened critical listening skills.

3. **Computer/Laptop**

Incorporating computers and laptops facilitates independent critical engagement with audio materials in teaching critical listening. This AVA empowers students to take ownership of their learning process and actively engage with various audio resources. By accessing audio content, students can practice critical listening skills in diverse contexts, developing the ability to analyze, evaluate, and interpret spoken language independently (Putri, 2022).

All 'listening' material can be obtained on a computer/laptop, offering students a convenient and flexible platform to access audio resources. This approach leverages technology to provide a comprehensive library of listening materials, ranging from dialogues and speeches to interviews and podcasts (Aryani et al., 2021). This diverseaudio content caters to different learning preferences and language proficiency levels, enabling students to choose materials that resonate with their interests and goals.

Furthermore, the integration of technology allows for dynamic learning experiences. Material from the laptop is shared with each student to learn through

listening activities. This approach creates an inclusive learning environment where students can access the learning materials equally. Through guided listening activities, students can critically engage with the audio content, focus on specific language features, and practice discerning key information (Wuryaningrum et al., 2022). According to Skehan (2000), that aligns with the Cognitive Approach to Language Learning, which highlights the role of deliberate practice and focused attention in developing language skills.

In conclusion, integrating computers and laptops as an AVA in teaching critical listening provides a platform for independent exploration and engagement with audio materials. By embracing learner autonomy, diverse audio resources, and technology-mediated learning experiences, educators empower fourth-semester students to cultivate advanced critical listening skills. Through strategic selection, analysis, and reflection on audio content, students develop the ability to critically interpret spoken language, enhancing their capacity to engage effectively in real-world language interactions.

4. **Virtual Classroom**

In recent years, technological advancements have revolutionized the education sector, opening up new avenues for innovative teaching methodologies. One such methodology is the use of virtual classrooms for teaching critical listening. By leveraging the power of digital platforms, educators can create a collaborative space where students can engage in critical analysis of audio materials. This not only enhances their listening skills but also fosters a deeper understanding and

appreciation of the subject matter, ultimately promoting an enriched learning experience.

In the context of teaching critical listening, the use of virtual classrooms fosters collaborative critical analysis of audio materials, promoting an enriched learning experience (Eppendi, 2023). Virtual classrooms serve as dynamic spaces where students can interact, engage in discussions, and collaboratively explore the nuances of spoken language. The integration of audio materials within this virtual environment amplifies the potential for critical listening skill development (Arono, 2014).

Virtual classrooms offer a platform where students and the lecturer engage in cognitive presence, which involves active exploration and analysis of the listening materials (Rasmitadila et al., 2020). Students, individually or collaboratively, delve into the intricacies of the audio content, identifying key elements, deciphering meaning, and evaluating the effectiveness of various listening strategies. The asynchronous nature of virtual classrooms allows learners to engage in reflective discussions at their own pace, promoting in-depth critical analysis (Etemadfar et al., 2020)

The teaching presence of the lecturer is integral to orchestrating meaningful virtual classroom experiences. The lecturer's role extends beyond content delivery; they curate and prepare listening materials that challenge students to critically engage with authentic spoken language (Yusroh, 2018). By leveraging technology, the

lecturer prepares listening material and sends it via social media to students, expanding the accessibility of resources and promoting independent learning.

Students study independently through materials sent by lecturers, a process that nurtures self-regulated learning (Cartner& Cameron, 2022). Students take ownership of their learning journey, selecting resources, setting goals, and engaging with audio materials in ways that align with their individual learning styles. This fosters a sense of autonomy and metacognitive awareness as students assess their comprehension, identify areas of improvement, and adjust their listening strategies accordingly Cartner & Cameron (2022).Finally, the iterative process of evaluation and feedback completes the cycle of critical listening skill development. The lecturer evaluates students' listening learning outcomes and provides feedback, guiding students in refining their critical listening abilities.

The use of virtual classrooms for teaching critical listening presents numerous benefits for both educators and students. By leveraging the power of digital platforms, educators can create a collaborative space for students to engage in critical analysis of audio materials, fostering an enriched learning experience. Through the integration of diverse audio resources, the facilitation of collaborative learning, the utilization of interactive tools, and the provision of flexibility, virtual classrooms promote the development of critical listening skills necessary for academic success and lifelong learning.

5. Multimedia/video

Integrating multimedia and video aligns with strategies to reduce cognitive load, a critical consideration for effective critical listening instruction. Multimedia presentations can optimize cognitive processing by carefully combining visual and auditory elements that complement each other, promoting more efficient and meaningful learning experiences (Aryani et al., 2021).

In teaching critical listening, multimedia and video materials offer a unique opportunity to enhance students' ability to decipher spoken language within a rich visual context (Brian et al., 2017). When the lecturer selects a video from YouTube for teaching listening, it introduces an element of authenticity and real-world language use (Saputra & Asri, 2018). This exposure to genuine language interactions, varying accents, and natural conversational nuances mirrors the complexities of real-life listening scenarios, effectively challenging students to interpret spoken language in context (Cakir, 2006).

The learning process begins as the videos are shown to students, and students are encouraged to listen carefully. This dynamic approach fosters active engagement, prompting students to focus on the auditory input while simultaneously processing the visual cues provided by the video. To optimize the impact of multimedia and video-based instruction, educators can strategically design scaffolded activities that guide students through analyzing spoken language (Kumar & Ramani, 2023). After viewing the video, the lecturer can pose questions or provide listening exercises encouraging students to engage with the content critically. These questions can

prompt students to identify key points, analyze the tone and intonation of speakers, and infer contextual information. This process of guided analysis enhances students' ability to extract meaning from the complex interplay of auditory and visual cues (Madhuri, 2013).

In conclusion, integrating multimedia and video materials in teaching critical listening offers a holistic approach that leverages auditory and visual channels to enhance students' ability to decipher and critically analyze spoken language. By carefully selecting videos, fostering active engagement, and guiding students through scaffolded activities, educators empower fourth-semester students to extract meaning from complex audiovisual content, developing advanced critical listening skills essential for effective communication in real-world contexts.

All the findings from the data collection support that audio-visual aids facilitate language learning. Both the lecturer and learners are benefitted from different audio-visuals materials in language classrooms. Audio-visuals make the language teaching and learning effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many. If teachers can utilize the audio-visual aids prudently, the language teaching and learning become effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering the data in findings and discussion in the previous chapter, the researcher presented the conclusions as follows:

1) Using audiovisual aids (as teaching tools) promotes thought and enhances the learning environment in a classroom. The usage of audio-visual aids and resources has helped teachers to refocus their perspectives, views, experiences, failures, and successes regarding the activities of their teaching as a whole.

2) The investigation into the types of audiovisual aids (AVA) lecturers use in teaching critical listening highlights the diverse and impactful strategies employed to enhance language learning. LCD projectors, native English speaker films, computers/laptops, virtual classrooms, and multimedia/videos contribute uniquely to developing students' critical listening skills.

B. Suggestion

Based on the conclusion that has been explained above, some suggestions are proposed as follows:

1) Explore a more comprehensive range of AVA beyond those discussed in this study. Investigate emerging technologies and innovative methods to enrich critical listening instruction further.

2) Compare the effectiveness of different AVA in teaching critical listening. Analyze student outcomes, engagement levels, and how each AVA contributes to skill enhancement.

3) Develop and evaluate assessment strategies that align with AVA-based critical listening instruction. Explore how assessment tools can accurately measure students' proficiency in interpreting and analyzing spoken language.

4) Incorporate students' perspectives by collecting qualitative data on their experiences with different AVA. Explore how student feedback can guide the refinement and adaptation of AVA integration strategies.

5) While this study provided valuable insights into the implementation of audiovisual aids in critical listening instruction, it is essential to acknowledge certain limitations. Due to practical constraints, the research focused on one critical listening lecturer, potentially impacting the generalizability of the findings. To enhance future studies' external validity, it is recommended to include all critical listening lecturers within the academic institution. A more comprehensive examination of diverse teaching styles and approaches across all instructors would offer a broader perspective on the role of audiovisual aids in critical listening instruction. Additionally, adjusting the research timeline to align more closely with the academic calendar could facilitate the inclusion of observational data, providing a more in-depth understanding of day-to-day dynamics in critical listening instruction. These adjustments would contribute to a more thorough exploration of the impact of audiovisual aids on

critical listening skills, ensuring a well-rounded understanding of the diverse approaches employed by different lecturers and their implications for student outcomes.

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APPENDICES

APPENDIX A. Questionnaire:

No	Type of Audiovisual aids			PilihlahCara Implementasi AVAygbpk/ibulakukan sesuai AVA ygdigunakan		
		Yes	No	Pernyataan	Yes	No
1	LCD project	√		LCD dibawakekelas oleh dosenataumahasiswa	√	
				LCD dihubungkandengan Laptop	√	
				Materi Teks diperdengarkanmelalui laptop dan LCD	√	
				Mhsmenyimakteks/materimelalui LCD	√	
				Mhs Latihan menjawabpertanyaanberdasarkanteksygdidengarmelalui LCD	√	
				Jawabanlain:……………………………… ……………….		
2	Film cerita	√		Cerita dalam film dilakonkan oleh penuturaslibhs Inggris	√	
				Film diperlihatkankepadamahasiswa/ditonton oleh mahasiswa		√
				Mahasiswadiberikesempatanbertanyatentanghal-hal yang kurangjelas	√	
				Dosen memberikanpenjelasanterhadaphal-hal yang kurangjelasditanyakan oleh mhs	√	
				Dosen memberikanpertanyaankepadamhsberkaitan denganmakna film ceritaygtelahdidengar	√	

				Mahs ygmenjawabbenardiberikan reinforcement	√	
				Mahs ygmenjawabtidakbenardiberikanfeedback		√
				Jawabanlain:……………………………………………….		
3	TV		√	Terdapat TV dalamkelas		√
				Dosen mengutipmateri cerita Bahasa Inggrisdari TV, kemudianmempelihatkankepadamhs		√
				Mahasiswamenontonmateritsb. Dan memahamimakna yang terkandung pada materitsb,		√
				Mahasiswadiberikan tugasuntukmenceriterakan kembali isimateri yang telahdidapat via TV		√
				Dosen memberikan feedback tugas yang telahdikerjakan oleh mhs		√
				jawabanlain:……………………………………………….		
4	Computer/laptop	√		Computer/laptop tersediadalamkelas	√	
				Computer/laptop disediakan oleh dosen		√
				Dosen mengajar listening denganmenggunakan computer/laptop	√	
				Semuamateri 'listening' dptdiperoleh di computer/laptop	√	
				Materi dri laptop di share kemhs secarakelompokuntukdidiskusikanmelaluikegiatanmenyimak	√	

No						
				Materi dri laptop di share kesetiapmhsuntukdipelajarimelaluikegiatan menyimak	√	
				Dosen memintakepadamhsmenyampaikanhasilme nyimaksesuaimakna teks	√	
				Dosen memberikan feedback	√	
				jawabanlain:…………………………… ……………….		
5	Virtual Classroom	√		Dosen menggunakan virtual classroom dalammengajar 'listening;	√	
				Dosen menyiapkanmateri listening dan dikirimkan via sosmedkepadamhs	√	
				Mhsbelajarmandirimelaluimateriygdikirim oleh dosen	√	
				Dosen mengevaluasihasilbelajar 'listening' mhs dan memberikan feedback	√	
				Jawabanlain:………………………… ……………….		
6	Multimedia/vi deo	√		Dosen merancang/membuatsendiri video pembelajarandalammengajar 'listening'		√
				Dosen mengutip video dariyoutubeutkdipakaimengajar listening	√	
				Video pembelajarandipertontonkankepadamhs, kemudianmhs menyimakdengnbaik	√	

				Dosen memberikan pertanyaan2/latihan2 listening terkaitisi video	√	
				Dosen memberikan feedback	√	
				jawabanlain:……………………………… ………………….		
7	Selain tsb. Diatas (Bpk/ibudapat menjelaskan AVA yang lain			....		

APPENDIX B

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Misfa Adelina
Nim   : 105351120217
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
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3	Bab 3	10 %	10 %
4	Bab 4	3 %	10 %
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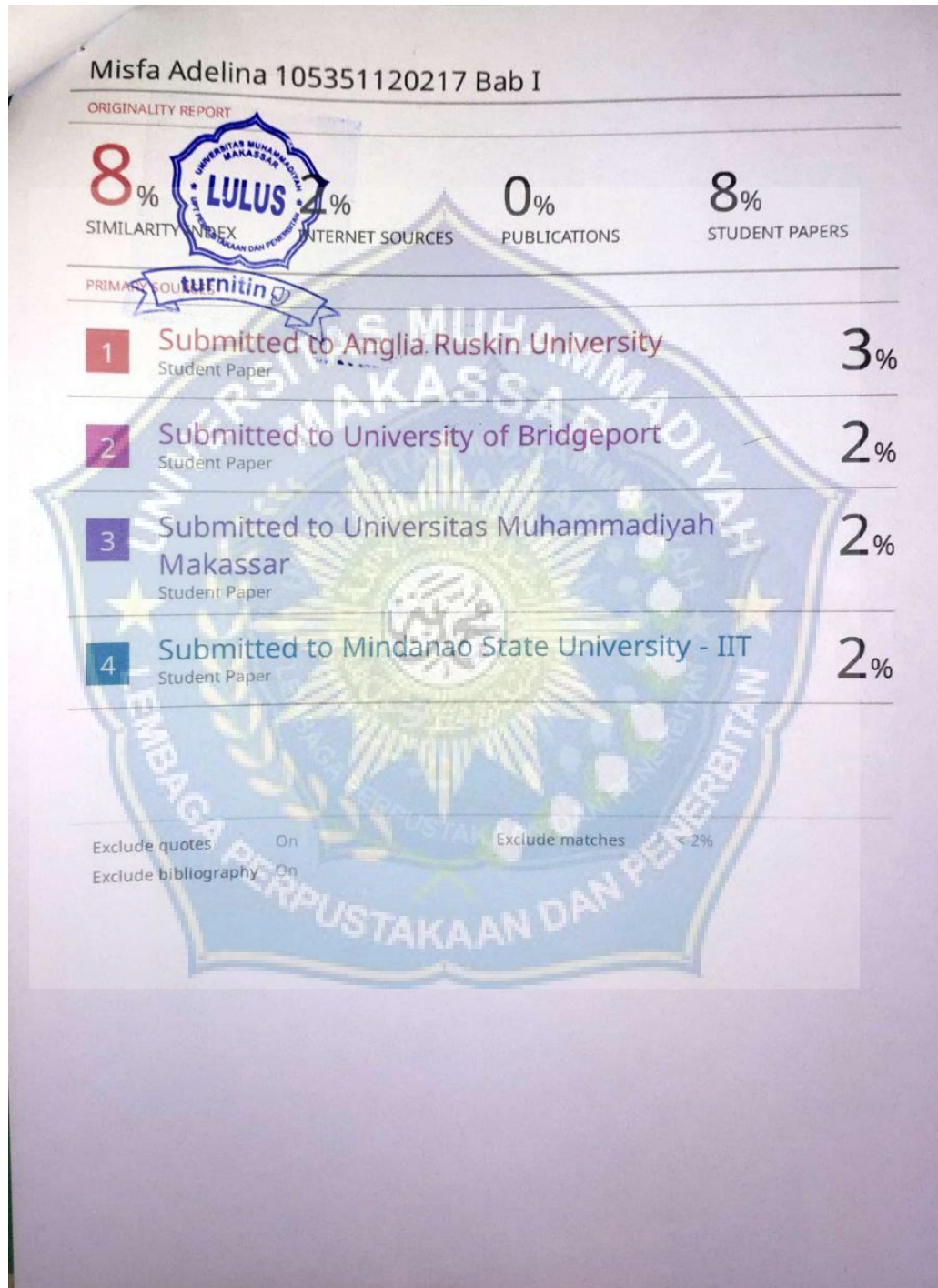
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Nursinah, S.Sos., M.I.P
NBM. 064 591.

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APPENDIX C

HASIL PLAGIASI

Misfa Adelina 105351120217 Bab I

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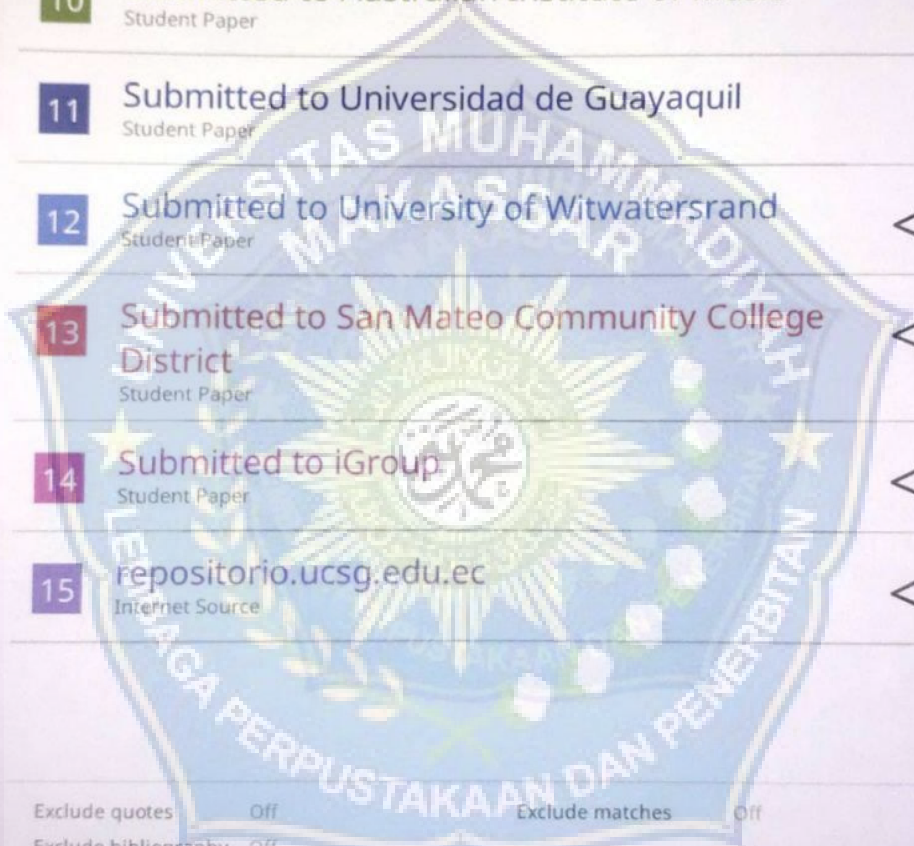SIMILARITY INDEX

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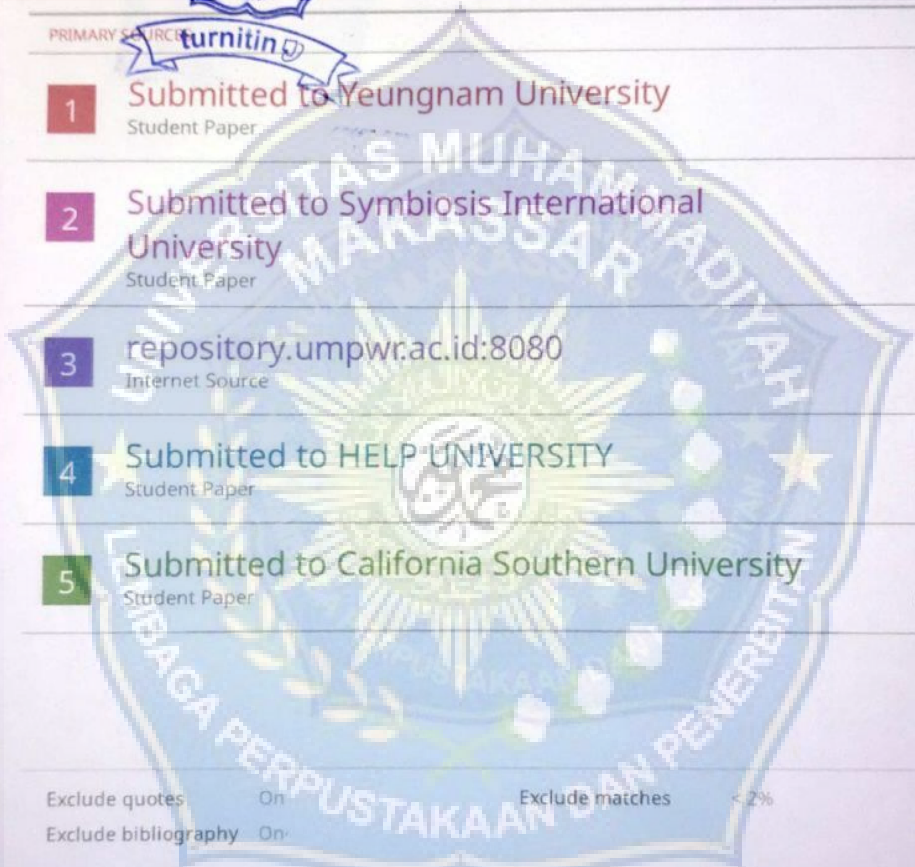
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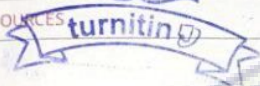| 0%	0%	0%	0%
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APPENDIX D

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2276/05/C.4-VIII/VIII/1444/2023   28 Muharram 1445 H
Lamp : 1 (satu) Rangkap Proposal   15 August 2023 M
Hal   : Permohonan Izin Penelitian

Kepada Yth,

Ketua Lembaga Perpustakaan dan Penerbitan
Universitas Muhamamdiyah Makassar
di –

 Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14627/FKIP/A.4-II/VIII/1445/2023 tanggal 14 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **MISFA ADELINA**
No. Stambuk : **10535 1120217**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE IMPLEMENTATION OF AUDIVISUAL AIDS IN TEACHING CRITICAL LISTENING AT THE FORTH SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY OF MAKASASR"

Yang akan dilaksanakan dari tanggal 18 Agustus 2023 s/d 18 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

08-23

APPENDIX E

KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   : **Misfa Adelina**
NIM   : **105351120217**
Judul Penelitian   : *The Implementation of Audiovisual Aids in Teaching Critical Listening at the Fourth Semester Students of Muhammadiyah University of Makassar*
Tanggal Ujian Proposal : **23 Mei 2022**
Tempat/Lokasi Penelitian : **Universitas Muhammadiyah Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Selasa, 15 Agustus 2023	Dosen mengisi questionnaire	Firman, S.Pd., M.Pd.	
2				
3				

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

.................., ...2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dosen Pembimbing 1

Prof. Dr. Hj. Andi Tenri Ampa, M.Hum
NIDN. 0031125903

APPENDIX F

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

SURAT KETERANGAN PENELITIAN
Nomor : 0268/FKIP/05/A.5-VI/IX/1445/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : **Misfa Adelina**
NIM : 10535 11202 17
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 18 Agustus 2023 s.d 14 September 2023, dalam rangka penyusunan Skripsi dengan judul:

"The Implementation of Audiovisual Aids in Teaching Critical Listening at The Forth Semester Students of Muhammadiyah University of Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

30 Shafar 1445 H
Makassar ,---------------------------
15 September 2023 M

Dekan
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

APPENDIX G

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بســــم الله الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0844/BG-FKIP/LOA/B/IX/1445/2023

Dear MISFA ADELINA

It is our pleasure to inform you that, after reviewing your paper:
THE IMPLEMENTATION OF AUDIOVISUAL AIDS IN TEACHING
CRITICAL LISTENING AT THE FOURTH SEMESTER STUDENTS OF
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
The manuscript ID: 1098
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology,**
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
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Makassar, 11 September 2023 M
25 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

sinta S5

CURRICULUM VITAE

Misfa Adelina was born in Makassar on October 15, 1999. Her parents' names are Manyubong and Salwiyah, and she has two brothers and two sisters. She began her studies at SDN Bontorita as an elementary school student and graduated in 2011. She enrolled in MTS Manongkoki that same year and graduated in 2014. She then went on to SMAN 1 Takalar, where she graduated in 2017. Furthermore, she chose to pursue her studies at Muhammadiyah University of Makassar's English Department. She managed to complete her thesis named "*The Implementation of Audiovisual Aids in Teaching Critical Listening to Fourth Semester Students of Muhammadiyah University of Makassar*" at the end of her studies.