# The Correlation Between Teachers' Strategies in Using Audiovisual Media and Students' Interest Toward Listening Comprehension Achievement

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**Abstract**

This study aims to determine the correlation between teachers' strategies in using audiovisual media and students' interest in listening comprehension achievement. The research used a quantitative method with a correlational design. The participants of this study were second- and fourth-semester students of the English Education Study Program in 2025 at the University of Jambi. Data were collected through a questionnaire using a Google Form. This research aimed to see whether teachers' use of audiovisual media could improve students' interest and performance in listening skills. The results showed that students who believed their teachers used interesting and effective audiovisual strategies were more interested in listening activities. The study also found a positive relationship between how teachers used media and the students' listening comprehension scores. On the other hand, students who thought listening was difficult tended to get lower scores. Although students felt interested and saw the benefits of audiovisual media, these two factors did not directly affect their listening comprehension scores. This research highlights the importance of good teaching strategies to help students become more motivated and improve their listening skills.

Keywords: Audio-visual media; Teaching strategies; Student interest; Listening comprehension; English education

## INTRODUCTION

English plays a significant role in various domains, such as science, education, technology, and global communication (Dutta, 2020). In mastering English, listening comprehension is one of the fundamental language skills essential for academic and real-life communication (Tran & Dong, 2020). Despite its importance, listening remains one of the most challenging skills for students due to limited exposure, lack of motivation, and insufficiently engaging learning strategies. Eatough (2022) emphasizes that listening should be prioritized as it is the first language skill children acquire and forms the foundation for subsequent language development. Moreover, individuals spend approximately 45% of their communication time listening, compared to 30% speaking, 15% reading, and 10% writing, underscoring its critical role in communication (Hargie, 2021).

Research shows that effective teaching strategies—particularly those incorporating interactive and multimedia approaches—significantly impact student motivation and engagement (Lee & Kim, 2021). Audiovisual media, such as videos and animations, offer contextualized and authentic language input, allowing learners to grasp spoken language in meaningful settings. These tools are especially

effective in English as a Foreign Language (EFL) classrooms, where learners face challenges such as varying accents, fast speech, and unfamiliar vocabulary (Kartika et al., 2023). Nevertheless, despite the widespread use of audiovisual materials, a limited number of studies focus on the correlation between teachers' strategies in using such media and students' interest and performance in listening comprehension (Suryanto, 2020).

The usefulness of audiovisual materials in improving listening comprehension, particularly in English as a Foreign Language (EFL) contexts, has been further demonstrated by recent studies. Novitri et al. (2023) assert that the incorporation of audiovisual materials promotes active participation and aids in contextual comprehension, especially when combined with scaffolding that is supervised by the teacher and includes vocabulary previews and comprehension tests. Their research highlights that pupils learn more efficiently when media is delivered with organized pedagogical support.

Additionally, Kumar (2024) contends that interactive audiovisual techniques, such as pause-and-predict exercises, movies with subtitles, and student-led comments, assist students in processing language in digestible chunks, enhancing their listening accuracy and fluency.

Similarly, Mado, Machmud, and Husain (2024) found that when teaching included audiovisual resources aligned with learners' competence levels and paired with reflective learning tasks, students showed notable improvements in their listening achievement.

The current study's focus is reinforced by these recent studies, which confirm that the effectiveness of media depends on both its use and implementation. They also support that teachers' methods are critical in converting passive viewing into active language learning and comprehension.

Students' interest plays a vital role in successful language learning. Learners who are motivated and interested in a subject tend to exert greater effort and perform better academically (Green & Smith, 2022). However, many students find listening difficult due to the complexity of auditory input and the monotonous methods often used in teaching listening (Pham, 2021). The lack of interactive and context-rich resources can lead to disengagement, reducing comprehension and retention. Teachers, therefore, must adopt innovative strategies that increase students' interest and facilitate comprehension through engaging, student-centered activities using audiovisual media (Brown & Williams, 2021).

This study emerges from the need to understand better how teaching strategies, especially those involving audiovisual media, can influence student interest and improve listening comprehension outcomes. The research focuses on second- and fourth-semester students in an EFL context, where comprehension challenges are pronounced. The urgency of this research lies in addressing the instructional gap by identifying effective strategies that align with students' preferences and cognitive engagement, with the potential to transform listening instruction in EFL classrooms.

This research aims to identify the level of teachers' strategies in using audiovisual media, assess student interest in listening comprehension, and determine the correlation among these factors with students' achievement. Operationally, the term teachers' strategies refers to instructional techniques used to deliver and manage listening activities; audiovisual media includes any digital media combining sound and visual elements; student interest refers to learners' emotional and cognitive engagement during listening tasks; and listening comprehension achievement is defined as students' ability to understand spoken English based on test results.

By examining these correlations, this study contributes to the growing literature on multimedia-assisted language learning and offers practical insights for educators aiming to enhance students' listening experiences. The findings will inform curriculum development, teacher training, and instructional design in EFL listening education.

## RESEARCH METHODS

This section outlines the methodological framework employed to investigate the relationship between teachers' strategies in using audiovisual media, students' interest, and their listening comprehension achievement. It describes the research type and design, the study's time and place, the research subjects and sampling techniques, the research procedures, the instruments and data collection

techniques, and the data analysis methods. The methodology was structured to ensure the research findings' reliability, validity, and replicability.

### Research Design

This study employed a quantitative approach with a correlational research design. The primary objective was to examine the relationship between teachers' strategies in utilizing audiovisual media, students' interest, and their listening comprehension achievement. This design was chosen to identify the degree and direction of association among the observed variables.

The research was conducted during the second and fourth semesters of the 2025 academic year at the English Education Study Program, Faculty of Teacher Training and Education, Jambi University, Indonesia, and the data collection period extended from March 1 to March 31, 2025.

### Research Target/Subject

The target population comprised students enrolled in the second and fourth semesters of the English Education Study Program at Jambi University. A total of 106 students participated in this study. The purposive sampling technique was employed to select respondents who had taken listening comprehension courses and had experienced instruction through audiovisual media.

### Research Procedure

The research procedure was carried out sequentially, beginning with instrument development and validation. After expert judgment was conducted to ensure content validity, the final version of the questionnaire was distributed online via Google Forms. The responses were collected, cleaned, and prepared for analysis. The procedural stages included:

1. Development and expert validation of the instrument,

2. Distribution and collection of the questionnaire data,

3. Data processing and analysis using statistical software.

### Instruments and Data Collection Techniques

Data were collected using a structured questionnaire consisting of five main sections:

1. Perceived benefits of teachers' strategies in using audiovisual media,

2. Types of teachers' strategies in integrating audiovisual media,

3. Students' interest in listening comprehension activities,

4. Perceived listening difficulties,

5. Self-reported listening comprehension achievement (including demographic information).

All questionnaire items were measured using a Likert scale, and the instrument was administered online to enhance accessibility and distribution efficiency. Instrument reliability testing yielded Cronbach's Alpha coefficients above 0.70, indicating acceptable internal consistency across the questionnaire dimensions.

### Data analysis technique

The data obtained were analyzed using Spearman's rank-order correlation coefficient, a non-parametric statistical method suitable for assessing relationships between ordinal variables. This technique was selected due to the ordinal nature of the data derived from Likert scales. The analysis was conducted using SPSS version 30, with a significance level set at 0.05. The analysis aimed to determine the presence and strength of statistically significant correlations between the variables of teachers' strategies, student interest, and listening comprehension achievement.

## RESULTS AND DISCUSSION

### Listening Comprehension Achievement

Students' grades in two compulsory listening courses—Listening and Speaking for General Purposes and Listening and Speaking for Academic Purposes—were used to indicate their listening comprehension achievement. Most students earned high grades in both courses; their performance was slightly better in the general course. Table 1 below shows the distribution of their scores.

Table 1. Frequency and percentage of student listening achievement scores

| Grade | Listening and Speaking for General Purposes (N = 209) | Listening and Speaking for Academic Purposes (N = 109) |
|---|---|---|
| A | 81 (38.8%) | 35 (16.7%) |
| A− | 82 (39.2%) | 42 (20.1%) |
| B+ | 13 (6.2%) | 8 (3.8%) |
| B | 22 (10.5%) | 10 (4.8%) |
| B− | 11 (5.3%) | 14 (6.7%) |

Legend:
A    = 4.00
A-   = 3.75
B+   = 3.50
B    = 3.00
B-   = 2.75

### Correlation Between Variables

Spearman's rho correlation analysis was conducted to investigate relationships among the variables. The results are presented in Table 2.

Table 2. Correlations between benefits, Teachers' strategies, listening difficulty, and student interest toward listening comprehension achievement

| Variable | Total Grade | Teachers' Strategies (TS) | Student Interest (SI) | Perceived Benefits (B) | Listening Difficulty (LCD) |
|---|---|---|---|---|---|
| Total Grade | 1.000 | .218* | .172 | .126 | −.362** |
| Teachers' Strategies (TS) | .218* | 1.000 | .657** | .523** | −.461** |
| Student Interest (SI) | .172 | .657** | 1.000 | .630** | −.429** |
| Perceived Benefits (B) | .126 | .523** | .630** | 1.000 | −.341** |
| Listening Difficulty (LCD) | −.362** | −.461** | −.429** | −.341** | 1.000 |

*$p < .05$, **$p < .01$ (2-tailed)

The results of this study revealed several important insights into the relationship between teachers' strategies, student interest, perceived benefits, listening difficulty, and students' listening comprehension achievement. First, there was a significant positive correlation between teachers' strategies in using audiovisual media and listening comprehension achievement ($r = .218$, $p < 0.05$). This finding confirms that when teachers apply appropriate and engaging strategies—such as incorporating authentic videos, providing visual aids, and using structured listening activities—students are more likely to perform better in listening comprehension. These results are consistent with studies by Chamba and Gavilanes (2019) and

Kartika et al. (2023), who found that audiovisual integration can enhance students' cognitive processing and retention.

In contrast, although student interest showed a positive correlation with listening comprehension achievement (r = .172), the relationship was not statistically significant (p > 0.05). This suggests that interest alone, while important for motivation, does not automatically lead to improved academic performance. However, the correlation between interest and teachers' strategies (r = .657, p < 0.01) was very strong, indicating that how teachers present and manage learning through audiovisual media plays a crucial role in stimulating student interest. This supports the view that student interest is not isolated but influenced by external instructional factors (Green & Smith, 2022).

The perceived benefits of audiovisual media, such as increased motivation, better understanding, ease of following instructions, and enhanced peer learning, were also positively correlated with listening achievement (r = .126), though not significantly. This aligns with findings from Pham (2021), where students reported high appreciation for multimedia but still struggled to convert this appreciation into measurable academic gains. However, perceived benefits had a strong positive correlation with both student interest (r = .630, p < 0.01) and teachers' strategies (r = .523, p < 0.01), reinforcing that the perception of usefulness is tied closely to the instructional methods applied and how enjoyable the students find the learning process.

One of the most critical findings of this study was the significant negative correlation between listening difficulty and listening comprehension achievement (r = –.362, p < 0.01). This indicates that students with more barriers, such as rapid speech, unknown vocabulary, unfamiliar accents, or complex topics, tend to perform less. This aligns with studies by Vandergrift (2021) and Harsa et al. (2020), highlighting how such difficulties interfere with comprehension. Moreover, listening difficulty was negatively correlated with all other variables: teachers' strategies (r = –.461), student interest (r = –.429), and perceived benefits (r = –.341), all significant at the 0.01 level. These results suggest that poor instructional strategies or low engagement can exacerbate students' difficulty, leading to lower motivation and outcomes.

According to the correlation results of this study, students' listening comprehension skills are greatly impacted by how teachers employ audiovisual materials. It is clear from the statistically significant connection (r =.218, p <.05) between these two variables that teaching methods, not just multimedia use, are essential for enhancing listening comprehension in EFL contexts.

There are significant educational ramifications to this finding. Educators should not presume that playing an audio clip or displaying a video would inevitably improve listening skills. They must instead carefully choose media content that fits the students' learning objectives and skill levels and incorporate it into a lesson plan. Pre-listening techniques (such as prior knowledge activation or topic prediction), while-listening activities (like completing guided notes or responding to embedded questions), and post-listening discussions help students engage with the material more meaningfully. This means the teacher's role is not just as a media user but as an instructional designer. When teachers implement well-planned strategies— such as activating background knowledge before listening, pausing and asking comprehension questions during the video, or facilitating reflective discussions afterward—they help students build schema and process audio input more effectively. These methods align with metacognitive listening strategies emphasized in second language listening instruction (Goh & Vandergrift,2021).

Further evidence that the way teachers present listening activities has a significant effect on students' motivation comes from the strong correlation between their strategies and student interest (r =.657, p <.01). Lessons that are dynamic, pertinent, and suitably difficult have a higher chance of sustaining students' attention in listening exercises. This supports previous studies that highlight the connection between student motivation and instructor methodology (Green & Smith, 2022; Mado et al., 2024). Its significance is not diminished even though there was a positive but non-significant connection between student interest and achievement (r =.172). Although it might not immediately raise test scores, interest increases focus and effort, which are critical for long-term learning. This implies that when combined with organized advice, interest acts as a mediating component and becomes more effective. This confirms that

motivation is not a standalone factor; it is activated when students perceive learning as meaningful, achievable, and engaging conditions that only effective teaching can create. In practical classroom settings, teachers must choose audiovisual media intentionally, ensuring alignment with learners' language proficiency levels and instructional goals. The media should not be presented in isolation, but framed with structured tasks—including pre-listening preparation, guided tasks during viewing, and post-listening reflection or discussion. Instructional decisions such as using subtitles, adjusting playback speed, or previewing key vocabulary can help reduce listening difficulty and enhance comprehension. Therefore, teacher training programs should emphasize lesson planning strategies that integrate media, rather than merely focusing on the technical operation. These findings collectively suggest that teachers' strategic choices in using audiovisual materials can transform listening instruction from passive exposure into an active and meaningful learning process. In EFL classrooms, where listening is often underemphasized, such strategies become essential in bridging the gap between input and understanding.

Another important finding is the negative relationship between student achievement and listening difficulty ($r = -.362$, $p < .01$). Pupils frequently perform poorly when they believe listening is too quick, complicated, or incomprehensible. This highlights the necessity of adaptive instruction, in which teachers select content slightly above the students' proficiency level and use scaffolding strategies such as visual reinforcement, repetition, and clarification. Combined, these results highlight that educators are creators of learning experiences rather than merely media facilitators. Their choices about which material to employ, how to present it, and how to assist students with it have a quantifiable impact. As a result, teacher preparation programs should emphasize not just the use of media technologies but also the creation of media-based projects that stimulate students' cognitive, emotional, and linguistic development. For example, a teacher might play a short video clip and give students a task like "identify the speaker's intention" or "note three key phrases." These tasks maintain attention and train students to focus on relevant input. Teachers who fail to guide listening often leave students overwhelmed by unfamiliar vocabulary, fast speech, or unclear structure factors found in this study correlate negatively with achievement ($r = -.362$, $p < .01$ for listening difficulty).

## CONCLUSION

This study demonstrates how teachers' utilization of audiovisual resources significantly affects their students' comprehension of what they are hearing. The favorable correlation between student outcomes and instructional technique suggests that effective media use combined with structured support enhances students' understanding of spoken English. Teachers can promote media-based learning using scaffolding tactics such as comprehension questions, visual aids, and pre-listening exercises.

Although there was a favorable correlation between accomplishment, student interest, and perceived benefits, these factors only had a significant impact when backed by effective teaching techniques. This suggests that media appreciation and motivation are important but insufficient for academic growth unless they align with the caliber of education. Additionally, the negative relationship between achievement and listening difficulty emphasizes the need for teachers to choose materials appropriate for students' level and offer ongoing assistance to lower comprehension barriers.

There are several restrictions on this study. First, the accuracy and objectivity of the results may be impacted by the use of self-reported data, especially when it comes to listening achievement. Second, only second- and fourth-semester students from a single university program were included in the sample, which would have limited how broadly the results might be applied. Furthermore, the research design's correlational character limits the capacity to infer causal relationships between variables.

Future research is urged to investigate the causal mechanisms behind the observed correlations using mixed-methods methodologies. It would be beneficial to incorporate classroom observations, interviews, or experimental procedures to understand how various teaching styles affect student engagement and listening performance. Additionally, researchers could examine how different audiovisual formats—like

podcasts, animations, or films with subtitles are more or less successful than one another and how anxiety, past knowledge, or personal learning preferences may mitigate the effects of media use on listening comprehension.

## ACKNOWLEDGMENTS

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