



Improving Elementary School Students' Listening Skills through Audio-Visual-Assisted Contextual Learning

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ABSTRACT

This study was motivated by the low listening skills of second-grade students at SDN 4 Robayan in the Indonesian language subject. Teaching methods that remain conventional and make insufficient use of media cause students to lose focus and become easily bored. Therefore, the Contextual Teaching and Learning (CTL) model, incorporating audiovisual media, was implemented to improve students' listening skills. This study aims to determine the differences in listening skills before and after the implementation of the CTL model, as well as the effectiveness of its use. Listening skills refer to the ability to understand spoken information through the process of listening to and interpreting the content of what is heard. This study employs a quantitative approach using a One-Group Pretest-Posttest Design. The research subjects were second-grade students at SDN 4 Robayan. Data were collected through pretest and posttest assessments, observations, and interviews. The data were analyzed using the N-Gain test. The results showed that the average pretest score of 67.4 increased to 87.25 on the posttest, while the N-Gain value was 0.627.

Keywords: listening skills, audio-visual, contextual learning

INTRODUCTION

Primary education serves as a crucial foundation for shaping students' fundamental skills and character. It is also a vital factor in preparing for a prosperous future (Arsyad et al., 2026). Language is a communication tool used by individuals in daily life; through language, people can express their feelings, thoughts, opinions, and ideas to one another (Setiawaty et al., 2026). At this level, students begin to develop thinking and social skills, as well as cultivate a positive attitude toward the learning process. According to Rahman et al. (2025), education is an activity and endeavor aimed at personal growth by nurturing individual potential—encompassing both the spiritual/mental (intellect, will, emotion, creativity, and conscience) and the physical (the five senses and various skills).

Thus, education plays a vital role in shaping a generation characterized by strong values and knowledge.

Amri et al. (2024) note that students often struggle to maintain concentration while listening to teacher explanations or oral stories, particularly during prolonged activities. Furthermore, students' comprehension of the content of the messages they hear remains low. This is evidenced by their inability to grasp main ideas, recall important information, and answer questions based on the material heard. These issues are also influenced by students' limited vocabulary, making it difficult for them to understand the meanings of words and sentences conveyed orally. This situation indicates a need to improve students' listening skills.

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According to Anggraini (2023), listening skills involve the ability to comprehend orally conveyed information through an active listening process, ensuring that the received message is understood, interpreted, and responded to appropriately (Amri et al., 2024). Based on initial observations conducted in the second-grade class at SDN 4 Robayan on October 13, 2025, many students still perceive Indonesian language lessons as a subject that is exhausting and heavily reliant on rote memorization (Rifdah & Arsyad, 2023). Classroom instruction remains largely teacher-centered; teachers rely on lecture methods and rarely utilize interactive media for students. This is a primary factor contributing to the issue. To date, Indonesian language instruction has not yielded the expected results; the methods employed by teachers remain conventional, rendering the teaching-learning process rigid, monotonous, and unengaging (Marlin et al., 2025). This situation fosters boredom, leading many students to chat or play among themselves while lessons are in progress. Furthermore, teachers rarely utilize interactive learning media (Sababalat et al., 2024).

Given these conditions, there is a need for a teaching approach capable of creating an active, enjoyable learning atmosphere that directly involves students (Widyanengrum et al., 2025). The Contextual Teaching and Learning (CTL) model is employed because it emphasizes the connection between learning material and students' real-life experiences (Rahmi et al., 2024). Through the CTL model, students do not merely listen to information; they are encouraged to grasp the meaning of the material by asking questions, engaging in discussions, and linking the content to familiar contexts. This fosters an active, enjoyable, and meaningful learning experience, thereby increasing student motivation to listen attentively (Jinanah et al., 2025).

In this study, students' listening skills were analyzed based on indicators reflecting their level of comprehension regarding information conveyed through listening activities; each indicator served

to assess the extent of the students' ability to understand, recall, identify, and process information obtained from the audiovisual materials. The indicators were: 1. the ability to focus attention during the listening process (C1); 2. understanding the content of orally conveyed material (C2); 3. answering questions based on the material heard (C2); 4. retelling the information in one's own words (C3); 5. drawing conclusions from the material heard (C4); and 6. responding to the message received (C4). However, indicator 5—drawing conclusions from the material heard—was excluded from this study.

Previous research indicates that the implementation of Contextual Teaching and Learning (CTL) and the use of audiovisual media can enhance the quality of Indonesian language instruction, particularly regarding the listening skills of elementary school students. Khatimah et al. (2023) found that the CTL model, supported by audiovisual media, had a significant impact on students' listening and speaking skills. Similar findings were reported by Hastutik & Setyawati (2024), who stated that the use of audiovisual media improves students' listening abilities by capturing their attention and facilitating comprehension of the material. These results demonstrate that contextual learning supported by audiovisual media fosters a learning experience that is more active, meaningful, and student-centered.

The selection of the CTL model for this study was based on the nature of listening instruction, which requires active student engagement to comprehend heard information and connect it to experiences or situations relevant to their daily lives. CTL emphasizes the connection between learning material and real-life contexts, ensuring that students do not merely receive information passively but also have the opportunity to construct understanding through experiences, information discovery, questioning, discussion, modeling, and reflection. The choice of CTL is supported by Khatimah et al. (2023), who found that an



audiovisual-assisted CTL model significantly impacts the storytelling listening skills of elementary school students. Furthermore, audiovisual media was selected to support the implementation of CTL because it presents information through a combination of sound and imagery. This approach helps students focus their attention, comprehend the storyline, identify characters and events, and retain the information they hear—findings that align with Barroh (2024), who demonstrated that audiovisual learning media influences the listening skills of elementary school students.

Consequently, the Contextual Teaching and Learning (CTL) model was selected not only for its ability to foster active and meaningful learning but also because its instructional framework aligns with the requirements for developing students' listening skills—specifically, connecting auditory information with real-life experiences, identifying key information, engaging in Q&A sessions, participating in discussions, and reflecting on the material. Meanwhile, audiovisual media reinforces this process by presenting information through both imagery and sound. Therefore, combining the CTL model with audiovisual media is considered an appropriate strategy to address the shortcomings of conventional listening instruction, which often lacks engagement and fails to sustain student focus. These prior findings provide a rationale for implementing CTL supported by audiovisual media to enhance the listening skills of second-grade students at SDN 4 Robayan.

Existing research indicates that studies on Contextual Teaching and Learning (CTL) and audiovisual media vary in their specific focus. A study by Rini Kristiantari et al. (2025) on the effectiveness of audiovisual media in improving third-grade students' listening skills concluded that such media is effective because it helps students grasp oral messages in a concrete manner; however, that study did not employ a specific instructional model and focused solely on quantitative score improvements. In contrast, the

current study offers the advantage of using a structured CTL model to link the material to the real-life contexts of second-grade students. Meanwhile, research by Khatimah et al. (2023) regarding the impact of the CTL model combined with audiovisual media on fourth-grade students' listening and speaking skills demonstrated significant improvements due to increased student activity and focus; however, that study was limited to fourth-grade subjects and addressed two skills simultaneously. The present study differs by specifically examining the listening skills of second-grade students, offering the distinct advantage of focusing on an earlier developmental stage and concentrating on the single variable of listening skills through the use of CTL and audiovisual media. In addition to making a theoretical contribution, this study serves as a reference for teachers in selecting learning models suited to the characteristics of elementary school students. Choosing the right learning model assists teachers in the classroom instructional process and fosters student enthusiasm for learning. Therefore, this study focuses on examining improvements in students' listening skills through the implementation of the Contextual Teaching and Learning (CTL) model—supported by audiovisual media—and on determining the effectiveness of this model in enhancing the listening skills of second-grade students at SDN 4 Robayan.

METHOD

This study employs a quantitative approach with a pre-experimental design—specifically a one-group pretest-posttest design—aimed at determining the effectiveness of implementing the Contextual Teaching and Learning (CTL) model, supported by audio-visual media, on students' listening skills (Martha et al., 2025). The study was conducted during the even semester of the 2025/2026 academic year at SD Negeri 4 Robayan, Kalinyamatan District, Jepara Regency. The subjects consisted of 25 second-grade students selected using a total sampling technique, as the

entire population served as the research sample. The independent variable in this study is the CTL model supported by audio-visual media, while the dependent variable is the students' listening skills. Research instruments included pretest and posttest assessments to measure students' listening skills, alongside observation sheets, interviews, and documentation for supporting data. Prior to use, the instruments were validated by experts to ensure content validity and alignment with the research objectives. Data collection techniques included observation, interviews, and testing (Arsyad et al., 2023). The study utilized pretest and posttest instruments. The intervention was administered over three sessions, applying the CTL syntax, which encompasses constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Data analysis involved descriptive statistics to determine the mean pretest and posttest scores, the Shapiro-Wilk normality test to assess data distribution, and N-Gain analysis to measure the level of improvement and the effectiveness of the CTL model supported by audio-visual media.

RESULTS

Instruction was carried out over three sessions using the CTL model supported by audio-visual media. During the lessons, improvements were observed in student engagement, attention, and the ability to comprehend story content. Following the completion of the three instructional sessions, a posttest was administered. A post-test was administered to assess students' listening skills following the implementation of the Contextual Teaching and Learning (CTL) model utilizing audio-visual media (Rossy et al., 2024). During the post-test, students completed tasks based on the material they had listened to. The results indicated an improvement in students' listening abilities compared to the pre-intervention stage; students demonstrated a greater capacity to comprehend the content and answer questions accurately (Khatimah et al., 2023).



Figure 1
Implementation of the CTL Learning Model Assisted by Audio-Visual Media

In this study, the researcher measured students' listening skills using a test administered twice: a pre-test and a post-test. These tests were used to assess students' listening skills before and after the intervention. The test consisted of 10 essay questions. Data from the listening skill pre-tests and post-tests were analyzed using the N-Gain test. The data regarding the listening skills of the second-grade students are detailed below:

Table 1
Summary of scores and results for second-grade students' listening skills

Data Metric	Pre-test	Post-test
Number of respondents	20	20
Mean	67.4	87.25
Lowest Score	50	75
Highest Score	82	100

Based on the table above, which presents the pre-test and post-test results, it is evident that the application of the Contextual Teaching and Learning (CTL) model—supported by audio-visual media—resulted in higher listening proficiency among second-grade students compared to the pre-intervention stage. The pre-test and post-test scores are presented in the bar chart below:

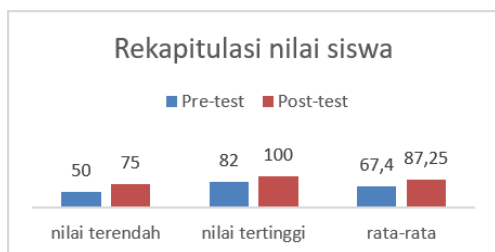


Figure 2
Pre-test and post-test score diagram

The bar chart above displays the students' pre-test and post-test results for the 20 respondents. The pre-test results show an average score of 67.4, with a high of 82 and a low of 50, indicating that the students' general level of understanding was relatively low. Following the intervention, the average post-test score for the 20 respondents reached 87.25—an increase of approximately 19.85 points—with scores ranging from a low of 75 to a high of 100. This demonstrates that the students' scores improved after the intervention.

1. Prerequisite Tests

1.1 Normality Test

The normality test was conducted using the Shapiro-Wilk method. The analysis results indicate that the research data meet the assumption of normality, allowing the analysis to proceed to parametric testing. The details of the normality test are outlined below.

Table 2
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.091	20	.200*	.981	20	.943
posttest	.089	20	.200*	.978	20	.903

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the pre-test and post-test data analysis table—specifically the Shapiro-Wilk column detailed above—the significance (sig.) values obtained were greater than 0.05: 0.943 for the pre-test data and 0.903 for the post-test data. Consequently, it can be concluded that

the data regarding students' listening skills are normally distributed and statistically significant. Thus, the null hypothesis (H0) is accepted. As the pre-test and post-test listening skill data meet the normality assumptions required for statistical analyses that rely on a normal distribution, they are suitable for further data analysis.

1.2 Hypothesis Testing

Once the prerequisite tests were satisfied, data analysis was conducted using the N-Gain test. The N-Gain test was employed to determine the improvement in students' listening skills before and after the implementation of the CTL model assisted by audio-visual media. The N-Gain analysis involved comparing pre-test and post-test scores to assess the extent of improvement in students' listening skills following the intervention. Data processing was performed using the IBM SPSS 20 application. The steps for the N-Gain analysis are outlined below.

2. N-Gain Test

The second hypothesis test in this study utilized N-Gain analysis. This test aimed to determine the improvement in Grade II students' listening skills before and after the implementation of the CTL model assisted by audio-visual media. The data used for the N-Gain test consisted of pre-test and post-test results, as well as initial and final scores relative to the established ideal score. The N-Gain test was conducted using the IBM SPSS 20 application. The results of the N-Gain test are presented below.

Table 3
Descriptive Statistics

	N	Min	Max	Mean	Std.Dev
ngain_					
score	20	.50	.78	.6270	.07615
ngain_					
persen	20	50.00	77.78	62.7031	6.1489
Valid N					
(listwise)	20				

Based on the N-Gain test results table presented above, the effectiveness value in the N-Gain Score column is 0.627. According to Hake's (1998) criteria, this value falls into the "medium" category; thus, it can be concluded that the improvement in students' listening skills following the implementation of the Contextual Teaching and Learning (CTL) model—supported by audio-visual media—is classified as "moderately effective." These results indicate that the implementation of the CTL model with audio-visual media successfully improved students' listening skills from the pretest to the posttest. This is further supported by the table of criteria below, based on Hake (1998).

Table 4

Effectiveness Category based N-Gain Percentage

N-Gain Percentage	Effectiveness Category
<40%	Ineffective
40%–55%	Less effective
56%–75%	Moderately effective
>76%	Effective

Based on these results, Indicator C2 achieved the highest N-Gain score of 0.69 (moderate category), indicating that students experienced a significant improvement in their ability to comprehend the material after the lesson. Meanwhile, Indicator C1 recorded the lowest N-Gain score of 0.04 (low category), showing that the improvement in ability for this indicator was very limited. Indicator C3 obtained an N-Gain score of 0.26 (low category), whereas Indicator C4 achieved a score of 0.37 (moderate category).

Table 5
Category

Indicator	N-Gain Score Category	
C1 (Remembering)	0.04	Low
C2 (Understanding)	0.69	Moderate
C3 (Applying)	0.26	Low
C4 (Analyzing)	0.37	Moderate

Thus, it can be concluded that the implemented instruction was more effective in enhancing student abilities regarding indicators C2 and C4 compared to indicators C1 and C3. Variations in improvement across indicators may be influenced by the difficulty level of the material, the characteristics of the measured indicators, and the students' prior knowledge of the subject matter.

DISCUSSION

The primary focus of this study was to enhance students' listening creativity through the use of audiovisual media. The results indicate that the improvement in students' listening skills occurred because the CTL model provided opportunities for students to construct knowledge through real-life experiences. Instruction linked to daily life enabled students to grasp story content more easily than instruction relying solely on the lecture method (Khatimah et al., 2023). This improvement is driven by the mutually reinforcing nature of the CTL syntax components in supporting the student learning process. The constructivism stage helps students link prior knowledge with new material, making information easier to grasp. The inquiry stage encourages students to discover key information independently, while questioning fosters critical thinking through the exchange of questions and answers. The learning community component provides opportunities for discussion, leading to a deeper understanding of the story's content. Furthermore, modeling offers concrete examples of how to retell the story, while reflection helps students recall the material they have learned (Qurrotaayyun et al., 2025).

Through this sequence of CTL stages, students do not merely receive information passively but actively construct their own understanding of the story. Active student engagement—observing, questioning, discussing, and reflecting on the material—makes the listening process more meaningful, thereby making the information easier to understand and remember (Riza et al., 2024). The effectiveness of the CTL model is evident in the shift in students' learning approaches. Prior to



the intervention, instruction was dominated by the lecture method, causing students to remain passive and simply listen to the teacher's explanations. Following the implementation of CTL, students became directly involved in observing, identifying key information, discussing, and retelling the story. These changes in learning activities contributed to the improvement of students' listening skills.

In addition to the CTL model, instructional media serve as learning resources that assist teachers in broadening students' horizons; the various types of media employed by teachers provide the material necessary to impart knowledge to the students (Rani Setiawaty et al., 2023). The use of audiovisual media is also a key factor in enhancing listening skills (Wulandari et al., 2023). Audiovisual media present information through a combination of sound and images, thereby capturing students' attention for longer periods compared to conventional instruction that relies solely on lecture methods (Pratama, 2024). For second-grade elementary students—who are still in the concrete operational stage of development—presenting material via video makes information easier to comprehend, as students can directly visualize the characters, events, and situations being narrated. In this study, audiovisual media were utilized in every session as the primary resource for listening activities. Before the video was played, the teacher outlined the learning objectives and directed students' attention to key information they needed to identify, such as characters, setting, sequence of events, conflict, resolution, and moral messages (Khatimah et al., 2023). Regarding the material itself, the teacher assessed that the content aligned with the curriculum and reading comprehension objectives, and was easily conveyed to the students (Rani, 2026). This approach ensured students maintained a clear focus during the listening process, preventing their attention from easily wandering.

These findings are supported by Rossy et al. (2024), who state that audiovisual media can enhance student attention and concentration

because information is presented through an engaging combination of images and sound. When the video plays, students receive stimuli through two senses simultaneously: hearing and sight. Through the sense of hearing, students listen to dialogue, narration, intonation, pronunciation, and the vocal expressions of the characters in the story. Meanwhile, through the sense of sight, students observe images, character expressions, movements, settings, and the sequence of events presented in the video (Pratama, 2024). The combination of these elements helps students grasp the story's content more comprehensively than if they were merely listening without visual aids, thereby improving their ability to comprehend information and recall the content of what they have heard (Wulandari et al., 2023).

Instruction that actively engages students through audiovisual media provides a more meaningful learning experience and positively impacts listening skills (Hamsiah, 2024). Furthermore, the use of digital media can broaden reading experiences by incorporating interactive elements and imagery (Rani Setiawaty, 2026). Presenting material via video helps students grasp plotlines, characters, settings, and moral messages more concretely than oral delivery alone. Audiovisual media also aids comprehension by combining visuals and sound, thereby sharpening student focus (Barroh, 2024). Consequently, students find it easier to retain heard information and are better able to answer questions or retell the story. Additionally, according to Setiawaty et al. (2025), animated videos significantly assist students in improving their listening skills during Indonesian language lessons.

This combination enables students to more easily identify characters, settings, the sequence of events, and the story's message. As a result, students are not only able to answer questions but also retell the story in a more coherent manner. The successful use of audiovisual media in this study demonstrates that such media serves not merely as a tool for delivering content but also as a means to enhance the quality of the listening

instruction process (Hilyana, 2025). Audiovisual media offers a more engaging learning experience, boosts motivation, sustains student concentration, facilitates comprehension of the story, and aids in the recall of information (Sulistiyowati et al., 2025). Thus, students become more active participants in the lesson and more readily achieve listening skill indicators, which include: 1. the ability to focus attention during the listening process (C1); 2. understanding the content of orally delivered material (C2); 3. ...answering questions based on the material heard (C2), 4. retelling the information in one's own words (C3), and 5. responding to the message received (C4).

The improvement in scores from pretest to posttest for each listening indicator is described as follows: for indicator (C1)—students' ability to focus their attention during the listening process (Remembering)—the score was 0.04 or 4%, falling into the low category. Subsequently, for indicator (C2)—understanding the content of orally conveyed material (Understanding)—the score was 0.69 or 69%, falling into the moderate category. This indicates an increase in achievement from 4% on indicator (C1) to 69% on indicator (C2), representing a rise of 65 percentage points. For indicator (C3)—retelling information in one's own words (Applying)—a score of 0.26 or 26% was obtained, falling into the low category. Meanwhile, indicator (C4)—responding to received messages (Analyzing)—achieved a score of 0.37 or 37%, placing it in the moderate category. Based on this description, the highest N-Gain achievement was observed in indicator (C2) at 69%, while the lowest was in indicator (C1) at 4%. These results are reinforced by the moderate N-Gain score, indicating that the improvement in students' abilities was reasonably effective. Overall, CTL instruction supported by audio-visual media was able to enhance students' attention, motivation, active participation, comprehension, and listening skills.

CONCLUSION

Based on the research findings regarding the effectiveness of CTL supported by audio-visual media in improving the listening skills of second-grade students at SDN 4 Robayan, it can be concluded that the implementation of the CTL model supported by audio-visual media created a learning process that was more active, engaging, and meaningful. Instruction that linked the material to students' real-life experiences, supported by audio-visual media, made it easier for students to focus their attention, comprehend story content, retain information, and participate actively during the learning process. These conditions resulted in improved listening skills compared to the period prior to the intervention.

Furthermore, the effectiveness test using N-Gain yielded a score of 0.627, falling into the moderate category (reasonably effective). This result indicates that the CTL model supported by audio-visual media is reasonably effective in improving students' listening skills. This improvement is evident in the students' ability to focus their attention while listening, comprehend the material, answer questions based on the information heard, retell the content of a story, draw conclusions, and respond to the material presented. Thus, the CTL model supported by audio-visual media serves as a viable alternative for Indonesian language instruction in elementary schools, as it effectively enhances the quality of learning and optimizes students' listening skills.

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