ABSTRACT

Khoiriyah, Nurul Aliyatul. 2024. *The Effect of Visual Aid on Students' Listening Comprehension.* Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors : (1) Yeni Mardiyana Devanti, M.Pd. (2) Muhlisin Rasuki, M.Pd., M.A., Ed.D.

Key word : Visual Aid, Animated Video, Listening Comprehension.

Listening is a fundamental skill in language acquisition, forming the basis for the development of other language skills such as speaking, reading, and writing. Given the significance of listening as a foundational skill, the choice of media in teaching is critical.

Research highlights that comprehensible input and active attention are key to successful listening comprehension (Richards, 2008; Sadiku, 2015; Vandergrift, 1999). Harmer (2007) notes that engaging with input is crucial for language activation. Recent studies (Danxin Liang, 2013; Chen Chan et al., 2014) suggest that audiovisual materials, such as videos, enhance listening comprehension by integrating visual stimuli that support schema activation and maintain student attention.

This study aims to investigate the impact of visual aids, specifically animated videos, on listening comprehension among senior university students. The participants in this study were 16 undergraduate students, specifically the 8th semester enrolling in English language education program at Universitas Muhammadiyah Jember. Using experimental method and repeated measures design, participants received all types of the treatment : 1) video material discussing nostalgia, and 2) audio material discussing melancholy. The participants were instructed to listen to both materials and respond to a set of 10 multiple-choice questions for each.

The data was analyzed using dependent sample *t* test. The result showed that there is no significant effect of visual aid on listening comprehension. The paired samples t-test yielded a t-value of -0.522 and a p-value of 0.609, demonstrating no statistically significant difference between the audio-only and video conditions. The effect size, with a Cohen's d of -0.131 and a Hedges' g of -0.124, further indicated that the impact of visual aids on listening comprehension was negligible.

Despite theoretical support from dual-coding theory and Mayer's cognitive theory of multimedia learning, which propose that information is better remembered and understood when presented both visually and verbally, the practical application in this study did not yield significant benefits. Several factors may have influenced these results, including learner proficiency levels, content complexity, cognitive load, and low participant motivation.