


## Improving Vocabulary Mastery and Distinguishing Vocabulary Through Listening to Audio-Visual

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<b>Article Info</b>	<b>ABSTRACT</b>
<b>Article history:</b> Accepted: 07 Febuari 2022 Publish: 05 April 2022	Penelitian ini menggunakan metode experiment. Penelitian ini juga bertujuan untuk mengetahui apakah penggunaan media visual dapat meningkatkan jumlah vocabulary pada siswa. Instrument yang digunakan dalam pengumpulan data adalah pretest dan prosttest. Test digunakan untuk memperoleh data yang bertujuan untuk mengetahui pengaruh dari penggunaan audio visual. Hasil penelitian menunjukkan bahwa: 1. Penggunaan audio visual dapat meningkatkan jumlah kemampuan siswa dalam mendengarkan dialog, 2. Siswa dapat membedakan kosa kata yang pengucapannya sama namun artinya berbeda. Dengan demikian, penelitian ini menunjukkan bahwa kemampuan siswa dalam meningkatkan jumlah vocabulary, setelah belajar menggunakan audio visual. Mereka lebih baik dalam mendengarkan audio.
<b>Keywords:</b> Vocabulary Verb Audio Dialogue Increase	
<b>Article Info</b>	<b>Abstract</b>
<b>Article history:</b> Diterima: 07 Febuari 2022 Terbit: 05 April 2022	<i>This research design is from an experimental study. The goal of this research is to see if using audio-visual aids in increasing student vocabulary. The pretest and prost test are data collection equipment. The exam was intended to collect data in order to determine the impact of audio-visual use. The results showed that: 1. The use of audio visual can increase the number of students' abilities in listening to dialogue, 2. Students can distinguish vocabulary with the same pronunciation but different meanings. That ability was increase, after learning to use audio visual. They are better in their listening to audio.</i>
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### 1. BACKGROUND

English is a highly important language to learn today because it is an international language that is frequently used to connect with people from other countries. Even small children use English in their daily operations activities. Although some people still mix their native language with English, this is no longer the case.

One of the most important micro skills to develop when learning a foreign language is building our fundamental vocabulary. All micro skills, including as grammar, vocabulary, and pronunciation, are important. However, communicating without language is more difficult than communicating without grammar. Wherever and whenever people use vocabulary for communication, vocabulary is important in life and education. Students must understand vocabulary in order to learn English. Learners will master more vocabulary, and their performance in all aspects of language learning will improve. As a result, it is important that people learn it.

Vocabulary mastery is a challenge for these students when studying a foreign or second language. That is why it is critical to have this information. Some experts define vocabulary as material that includes, but is not limited to, discussions about words. Words differ from other

linguistic units such sentences in that they can "stand alone" and still be meaning. However, when discussing vocabulary, the focus will be on more than just meaning units.

Other experts argue that materials on vocabulary or vocabulary will often discuss words. Other linguistic elements discussed in vocabulary resources include morphemes (morphemes), syllables (words family), lexemes (lexeme), lemmas, idioms, and even double words (binomials and trinomials). Others argue that discussions of vocabulary or vocabulary are found in the contents around words, such as their root origin, growth dynamics and inhibitions, link between them, and place in various social contexts.

They think it's cool to use English, so they're eager to learn it and put it to use in their everyday routines. Listening, Speaking, Reading, and Writing are the four basic competencies in English. In addition, Grammar, Vocabulary, and Pronunciation are three additional capabilities. All of the components are important and must be learned if you want to be a good English speaker.

People are unable to speak before even listening. According to Wallace et al (2004: 13), listening ability is a crucial skill because it allows humans to gain insights, understanding, knowledge, and information, as well as succeed in interacting with others. As a result, listening skills are important crucial in the language.

The majority of Indonesian students have trouble learning to listen because listening can only be done once and cannot be repeated. Teachers must be able to provide a favorable teaching and learning environment for educators to comprehend and utilize English effortlessly in order to reduce students' English problems, particularly in listening.

According to Nunan (2003), listening is a major source of comprehensible input. According to Buck (2001), listening comprehension is a very complex process, and teachers must first understand how it works in order to measure it. When teachers consider how the language comprehension system works, it is obvious that a number of linguistic and nonlinguistic types of knowledge are involved.

Teaching Listening is a difficult task. Listening is a set of activities in which the listener focuses on what they are hearing and tries to make meaning of what they are hearing. Teaching to listen with carefully and in small steps. Students' fears of making a mistake, confusion about what they should study, or the need to look up a term in the dictionary are some of the issues they confront when teaching the listening process. So far, one factor that is important is a lack of motivation. Because the material is monotonous and the teacher's techniques make the students lazy, pupils are bored to study.

Learning quality improvement is one of the foundations in the improvement of education in this globalization era. The usage of teaching and learning media is one of the most important elements in the teaching and learning process. In the teaching and learning process, these two aspects are intrinsically tied. Although there must be different other variables that should be considered for the selection of certain learning media, the choice of one method or model of teaching will clearly affect the type of learning media that is appropriate. Currently, global development greatly affects almost all developments in human life. As a result of this development, people are required to be able to learn foreign languages. However, in learning a foreign language, students often experience problems. This problem affects the ability and acceptance of students in learning foreign languages at school. English is an added value for a company that wants to accept new students and also workforce. Prospective workers are required to have English proficiency, both spoken and written. This can be seen from several companies writing the English language proficiency requirements for prospective employees who wish to apply for jobs.

Good listening ability refers to the ability to grasp information during listening activities or to communicate the information in written or oral form. It has to do with the ability to comprehend, communicate, and respond to what has been heard. Listening, according to Nation and Jonathan (2009:38), is a bridge to learning a language. Because listening is so tightly connected to the communication process, it is one of the most important skills for language learners to master. Harmer (2007:133) also states that listening can be helpful for students in running successful

communication. Students' communication competency is successfully combined with their ability to listen. According to Bulley-Allen (1995) in Flowedew (2010:159), listening is the most common activity in daily communication (40 percent), followed by speaking (35 percent), reading (16 percent), and writing (9 percent). In other words, if you don't have adequate listening skills, you won't be able to communicate effectively.

A good learning media can undoubtedly aid in the learning process. The characteristics of audio-visual media, that have several advantages over other media such as media images, print media, and hearing media, have clearly become a strong attraction for students. Furthermore, educators and parents cannot deny how strong the effect of communication media, mainly audio-visual, in the student learning process at home and at school is making learning easier in this era. "Media learning is a tool/equipment that, if not used properly, can change learning into verbalism, misinterpretation, not centered attention, and does not give students understanding," writes Arsyad (2003). While, if used properly, learning media can make learning stimulating, equating experience, and providing all students the same perception, the media's nature as a message channel from sender to recipient really fulfills its function."

The use of audio-visual media that is easily comprehended by students thus facilitates the process of teaching and learning, it also can motivate children to understand the subject matter. "Audiovisual media is used as a medium that presents concrete experience through visualization with the aim of introducing, clarifying, and stimulating the emergence of subsequent learning activities," according to Hardjito (2004). As a result, the visualization of an abstract concept is used to make it more concrete. "Audio-visual media aids understanding as students learn to transform abstract concepts into concrete forms."

Buck (2001:46-47) suggests that visual support can aid language learners, particularly those who are less proficient, and is particularly useful with more difficult texts. Students can examine the environment, action, emotion, gestures, and other visual stimuli in a dialogue, that provide important visual stimuli for language production and practice.

The term "audio-visual media" refers to a combination of audio and visual media, often known as "view and hearing media" (Hamdani, 2011). The use of audio-visual media simplifies, completes, and optimizes the content of educational materials for pupils. Furthermore, audio visual media might take the place of the teacher's function and responsibilities in presenting the learning materials. One of the most important factors in school learning is teachers. "Today's teacher's duty is no longer as a learning center," writes Haryoko (2009). (teacher center). Further, with the change in learning paradigms, where students are expected to be more engaged in their learning (student center), the teacher's function is reduced to that of a facilitator, whose role is to make learning easier for students."

Unfamiliarity with the terms used by speakers in a conversation or monologue will affect the listeners' capacity to get information, especially for English language learners who often have weak vocabulary mastery. They will have major issues transmitting information. The learners' ability to identify time sequences of oral information that they listened to may improve as a result of their understanding of word structure. For example, by recognizing the tense of the sentences, the learners may find it easier to identify time sequences of oral information that they listened to. Another aspect that may influence learners' capacity to participate in listening activities is their ability to correctly pronounce each word, because the communication process cannot be separated from the actions of pronouncing words, phrases, and sentences. As a result, learners must continue to improve their basic language skills in order to participate in listening activities. According to Ghaderpanahi (2012), a variety of elements influence students' hearing comprehension, including native speakers' volume, speed rate, accents, intonation, listening methods, and pronunciation. Buck (2000:32) also mentioned that phonology, accents, prosodic traits, speech tempo, hesitation, and discourse structure are all factors to consider when creating a listening comprehension exam. Listeners will deal with such components during the listening comprehension process, in other words.

One of the teaching methods that has been introduced is the audiovisual method. Audiovisual is a method that uses audio (sound) teaching accompanied by visual activities (films, pictures, body movements and other activities related to visualization). The principles of this audiovisual method will emphasize a lot for students to see and listen to the language they are learning. By using this method, students are stimulated to use their imagination. Thus they will optimize the work of their right brain which is useful as a long term memory to remember the language they learned for longer.

According to the definition above, teaching listening is a process in which listeners actively participate in sound detection, vocabulary and grammatical structure understanding, intonation and stress interpretation, and finally. Teaching is a process of partnership between the teacher and the pupils, and it should be a process of knowledge transfer.

## 2. LITERATURE REVIEW

### A. Variable Dependent

The dependent variable is a variable that is determined by the independent variable's effect. The improvement in hearing and speaking from the treatment group was the dependent variable in this study.

### B. Variable Independent

This study has two variables: an independent variable in the form of learning English using the audiovisual method, and a dependent variable in the form of learning English using the audiovisual method. This variable is called an independent variable because it is a flexible variable that the researcher can manage.

### C. Correlation Between Variable Dependent and Variable Independent

Students are expected to obtain English lessons and experience development through the audiovisual technique, particularly in the areas of speaking and listening. This has a lot to do with the audiovisual method. Because students may learn through what they see and hear, audiovisual methods can help excite the brain and help pupils apply brain skills. So that they can remember the language lessons they've learned for a longer period of time. According to Djamarah and Zain (2010), audio-visual media is media that has sound and image elements. Arsyad (2011) argues that learning by using multiple senses (audio-visual), namely the senses of hearing and sight, will provide benefits for students because students will learn more than if the subject matter is presented with visual or only visual stimuli.

### D. Previous Research

Research previous results

#### 1. Study Focus

The increasing of globalization, pushes people to be fluent in some foreign language, one of them is English. This research is to: (a) describe the strategy of English language teaching using the audiovisual method, and (b) to show the comparison of mark achievement between the experiment group and control group. This study's data collection method is observation, and the testing method is testing, with the data collection technique being observation and recording.

#### 2. The method used

In this research process, the writer used several data collection methods, namely the observation method and the test method, in which the test method was used to determine the achievement of the speaking and listening results of the students. The data collection techniques used were listening techniques to listen to the speaking results of the students and recording techniques to record what the students said.

#### 3. Research Results

Based on the test results obtained by students, the data obtained was that the experimental group in the pretest had an average value of 6.867 (six point eight six seven) with a median of 7 (seven), mode 9 (nine). The lowest score obtained by students on the initial test is 3 (three) and the highest score is 9 (nine). For listening scores on the post test,

the scores obtained by the experimental group were an average of 9,267 (nine point two six seven), median 10 (ten), mode 10 (ten), the lowest score obtained by students was 5 (five) and the highest value obtained is 10 (ten). The control group had a mean pre-test score of 7.2 (seven point two), median 7 (seven), mode 9 (nine), with the lowest and highest scores being 4 (four) and 9 (nine). For the post-test scores, the scores obtained by the control group were mean 8,767 (eight point seven six seven), median 9 (nine), mode 9 (nine), with the lowest score of 6 (six) and the highest score of 10 (ten).

#### 4. Conclusion

The form of learning using the audiovisual method is learning that can help improve students' speaking and listening skills. The increase that occurred in the experimental group compared to the control group showed a significant number of values. In the experimental group there were about 10% of students who experienced slow development due to external factors from the students concerned.

This audiovisual method is very good for children's English development, especially for improving listening and speaking skills. Students who are accustomed to saying words in English and listening to these words can generally repeat them with near-perfect grades.

#### 5. Recommendations of previous research results

In this study, it is hoped that teachers are very important to prepare materials in teaching English using audiovisual methods so that the teaching of English becomes more interesting and varied in improving the quality of children's English learning.

#### **Novelty**

This has led to a large number of English courses developing in Indonesia to help improve English language skills. However, Chaer (2009) states that the results of learning English or a foreign language in Indonesia are not encouraging. The same thing was stated by Brown (2008) who stated that second language learning at the education level still did not meet the standards or even failed.

Several things can influence the process of learning English as stated by several observers, namely: Mar'at (2005); Cahyono (1991); and Chaer (2009), namely, (a) Time used; (b) The role of the teacher; (c) Good teaching materials and methods that support collaboration between teachers and students; (d) Motivation; (e) Cognitive function; (g) Order of acquisition; (h) Self-confidence; (i) Language interference; (j) Age.

In addition to the effects described above, Cahyono (1991) and Stern (1991) also stated that there are several language teaching methods that have been developed and used, namely: the grammar translation method, the direct method, the audio-lingual method, the silent teacher method, the suggestopedia method, the total psychomotor response method. In addition, an audiovisual method was also developed which was developed around 1950-1960 in France and England, Stern (1991).

#### **E. Theoretical Frame Work**

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### 3. METHOD

Pre-experimental design is used in this study to describe the extent to which the variables are related quantitatively. It is also reasonable to assume that the researcher wants to see a causal relationship between two variables: Audio-visual as the independent variable and students' vocabulary as the dependent variable. The experimental method, according to L. R. Gay (1986:207), is the moments that are used to gather them. The data collection instruments used in this study were observation and interviews since the data needed was connected to students' perceptions of the use of audio-visual in learning English.

"The first instrument in this study is observation, which is commonly used in education as a tool to aid understanding and development" (Nunan, 1992: 17-20). The most prevalent sort of research instrument used in both quantitative and qualitative research is observation. It's a detailed description of behavior in a specific natural location and at a certain time. Observations were used to answer the first research question in this study. Researchers did, however, employ observation to gather additional data in order to answer the second research question.

### 4. DISCUSSION

It is a compulsory subject in Indonesia for students in elementary school, junior high school, senior high school, and even higher education levels, and it is examined in the national examination to determine the students' graduation. English is also a language that dominates the communication era in order to connect and transfer knowledge in society; therefore, English is a very important subject for students to study. In the Indonesia curriculum, four skills are required in the English teaching learning program. There are four types of communication: writing, speaking, reading, and listening. The first is writing, which is an activity in which ideas, feelings, and thoughts are expressed using written language as a medium. The second is that speaking is a collaborative process of conveying meaning. Reading, on the other hand, is an interactive process between the reader and the text in order to gain an understanding of a written text. Vocabulary is important in life and education because it is used for communication wherever and whenever people need it. Students must master vocabulary while learning the English language. Learners master more vocabulary, and their overall performance in language learning improves. As a result, learning it is critical. There are numerous teacher efforts that can be used to help students master their vocabulary.

#### *Listening Skill*

It has been claimed that listening will take up more than half of the time that students spend functioning in a foreign language (Nunan in Nation and Newton, 2009:37). This means that listening takes up more than half of the student's time in class when studying a foreign language. It demonstrates how important listening is when learning a foreign language. According to Brown (2001), "students with good listening comprehension skills can participate in class more effectively". Students with good listening skills will perform well in class. This is due to the fact that almost all material distribution requires a listening activity, which is why a student with good listening skills will be able to perform and respond well in teaching learning activities. Based on the description above, we can conclude that listening is a skill in the sense that it is a related but distinct process from hearing, which involves merely passively perceiving sound, whereas listening involves an active and immediate analysis of sound streams. This relationship is similar to the one that exists between seeing and reading. Reading is a focused process that requires the reader's instrumental approach, whereas seeing is a very ordinary and passive state. Listening includes a "volitional component." According to Tomatis (2007), for successful sound recognition and analysis, the listener must have both the desire to listen and the capability to listen (comprehension).

#### *Vocabulary Mastery*

Read (1995:18) divides vocabulary into two categories: function words and content words. A function word is one that has no lexical meaning and exists solely to express grammatical relationships. Articles, prepositions, pronouns, conjunctions, and auxiliaries are all part of it. A

content word is one that expresses lexical meaning primarily. Nouns, verbs, adjectives, and adverbs make up the structure. Teaching Vocabulary (1982: 9) by Michael J. Wallace states: "It has more often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is essentially a matter of learning that language's vocabulary." The preceding statements emphasized the significance of vocabulary mastery. Vocabulary mastery is the ability to understand words in a foreign language that must be explained or described to someone else, and the others understand what is being explained.

One of the language aspects that should be learned is vocabulary. Learning vocabulary is important because knowing vocabulary is the first step in being able to speak, write, and listen effectively. It means that when learning vocabulary, we must know the meaning of a word as well as understand and be able to use it in a sentence context. Learning Vocabulary involves learning about meaning. Many words in English have more than one meaning at times. A dictionary is one of the tools for expanding one's vocabulary. It provides alphabetical information on the meanings of words. When guessing from context fails, it can be used as a last resort. It can, however, be used productively, both for text generation and as a resource for vocabulary acquisition. Its usefulness is dependent on learners' ability to access the information they contain in a timely and accurate manner.

People will experience development in vocabulary learning that is age-appropriate each year. According to Richard (1989: 177), native language speakers continue to expand their vocabulary into adulthood. In adulthood, there is continued development of vocabulary beyond the childhood years, with adults constantly adding new words to their vocabulary through reading, occupation, and other activities. However, early childhood is the most important time for conceptual development. Vocabulary knowledge measurement is difficult and only approximate. Meanwhile, Indonesian students who learn English as one of the foreign languages taught in school have a limited vocabulary or knowledge of the language. As a result, they make little progress in terms of expanding their vocabularies. However, if they have a lot of practice, they will have a lot of vocabulary experience. As a result, we can now meet a large number of Indonesian students who have improved their vocabulary.

#### ***Audio Visual for Listening Skills***

Long before visual technology, humans were more accustomed to using audio (hearing) media. The development of voice communication technology, which humans use from time to time, cannot be separated from the history of audio media. When viewed through the lens of the history of voice communication, Morse sent news via wire from Baltimore to Washington in 1844, giving rise to the technology known as telegraphy. Based on these findings, Alexander Graham Bell reasoned that not only sound but also light could be transmitted through wires.

Alexander Graham Bell conducted the first telephone conversation in 1875 as a new discovery in the field of voice communication. Marconi discovered radio a few years later, in 1895. This discovery became the most well-known and well-known discovery to the general public. Prior to the development of other communication tools, almost all information was passed down from generation to generation via audio (hearing) media. Many people spend time listening to the radio for information. Audio-visual media is defined as media that includes an image and a sound component. Because it includes both types of media, Audio Media and Visual Media, this type of media has greater capabilities. Meanwhile, Arsyad (2002: 94) defines audio-visual-based media as visual media that includes the use of additional sound to produce it.

Audio-visual media is a collection of tools that can project moving images and sound. The combination of image and sound has the same personality as the original object. (Snaky, 2010: 105) According to Sudjana and Rivai (2003: 58), audio-visual media are a variety of tools used by teachers in conveying concepts, ideas, and experiences captured by the senses of sight and hearing. Audiovisual media is a medium for conveying messages through the use of the senses of hearing and sight.

This classroom action research was conducted in two cycles, each with two face-to-face meetings in the classroom. The purpose of this study is to determine the impact of using audio-visual media on students' listening skills in English classes. The audio-visual media used is in the form of short dialogues on specific topics, which are heard through the audio I play. In general, the study's findings indicate that the use of audio-visual media has a positive influence on the results of students' listening comprehension. Using audio-visual in two cycles. The media carried has been shown to improve students' focus and concentration, which is always a problem when only audio is used. Students' focus and concentration improve when they use audio-visual media because audio media can provide focus, allowing them to concentrate more on the stage while listening. Furthermore, the collaborative learning method used at the post-listening stage can motivate students to improve their listening comprehension skills. It was also discovered that the topic/material chosen had an impact on the results of students' listening comprehension.

Due to time constraints, this research was conducted in two cycles, each with one meeting. This study was carried out in the classroom. Each cycle is divided into four stages: planning, action, observation, and reflection. According to the author's experience and observations, English students' listening ability remains low. Aside from a lack of variety in the media used, student motivation is also low. So far, only listening to teaching via audio media necessitates students' concentration and focus, as well as supporting facilities such as the location and atmosphere of the class, which are less supportive. Outside noise must compete with frequent use of audio while listening to class. As a result, research on the use of audio-visual media in this listening class was conducted. This study employs two cycles, which are as follows:

**Cycle 1 consists of stages of planning, action, observation and reflection.**

**Planning.** Everything required for the teaching and learning process is ready during the planning stage. At this stage, learning activities (Lesson Plans) are designed, as well as sorting and selecting audio-visual media to be used by playing one of the audios. It takes approximately 6 minutes after selecting the appropriate audio based on the topic of the Introduction to Linguistics dialogue. The following step is to create student worksheets (student worksheets).

**Action Stage.** This stage is the implementation of audio-visual media (video) planning in the Listening for Lecture course. This stage is divided into three parts: pre-listening, while listening, and post-listening. After greeting and checking attendance, the researcher who served as the instructor posed questions to the students about "What is Linguistics?". Some students responded with "language study." Students are able to respond well because they were introduced to the Linguistics course in the previous semester. The discussion then shifts to linguistic divisions and general explanations, such as the multi-disciplinary study of linguistics. Worksheets are distributed to each student following a discussion of Linguistics. Then proceed to Part I, where a video lecture on Introduction to Linguistics will play. Students were instructed to simply listen to the video without taking notes or answering questions on the worksheet during the first round. This is done to ensure that students grasp the main idea of the material presented. Students are asked questions about what will be discussed in class after seeing and hearing for the first time. At this point, nearly half of the students can provide a satisfactory response. Before playing the video for the second time, the lecturer goes over the questions in the LKS so that students understand the direction of the questions that must be answered in the worksheet. The video is then replayed, and students are permitted to take notes or answer questions on the worksheet. This activity involves playing two videos back-to-back so that the entire video is played three times. Then comes the post-listening section, in which students are asked to discuss in pairs with their seatmate (in pairs). The discussion period will last 15 minutes. The answer is then written on the board by each pair, which is then discussed together.

**Observation Phase.** During the action phase, the researcher who serves as the teacher watches each student's actions. Several conclusions can be drawn from the first cycle, as follows: Among other observations, (1) students responded enthusiastically when brainstorming about the listening material to be discussed. This is due to the fact that students already have a sufficient understanding of the topic to be discussed (Background knowledge). (2) During the action stage,



when the video is being played, all students' attention is focused on the video. At this point, the student is seen to be completely focused on what is being said. (3) Students appear to be engaged in general discussion. (4) Students eagerly write their responses on the blackboard.

**Reflection Phase.** After the action is completed, students are instructed to collect their worksheets. Then, inquire about students' reactions to the use of audio-visual media in listening learning. All students stated that they understood better, were more focused and concentrated, and were better able to understand the content of the "lecture." Based on the responses and enthusiasm of the students, it can be concluded that audio-visual media is very beneficial to students' understanding of school science.

**Final Stage.** At this point, I ask students to distinguish between words that sound the same but have different meanings. I'm curious how well students remember and comprehend it. Some students are still unable to distinguish between the meaning and pronunciation of vocabulary after completing this final stage. I purposefully tampered with the audio and video that I played in order to make students more cautious. However, many students are swayed by the audio that I play. But I made an effort to improve and teach it back.

**Cycle 2 of this research was conducted in the classroom on Monday, May 31, 2021 from 10 a.m. to 12 p.m. WIB.**

Cycle 2, like Cycle 1, has four stages: planning, action, observation, and reflection.

**Planning stage.** Referring to the satisfactory results of cycle 1, the selected video has a longer duration and a more specific topic, namely Psycholinguistics, at this stage. This topic was selected because it is still relevant to language learning. The following step is to create a student worksheet.

**Action Stage.** This stage is the implementation of audio-visual media planning in the Listening for Lecture course. This stage is divided into three parts: pre-listening, while listening, and post-listening. After greeting and checking attendance, the researcher who served as the instructor posed questions about Psycholinguistics to the students. Some students responded by selecting the correct answer. The discussion then shifts to children's language acquisition. Following a discussion of Psycholinguistics, student worksheets are distributed to each student. Then, while listening, begin the part with an audio dialogue on psycholinguistics. During the first audio round, students were instructed to listen only without taking notes or answering questions on the worksheet. This is done so that students can grasp the main idea of the material presented. Students were asked questions about what would be discussed in class after seeing and hearing it for the first time.

**Final Stage.** At this point, I instruct students to record and memorize any vocabulary that becomes available during the Audio and Video playback stages. Then I observed how far and how much students' vocabulary increased after learning to use audio-visual media. This final stage piques the interest of many students. Because I'm offering a prize to the person who memorizes the most vocabulary. After I tested them, they were able to remember an average of 50-100 new words. It has been demonstrated that learning listening through audio-visual media makes it easier for students to memorize. In addition, it can help students improve their word mastery and word distinction.

## 5. CONCLUSION

According to the findings of a classroom action research conducted on English students using audio-visual media to improve students' listening skills, audio-visual media is very effective in helping to understand listening comprehension in general. Furthermore, the use of this media can improve students' focus and concentration while listening. Cooperative learning techniques also assist students in becoming more confident in their ability to solve problems in learning. Furthermore, background knowledge has a significant impact on students' listening comprehension. Students can improve their skills by practicing. This practice process necessitates a great deal of patience, perseverance, and guidance in order for them to perform well. Because, in a way, honing our language skills is similar to honing our minds. There are numerous factors that can help students improve their listening skills; two of these factors have been studied:

vocabulary mastery and reasoning. That is why we must motivate our students to study harder and learn where they are in order to improve their word mastery and logical reasoning in order to improve their listening skills. We should also encourage them to gain more experience both in and out of the classroom. As a result, they will be able to improve their description and application skills.

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