

**THE EFFECT OF AUDIO-VISUAL MEDIA ON THE LISTENING  
ACHIEVEMENT OF SEVENTH-GRADE STUDENTS AT SMPN 30  
BANJARMASIN**

***SARJANA'S* THESIS**

**KHAIRIN NOR SYABINA**

**REG. NUMBER: 2110117220005**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2025**

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***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the Sarjana Pendidikan  
Program in English Language Education Study Program**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
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BANJARMASIN**

**2025**

# APPROVAL SHEET

## LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis Proposal of Khairin Nor Syabina, Reg. Number 2110117220005 entitled "The Effect of Audio-Visual Media on The Listening Skills of Seventh-Grade Students at SMPN 30 Banjarmasin" has been approved by the advisors for oral examination.

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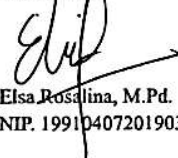
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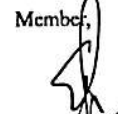
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## ABSTRACT

Syabina, Khairin Nor. 2025. The Effect of Audio-Visual Media on the Listening Achievement of Seventh-Grade Students at SMPN 30 Banjarmasin. Sarjana's Thesis. English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Moh. Yamin, M.Pd., the second advisor: Elsa Rosalina, M.Pd.

Keywords: audio-visual media, listening achievement, teaching listening

Listening is an important part of language acquisition and should be taught using effective strategies. Listening achievement refers to students' ability to understand spoken language after being taught and practicing listening. However, many students, especially seventh grade students at SMP Negeri 30 Banjarmasin, still face difficulties in listening. Ineffective teaching methods may hinder their ability to build listening achievement successfully. Multimedia such as audio-visual media has shown positive results in language learning especially listening. Audio-visual media, which combines sound and visuals, can support students in staying focused, becoming more engaged, and better understanding spoken content.

This research aimed to find out whether there is a difference in listening achievement between students taught using audio-visual media and those taught using audio media. A quantitative method with a quasi-experimental design was used, involving 59 students selected through cluster random sampling and divided into experimental and control groups. Data were collected through listening achievement tests given as a pre-test and post-test. The collected data were analyzed using an independent t-test through SPSS version 21.

The results showed a significance value of 0.041, which is below the 0.05 threshold. This indicates that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, it can be concluded that there was an effect of audio-visual media on the listening achievement of seventh-grade students at SMP Negeri 30 Banjarmasin. This finding demonstrates a significant difference in the listening achievement between students taught using audio-visual media and those taught using audio media.

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim. Alhamdulillah Rabbil 'Alamin*, all praises and thanks are due to Allah *'Azza wa Jalla* for His endless mercy, blessings, and guidance that allowed the researcher to complete this thesis entitled “The Effect of Audio-Visual Media on the Listening Achievement of Seventh-Grade Students at SMPN 30 Banjarmasin.”

This thesis would not have been possible without the support and kindness of many people. Therefore, with all sincerity and gratitude, the researcher would like to express deep appreciation to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M.Si., as the Rector of Lambung Mangkurat University.
2. Prof. Dr. Sunarno Basuki, Drs., M.Kes., AIFO, as the Dean of the Faculty of Teacher Training and Education.
3. Dr. Moh. Yamin, M.Pd., as the Coordinator of the English Language Education Study Program, and also the first advisor, for his time, patience, valuable guidance, and encouragement throughout the writing of this thesis.
4. Elsa Rosalina, M.Pd., as the academic advisor and second advisor, for her time, support, corrections, and suggestions in writing this thesis.
5. Elvina Arapah, M.Pd., as the thesis examiner, for providing valuable advice in writing this thesis.
6. Eka Puteri Elyani, M.Pd., as the first expert validator, for her willingness to review and validate the research instrument with care and precision.
7. All lecturers of the English Language Education Study Program, who have shared knowledge that shaped the researcher during her academic journey.
8. Staffs of the English Study Program, who always kindly assisted the researcher with academic procedures and documents.
9. Faisal Rachman, M.Pd., as the Principal of SMP Negeri 30 Banjarmasin, for giving permission and support to conduct the research at the school.

10. Risnawati, S.Pd., as the English teacher of SMP Negeri 30 Banjarmasin and the second expert validator, for her kindness in assistance during the process.
11. The students of classes VII B and VII C of SMP Negeri 30 Banjarmasin, for their participation and enthusiasm during the research.
12. The students of class VII F of SMP Negeri 30 Banjarmasin, who helped by participating in the try-out stage of the research instrument.
13. The researcher's beloved parents, Junaidi Abdillah and Susilawati, for their prayers and support, which have been the strongest foundation throughout the journey.
14. The researcher's dear sisters, Nor Atiya Dzakira and Fida Nor Shofiyyah, for always cheering her on, especially in moments of exhaustion.
15. The researcher's big family, for their warm support and constant motivation throughout the researcher's life and study.
16. The researcher's university friends, Rizqy Adinda Freandini, Yunita Diva Kirana, Nurhalisa Khairida, Annisa Karina, and Stefi Petricia Viandri, who have shared every part of this academic journey.
17. Siti Normalisa, a kind friend from the Science Education Study Program, who helped the researcher from the beginning to the completion of this thesis.
18. Lastly, to the researcher herself, for choosing fighting over giving up to reach the finish line. This journey was not easy, but every effort was worthwhile.

The researcher is fully aware that this thesis is far from perfect. The perfection only belongs to Allah. Constructive feedback and suggestions from all readers are sincerely welcomed. Lastly, the researcher hopes that this thesis can contribute to the improvement of English Language Teaching in the future. *Aamiin.*

Banjarmasin, June 2025

The Researcher

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