*International Journal of English Literature and Social Sciences*
*Vol-10, Issue-2; Mar-Apr, 2025*

*Peer-Reviewed Journal*
*Journal Home Page Available: https://ijels.com/*
*Journal DOI: 10.22161/ijels*

# *Julie Tells* Audio-Instructional Media and Students' Listening Comprehension Levels in English

Julie Ann A. Gabio, MAT[1], Adrian V. Protacio, PhD[2]

[1]Teacher II, Lambayong National High School, Lambayong, Sultan Kudarat, Philippines
Email: julieanngabio@sksu.edu.ph
[2] Associate Professor I, Graduate School - Sultan Kudarat State University, ACCESS Campus, Tacurong City, Philippines
Email : adrianprotacio@sksu.edu.ph

Received: 22 Feb 2025; Received in revised form: 21 Mar 2025; Accepted: 25 Mar 2025; Available online: 30 Mar 2025


***Abstract***— *This study addressed the importance of listening comprehension in students' English learning by developing a contextualized audio instructional media named Julie Tells and assessing its impact on students' listening comprehension. The study aimed to evaluate the effectiveness of Julie Tells by gathering feedback from content experts and students on aspects like content relevance, instructional quality, technical considerations, and acceptability. It also measured students' listening comprehension through pretests and posttests to determine any significant improvements. Research methods employed included Research and Development (R&D) and Quasi-Experimental Design (QED), with instruments such as the Listening Comprehension Test, Instructional Audio Evaluation Sheet, and Students' Assessment and Feedback on Julie Tells. The study involved ten content evaluators and forty-nine Grade 12 Humanities and Social Science students of Lambayong National High School, selected through purposive sampling. Results showed that Julie Tells, an audio instructional media received excellent evaluations from content experts and highly positive student assessments. Pretest results indicated developing comprehension levels, which significantly improved in the posttest. The mean score difference between the pretest and posttest was significant. Additionally, a moderate positive correlation between students' posttest scores and their assessments of Julie Tells indicated that improved scores were associated with positive learning experiences. Hence, the study demonstrated that Julie Tells effectively enhanced students' listening comprehension, proving a valuable instructional tool. Teachers may use Julie Tells to enhance students' listening comprehension in English classes. Future researchers may replicate this study in different settings, with varied participants and methods, to validate the findings.*

***Keywords***— ***Contextualized Audio Instructional Media, Julie Tells, Listening Comprehension Levels, Quasi-Experimental Design, and Research and Development (R&D)***

## I. INTRODUCTION

Listening is what most students do to learn, but they have trouble with comprehension, affecting the learning process, especially in English. Humanities and Social Science students study English in core and major subjects in the curriculum and are expected to learn the macro skills. However, unlike other skills, listening is not explicitly taught, overlooking its vital role in English language learning. Listening comprehension problems among students are magnified by inadequate listening instructional materials that students can engage and relate to, leading to meaningful learning experiences. In response, the researcher opted to develop contextualized audio media that would foster students' listening comprehension levels in English.

Listening is pivotal to learning the other macro-skills. It is a keystone for refining overall language proficiency, including enhancement of oral expression and

writing abilities and comprehensive language development (Hyu, 2024). Students' listening comprehension level serves as a critical determinant of their reading and writing skills (Kim & Pilcher, 2016).

Despite the crucial role of listening in language proficiency, listening comprehension difficulties are faced by students globally and locally. Students in the United States and Asia find it difficult to concentrate on English as a foreign language because of long spoken speech, speech rate, different range of accents, and inadequacy of materials to improve their listening (de Brito, 2015; Puspitasari & Hanur, 2016).

In the Philippines, Tendero (2008) revealed that the listening skills of Filipino students were subpar. Similarly, Palma et al. (2020) added that Filipino graduates are comparable to fifth or sixth-graders in first-world countries. Thus, Van et al. (2021) suggest that employing media in learning English facilitates the development of language skills and the acquisition of the target language. However, integrated language arts instruction at the secondary school level primarily focuses on study and thinking techniques, writing and composition, and reading skills (SEAMEO INNOTECH, 2012).

Previous studies on audio instructional materials revolved around podcasting material in the classroom, authentic audio materials in English for Specific Purposes, comparison of video and audio for vocabulary teaching, audio in online learning, audio-visual material in the teaching of listening, interactive audio on the mother tongue IMs, audio-material for virtualized reality, improving instructor's presence through audio and graphics, audio materials in education, audio-visual IMs (Daniel & Woody, 2010; Kavaliauskienė, 2012; Bal-Gezegin, 2014; de Oliveira Neto et al., 2015; Ahmed, 2016; Sterling et al., 2019; Lipscomb, 2019; Shakirova, 2019; Ojelade, 2020). However, there is a lack of literature on the employment of audio IMs. No studies have been conducted on the effects of teacher-made contextualized audio media in the context of public secondary school students.

Therefore, the thrust of this study was to give attention to enhancing the listening comprehension difficulties of HUMSS students of Lambayong National High School through the development and utilization of *Julie Tells*, an audio instructional media, contextualized to the lessons so that it will enrich the student's grasp of the teachings in addition to helping them with their listening comprehension. The study is beneficial to the school, as it will promote students' listening comprehension and the lack of instructional materials for developing listening.

### 1.1 Statement of the Problem

This study developed the *Julie Tells*. It contextualized audio instructional media and examined its effect on the students' listening comprehension level in English of Grade 12 Humanities and Social Science students at Lambayong National High School-Senior High School Department during the second semester of the school year 2024-2025. It answered the following questions:

1.1.1 What is the extent of quality of the content experts' evaluation of *Julie Tells* in terms of:
- 1.1.1.1 content and relevance;
- 1.1.1.2 instructional aspect;
- 1.1.1.3 technical consideration; and
- 1.1.1.4 acceptability?

1.1.2 What is the extent of students' assessment of *Julie Tells* in terms of:
- 1.1.2.1 content and relevance;
- 1.1.2.2 instructional aspect;
- 1.1.2.3 technical consideration; and
- 1.1.2.4 acceptability?

1.1.3 What are the students' listening comprehension levels in their pretest and posttest?

1.1.4 Is there a significant difference in the students' pretest and posttest scores in the listening comprehension test?

1.1.5 Are the posttest scores associated with the students' assessment of *Julie Tells*?

## II. METHODOLOGY

### 2.1 Research Design

The study was quantitative research and employed both Research and Development (R&D) and Quasi-Experimental Design (QED) as research designs.

R&D is a process used to develop and test products, which in the context of education can include teaching materials, modules, or teaching methods (Sugiyono, 2022). In the setting of this study, the audio instructional media was developed using the 4-D model (Four-D Models), which consists of four stages: Definition, Design, Development, and Dissemination (Irawan et al., 2018).

QED is advantageous when a randomized control trial is not viable, for example, investigating the impression of policy reforms or remedial programs (Accad & Accad, 2016). This was supported by Hassan (2022), who stated that QED offers a practical and versatile approach for evaluating interventions when randomization is not feasible.

In the context of this study, QED was adopted since Lambayong National High School is following a class

program approved by the Department of Education. Thus, interruption and deviation from the approved class routine program in evaluating the effectiveness of *Julie Tells* through a randomized control trial is not practicable. To be particular, the one-group pretest-posttest of the QED was used. In this method, outcomes are measured before and after the intervention. *Julie Tells* was used during the class. After the intervention, the researcher determined the significant difference in the pretest and posttest scores of the students. Then, the effect of *Julie Tells* on the students' English listening comprehension levels was tested.

**2.2 Locale of the Study**

The research was conducted at Lambayong National High School, located in Barangay Poblacion, Lambayong Municipality, Sultan Kudarat Province, during the school year 2024-2025.

**2.3 Respondents of the Study**

Two sets of respondents were included in this study. The first set of respondents was ten (10) content experts who evaluated the quality of *Julie Tells* as an audio instructional media regarding its content and relevance, instructional aspect, technical considerations, and acceptability.

The second set was the Grade 12 students taking Humanities and Social Science (HUMSS) enrolled at Lambayong National High School for the school year 2024-2025. All Grade 12 HUMSS students were included in the classes that employed *Julie Tells* as audio instructional media; however, the researcher purposively selected the students who will take the pretest and posttest as well as those who will assess and provide feedback on the use of *Julie Tells* in terms of its content and relevance, instructional aspect, technical considerations, and acceptability.

**2.4 Sampling Technique**

Purposive sampling, a nonprobability sampling method, was used to select the respondents. The ten (10) content expert evaluators were purposely selected using the following inclusion criteria: (a) English teacher teaching in public secondary schools; (b) he/she is actively involved in research undertakings; (c) masters' degree holder and/or doctoral student and (d) have background knowledge in developing instructional materials.

The students-respondents were also selected purposely. The researcher conducted a classroom-based listening comprehension quiz, and forty-nine (49) students gained scores below half of the total items included in the experiment.

**2.5 Research Instruments**

This study used the following research instruments: (a) *Julie Tells*, (b) a listening comprehension test, (c) an instructional audio evaluation sheet, and (d) students' assessment and feedback on *Julie Tells*.

*Julie Tells* is a researcher-made audio instructional media in MPEG-1 Audio Layer 3 (MP3) format. The audio clips in Julie Tells are composed of four recorded listening texts, short in duration, between 3 minutes and 5 minutes.

The Instructional Audio Evaluation Sheet was adapted and patterned from the Guidelines and Processes for LRMDS Assessment and Evaluation of the Department of Education. The evaluators answered this evaluation tool. Ten (10) content experts assessed *Julie Tells* in terms of content and relevance, instructional aspects, technical considerations, and acceptability

A five-point Likert scale patterned from Magno (2023), as indicated:

| Numerical Rating | Verbal Description | Interpretation |
|---|---|---|
| 5 | Excellent | *Julie Tells* meets 81% and above quality standard of audio instructional media. |
| 4 | Very Satisfactory | *Julie Tells* meets 61% to 80% quality standard of audio instructional media. |
| 3 | Satisfactory | *Julie Tells* meets 41% to 60% quality standard of audio instructional media. |
| 2 | Fair | *Julie Tells* meets 21% to 40% quality standard of audio instructional media. |
| 1 | Poor | *Julie Tells* has only meet 20% quality standard of audio instructional media. |

The Listening Comprehension Test measured students' listening comprehension at literal, inferential, and critical levels on the pretest and posttest. The pretest and posttest were administered to gauge the students' listening comprehension levels before and after the experimentation and to compare the results of the two tests.

To assess and interpret the listening comprehension level of the students, the researcher used the rubric patterned after Magno (2023). It is a 5-point Likert

scale that gauges the listening comprehension level of the respondents

| Range | Verbal Description | Interpretation |
|---|---|---|
| 12.1 – 15 | Advanced | The students have the ability to recognize and extract specific information from the listening text, and they can provide compelling evidence to back up their conclusions and make logical deductions. Additionally, the123tudentts can comprehend unfamiliar words by using the context. |
| 9.1– 12 | Proficient | The students possess the skill to identify the main concept and particulars within a listening text. They are capable of presenting evidence from the text to substantiate their conclusions. However, their capacity to make deductions based on the information presented is restricted, and they encounter difficulty in comprehending unfamiliar terms. |
| 6.1 – 9 | Developing | The students can identify the main idea and a few details about the listening text. He/she struggles to provide evidence and make inferences. He/she understands familiar words when they are used in familiar contexts. |
| 3.1 – 6 | Emerging | The students understanding of the text is significantly hindered by the ability to comprehend individual words. They can identify the main idea of the listening text, but they struggle to provide additional information or evidence to support interpretation. |
| 1 – 3 | Beginning | The students are incapable of identifying the primary concept or details in the listening text due to complex sentence structure which makes it difficult for them to comprehend. |

Students' Feedback and Assessment on Julie Tells was also adapted and modeled by Procalla (2023) and was answered by the students-respondents after the four sessions of classes. A five-point Likert was utilized to interpret the students' responses to *Julie Tells'* assessment.

| Numerical Rating | Verbal Description | Interpretation |
|---|---|---|
| 5 | Excellent | Students had a highly positive experience with *Julie Tells.* |
| 4 | Very Satisfactory | Students had a moderately positive experience with *Julie Tells.* |
| 3 | Satisfactory | Students had a positive experience with *Julie Tells.* |
| 2 | Fair | Students had a somewhat positive experience with *Julie Tells.* |
| 1 | Poor | Students had a negative experience with *Julie Tells.* |

### 2.6 Statistical Treatment

Mean and standard deviation were employed to determine the extent of the quality of the content experts' evaluation of Julie Tells in terms of content and relevance, instructional aspect, technical consideration, and acceptability, to describe the extent of the students' assessment of *Julie Tells*, and to determine the level of listening comprehension of the students in the pretest and posttest, respectively. T-test was utilized to investigate if there is a significant difference pretest and posttest scores of the students' listening comprehension in English. Pearson-product moment correlation was used to verify if there is a significant association between the students' assessment of *Julie Tells* and their posttest scores.

## III. RESULTS AND DISCUSSION

### 3.1 Extent of Quality of the Content Experts' Evaluation of *Julie Tells*

The extent of the quality of the content experts' evaluation of *Julie Tells* in terms of content and relevance, instructional aspect, technical consideration, and acceptability was based on the result of the evaluation of ten (10) content experts conducted.

*Table 1. Summary of the Extent of Quality of the Content Experts' Evaluation of Julie Tells*

| Indicators | Mean | SD | Verbal Description |
|---|---|---|---|
| 1. Content and Relevance | 4.69 | .21 | **Excellent** |
| 2. Instructional Aspect | 4.60 | .22 | **Excellent** |
| 3. Technical Consideration | 4.57 | .16 | **Excellent** |
| 4. Acceptability | 4.73 | .43 | **Excellent** |
| **Grand Mean** | **4.64** | **0.12** | **Excellent** |

Table 1 reveals the summary of the extent of the quality of the content experts' evaluation of *Julie Tells*. First, in terms of content and relevance, Julie Tells gains a mean value of 4.69 (SD=0.21), implying that evaluators viewed *Julie Tells* as comprehensive, as it provides accurate and relevant content that stimulates listening comprehension skills. Furthermore, its instructional aspect attains a mean of 4.60 (SD=0.22), denoting that *Julie Tells* meets the minimum criteria for instructional aspects as it was constructed with good quality standards of instruction material.

Also, *Julie Tells's* technical considerations achieve a mean of 4.57 and a standard deviation of 0.16, indicating that it is flexible, convenient, and useful, thus exhibiting technical consideration. Finally, the evaluation in terms of its acceptability obtains a mean of 4.73 (SD=0.43), demonstrating that Julie Tells provides that all aspects of audio media complement each other well to achieve the learning objectives and is highly acceptable.

### 3.2 Extent of Students' Assessment of *Julie Tells*

Table 2 indicates the summary of the extent of quality of the students' assessment of *Julie Tells*, which resulted in a verbal description of excellence, gaining a grand mean of 4.37 (SD = 0.36). Students assessed all four components as excellent, with the section means of 4.38 for content and relevance, 4.32 for instructional aspect, 4.34 for technical considerations, and 4.43 for acceptability. This signifies that student had a highly positive experience with *Julie Tells* across all four components.

The overall evaluation of *Julie Tells's* quality across all the stated sections acquired an excellent description with a grand mean of 4.64 and a standard deviation of 0.12. This means that *Julie Tells* meets the 81% and above quality standard of audio instructional media.

The positive result of the evaluation of *Julie Tells* reveals that teacher-evaluators saw the need and potential of *Julie Tells* to enhance the students' listening comprehension. This supports the suggestion of Johnson et al. (2020) and Odey et al. (2024) that there is a necessity for teachers at every level of education to adopt the advantages of 21st-century technology in the classroom to elevate students' success, such as audio instructional media. This corroborates the findings of Chioma et al. (2024), who state that the integration of audio instructional media in teaching English has significantly grown in recent years and has also been taken by teachers as an exciting option to conventional instruction.

*Table 2. Summary of the Extent of Students' Assessment of Julie Tells*

| Indicators | Mean | SD | Verbal Description |
|---|---|---|---|
| 1. Content and Relevance | 4.48 | .36 | Excellent |
| 2. Instructional Aspect | 4.32 | .37 | Excellent |
| 3. Technical Consideration | 4.34 | .33 | Excellent |
| 4. Acceptability | 4.43 | .40 | Excellent |
| **Grand Mean** | **4.37** | **0.36** | **Excellent** |

This conclusion agrees with Abdulrahman et al.'s (2018) findings that audio-instructional media connects students to real-life language scenarios that nurture active listening and enable extensive progress in listening comprehension. Abid (2017) also stated that due to the convenience of audio media, students can practice self-paced listening. Audio media can also help students

improve their abstract imagination and can encourage active participation of students.

### 3.3 Students' Listening Comprehension Level in their Pretest and Posttest

*Table 3. Students' Listening Comprehension Level in their Pretest and Posttest*

| Scores | Listening Comprehension Levels | Mean | SD | Verbal Description |
|---|---|---|---|---|
| Pretest | Literal level | 8.39 | 2.02 | **Developing** |
| | Inferential level | 5.37 | 1.35 | **Beginning** |
| | Critical level | 3.39 | 1.22 | **Beginning** |
| Posttest | Literal level | 12.24 | 1.89 | **Proficient** |
| | Inferential level | 10.14 | 1.44 | **Proficient** |
| | Critical level | 7.40 | 1.59 | **Developing** |

Table 3 shows the students' listening comprehension levels in their pretest and posttest. The pretest results depict the students' literal level of listening comprehension, which has the highest mean of 8.39 (SD=2.02) and is described as developing, meaning that students can identify the main idea and a few details about the listening text. He/she struggles to provide evidence and make inferences. He/she understands familiar words when they are used in familiar contexts. On the other hand, the inferential level has a mean of 5.37 (SD = 1.35), and the critical level, obtaining a mean of 3.39 (SD = 1.22), was the lowest among the three levels of listening comprehension. Both the inferential level and critical level have a verbal description of the beginning. This exposes that the students, in their inferential and critical level of listening comprehension, are incapable of identifying the primary concept or details in the listening text due to complex sentence structure, making it difficult to comprehend.

The result is like the findings of Munsod-Fernandez (2021), who stated that 70% of Buting Senior High School's General Academic Strand students have exceptional literal comprehension, 55% have satisfactory inferential comprehension, and 42% have fair critical or evaluative comprehension. This is supplemented by Bangelisan and Eslit's (2018) study, which found that most senior high school students have elementary proficiency in English listening skills.

Similar to their findings, Calub and Calub (2018) discovered that students struggle with evaluating details according to the extent of the information they are familiar with and unfamiliar with. Thus, they propose that the ability to deliberately break down linguistic data is a must for listeners. Teacher assistance is needed to guide students in developing listening strategies so that they can deeply comprehend what they are listening to.

Students' listening comprehension should be practiced by exposing them to listening activities and audio media like *Julie Tells*, which will further develop their inferential and critical levels. Consequently, *Julie Tells* was integrated into the conventional class and conducted a posttest score results reveal the impact of the contextualized audio instructional media.

Students got a mean of 12.24 (SD = 1.89) in their literal listening comprehension level. In contrast, their inferential level has a mean of 10.14 (SD = 1.44), and both have a verbal description of proficiency. This implies that the students can identify the main concepts and particulars within a listening text. They are capable of presenting evidence from the text to substantiate their conclusions. However, their capacity to make deductions based on the information presented is restricted, and they encounter difficulty comprehending unfamiliar terms. Meanwhile, the students' critical listening comprehension level gained a mean of 7.40 (SD = 1.59) and was verbally described as developing.

The findings are strongly substantiated by the study of Mellina (2024), which attests that the students' listening abilities enhanced after exposure to audio, as evidenced by the substantial increase in their post-test scores, with more students achieving the above score compared to the pretest. Baba and Ojokavo's discovery (2021) study verified that students instructed with audio media at the literal, inferential, and evaluative levels have substantially different listening comprehension performances than those taught with printed text.

Equally, the study of Suprihadin et al. (2023) confirms a major variance in students' accomplishment in listening comprehension because of audio integration. The validated results robustly aligned with research studies that reliably accentuate the crucial role of audio instructional media in enhancing students' listening comprehension sklls.

**a=.05 level of significance*

*Table 4. T-test Results between the Pretest and Posttest of the Students' Listening Comprehension in English*

| Scores | Mean | SD | df | t | p | Interpretation |
|---|---|---|---|---|---|---|
| Posttest | 29.80 | 4.15 | 48 | 15.67 | .000 | **Significant*** |
| Pretest | 17.14 | 3.84 | | | | |
| **Mean Difference** | **12.65** | | | | | |

### 3.4 T-test Analysis Between the Pretest and Posttest scores of the Students' Listening Comprehension in English

Table 4 reveals the paired samples t-test results between the pretest and post-test of the students' listening comprehension in English. The students' mean pretest and posttest scores are 29.80 and 17.14, respectively. The mean difference of the two tests is 12.65. As to their standard deviation, the pretest has a 4.15 standard deviation, while the posttest has a 3.84 standard deviation. The degree of freedom is 48. The computed t-value between the mean scores of the pretest and posttest was 15.67, which resulted in the calculation of the p-value of 0.0000.

According to the result, since the computed t-value of 15.67 is greater than the critical t-value of 2.0118 at the 0.05 level of significance, two-tail with 48 degrees of freedom, there is a significant difference between the pretest and posttest scores of the student's listening comprehension.

**a=.05 level of significance*

*Table 5. Results of Pearson-r Analysis on the Significant Relationship between the Posttest Scores and Students' Assessment of Julie Tells*

| Variables | r | p | Sig | Interpretation |
|---|---|---|---|---|
| Posttest Scores and Students' Assessment of *Julie Tells* | .480* | <0.05 | .000 | **Significant*** |

### 3.5 Pearson-r Analysis on the Significant Relationship between the Posttest Scores and Students' Assessment of *Julie Tells*

Table 5 reveals that the computed coefficient correlation r is 0.480, N=49, indicating a moderate positive association between post-test scores and students' assessment of *Julie Tells*. This implies that the increase in students' scores in the posttest is associated with students' positive learning experiences, according to Julie Tells. Moreover, the computed r is 0.480, which exceeds the r-tab value of 0.288 at 0.05 significance level, two-tail with 47 degrees of freedom; therefore, hypothesis 2 is rejected. Also, since the computed p is lesser than the 0.05 significance level, this further verified a significant association between the quality of *Julie Tells* and the students' post-test scores.

Furthermore, considering that the computed value of p is lower than the 0.05 level of significance, this reveals that there is a significant difference between the pretest and posttest of the grade 12 students.

The outcome infers that the test is highly significant, which underscores the positive effect of Julie Tells on the students as it improves their listening comprehension levels in English. This corroborates with Najmi and Lavasani (2021) and Suprihadin et al. (2023) as they have found out in their study that students' listening comprehension in the EFL class was greatly influenced by English audio files as manifested in their improvement of listening comprehension. Further, they concluded that teachers' ability to use e-tools and the proper choice of resources relevant to learning objectives are important factors for effective audio files.

This result conforms with the findings of Procalla's (2023) study, stating that students listen effectively to audio-lingual instructional materials if motivated. Further, it is supported by the Affective Filter theory of Krashen (Mahnke, 1985), stating that boredom, lack of motivation, and other negative emotions generate a psychological filter that lessens students' ability to grasp understandable output. Further, Calibuso et al. (2024) align their findings with the favorable association between listening comprehension and audio use. That is, shifts influence the degree of listening comprehension and audio use.

## IV. CONCLUSIONS

The evaluation described *Julie Tells* as excellent. Hence, the evaluator saw the need and ability of contextualized audio instructional media to enhance the students' listening comprehension. Similarly, the students' assessment of *Julie Tells* was also excellent. Thus, students had a highly positive experience with *Julie Tells* as it engages students in real-life scenarios, promoting attentive listening and enhancing their comprehension.

The integration of *Julie Tells* in the class positively impacted the students' listening comprehension levels. Consequently, the increase of students' scores in the posttest is associated with the positive learning experience of students to *Julie Tells.* Therefore, *Julie Tells* is helpful audio material for improving listening comprehension and the easy understanding of the lesson because of its comprehensive and contextualized content, convenience, and flexibility. However, the effectiveness of using audio instructional media in the classroom still depends on how the teacher integrates it and supports student learning.

## V. RECOMMENDATIONS

Given the findings, the following are recommended:

1. Teachers or developers may create an upgraded version of *Julie Tells* with better technicalities, especially in the strategic use of sound effects, to further stimulate students' interest and engagement.
2. Teachers and/or developers may recommend that in developing audio media, pacing aligns with students' comprehension abilities and incorporates moments where students can pause, predict, or reflect, allowing them to actively engage with the content at their own pace.
3. Teachers may be advised to emphasize improving students' critical listening comprehension by exposing them to audio media and listening activities designed to challenge their critical thinking.
4. Teachers may be inspired to adopt and utilize Julie Tells in their English classes, exposing students to listening media to practice and improve their listening comprehension.
5. Teachers may be encouraged to give students flexible learning plans that encourage them to design personalized schedules where they allocate specific times to focus on audio media, ensuring consistency without pressure.
6. Future researchers are recommended to conduct a similar study with other locales, participants, and research designs to authenticate the study's results further.

## REFERENCES

[1] Kim, Y.-S. G., & Pilcher, H. (2016). *What Is Listening Comprehension and What Does It Take to Improve Listening Comprehension?* Grantee Submission. https://eric.ed.gov/?id=ED602774

[2] de Brito, J. (2015). The Effects of Listening Comprehension on English Language Learners Writing Performance while Taking Notes. *Master's Theses and Projects*. https://vc.bridgew.edu/theses/23/

[3] Puspitasari, H. and Hanur, B. (2016). A Panacea for Teaching Listening At Islamic Realm: Interactive Video Viewing Technique. *JEELS, 3(2)*.

[4] Tendero, J. (2008, January 1). *Hemispheric Dominance and Language Proficiency Levels in the Four Macro Skills of Western Mindanao State University College Students*. https://www.researchgate.net/publication/254444713

[5] Palma, B., Pido, R., Peralta, F., dela Gente, R., and Baga-an, A. (2020). Speaking and listening proficiency of AB English students: basis for instructional material development. *The Palawan Scientist*, *12*(1), 1–1. https://ejournals.ph/article.php?id=17573

[6] Van, L. K., Dang, T. A., Pham, D.B.T., Vo, T.T.N., & Pham, V.P.H. (2021). *The effectiveness of using technology in learning English.* Asia CALL Online Journal, 12 (2), 24-40.

[7] Daniel, D. B., & Woody, W. D. (2010). They hear but do not listen: Retention for podcasted material in a classroom context. *Teaching of Psychology*, *37*(3), 199-203. https://doi.org/10.1080/00986283.2010.488542

[8] Bal-Gezegin, B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia-Social and Behavioral Sciences*, *143*, 450-457. DOI: 10.1016/j.sbspro.2014.07.516

[9] Kavaliauskienė, G. (2012). Authentic audio materials in ESP. *English for Specific Purposes World*, *5*(21), 1-14. http://www.philologician.com/Articles_21/Docs/article.pdf

[10] Ahmed, T. (2016). *Efficacy audio visual authentic material in teaching listening at tertiary level classroom* (Doctoral dissertation, BRAC University).

http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/7646/10103011_ENH.pdf?sequence=1

[11] de Oliveira Neto, J. D., Huang, W. D., & Azevedo Melli, N. C. D. (2015). Online learning: audio or text?. *Educational Technology Research and Development*, *63*(4), 555-573. https://www.researchgate.net/profile/Jose-Oliveira-Neto-3/publication/282299304

[12] Sterling, A., Rewkowski, N., Klatzky, R. L., & Lin, M. C. (2019). Audio-material reconstruction for virtualized reality using a probabilistic damping model. *IEEE transactions on visualization and computer graphics*, *25*(5), 1855-1864. DOI: 10.1109/TVCG.2019.2898822

[13] Lipscomb, S. (2019, November). Audio, Graphics, and Text… Oh My! Improving Instructor Presence Through Effective Instructional Message Design. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1302-1306). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/p/211217/

[14] Shakirova, Z. (2019). The methods of using audio materials in teaching Arabic. *The Light of Islam*, *1*, 15. https://core.ac.uk/download/pdf/285996689.pdf

[15] Ojelade, I. A., Aregbesola, B. G., Ekele, A., & Olatunde-Aiyedun, T. G. (2020). Effects of Audio-Visual Instructional Materials on Teaching Science Concepts in Secondary Schools in Bwari Area Council Abuja, Nigeria. *The Environmental Studies Journal (TESJ)*, *3*(2), 52-61. https://ssrn.com/abstract=3927786

[16] Sugiyono. (2022). Research and development methods (3rd ed.). Alfabeta Bandung.

[17] Irawan, A. G., nyoman Padmadewi, N., & Artini, L. P. (2018). Instructional materials development through the 4D model. *SHS Web of Conferences*, *42*, *86*.

[18] Accad, A. and Accad, M. (2016). *Qualitative Methods of Research*. Kampana Publishing House, Inc.

[19] Hassan, M. (2022, July 18). *Quasi-Experimental Research Design - Types, Methods*. Research Method. https://researchmethod.net/quasi-experimental-design/

[20] Magno, S. (2023). *Reading Enrichment Module in the Dimensional Approach in Teaching Literature and Students Comprehension Skills*. [Master's Thesis, Sultan Kudarat State University]

[21] Procalla, E.P. (2023). *Electronic Audio Recorded Lectures (EARL) and Students Listening Comprehension Skills.* [Master's Thesis, Sultan Kudarat State University]

[22] Johnson, I. E., Nkanu, C. U., & Udo, A. L. (2021). Checkmating the weaknesses associated with information and communication technologies in education for improved effectiveness and efficiency. *Journal of Education and Practice* https://dx.doi.org/10.7176/JEP/12-8-11

[23] Odey, C. O., Ejoh, A. O., & Okeke, S. U. (2024). Assessment of the use of emerging educational technologies in the teaching and learning of Social Studies in secondary schools in Ogoja Education Zone of Cross River State, Nigeria. *British Journal of Education, Learning and Development Psychology, 7(2),* 75-86. https://dx.doi.org/10.52589/BJELDP-KZXDLRGU

[24] Chioma, U., Unoh, N.,Eteng,I. and Edem,E. (2024). Audio Compact Disc and Audio-Visual Podcast Instructional Resources and Students' Achievement in English Listening Comprehension *Electronic Research Journal of Social Sciences and Humanities*, 6(4)

[25] Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The Impact of Podcasts on EFL Students' Listening Comprehension. *International Journal of Language Education*, *2*(2), 23–33. https://eric.ed.gov/?id=EJ1245044

[26] Munsod-Fernandez, R. (2021). Assessment of Reading Comprehension Levels Among Grade 11 Senior High School Students: Towards the Development Of Proposed K-12 Context Appropriate Instructional Tool. *International Journal of Advanced Research*. 9. 431-466. 10.21474/IJAR01/12313.

[27] Bangelisan, K. & Eslit, F. (2018). *Speaking And Listening Skills of Senior High School Students: Basis for Communication Enhancement Program.* https://doi.org/10.13140/RG.2.2.25281.66402

[28] Calub, C., & Calub, F. L. (2021). Listening comprehension difficulties of college students basis for remediation strategies in the classroom. *The IAFOR Conference for Higher Education Research - Hong Kong*. https://www.researchgate.net/publication/353953711

[29] Mellina (2024). Using Podcasts as English Learning Media to Improve Student Listening Skills. *Didaktika: Jurnal Kependidikan*. 14(1) https://jurnaldidaktika.org 481

[30] Baba, L. N., & Ojakovo, E. E. (2021). Effects of using audio-materials on students' performance in listening comprehension in senior secondary schools in Gwagwalada, Abuja. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, *3*(2). https://www.sfjesgs.com/index.php/SFJESGS/article/view/194

[31] Suprihadin, D., Nike Angraini, N., and Iman, J. (2023) The Effectiveness of Audio as An Alternative Media In Improving Students' Listening Comprehension Achievement. *JELLT (Journal of English Language and Literature Teaching*) Vol. 8, No. 2

[32] Najmi, K, & Lavasani, M. (2021). The effect of using digital audio files on developing EFL learners' listening comprehension ability. *Journal of new advances in English Language Teaching and Applied Linguistics*, 3(2), 610-628. 10.22034/Jeltal.2021.3.2.4

[33] Mahnke, K. (1985). THE NATURAL APPROACH: LANGUAGE ACQUISITION IN THE CLASSROOM, Stephen D. Krashen and Tracy D. Terrell. Oxford: Pergamon Press, 1983. Pp. vi + 191. *Studies in Second Language Acquisition*, *7*(3), 364–365. https://doi.org/10.1017/s0272263100005659

[34] Calibuso, J., Alviola, J., Cabale,J., Cojetia, GM., Dublin, N.,Gumban, KM., Hagonoy, M., Layosa, CO., Manguilimutan, RM.,.1, Pagunuran, AJ.,Sucnaan, C., Clamares, K., Pelandas, AM. (2024). The Usage of Podcast and Its Influence to Students' Listening Comprehension: A Quantitative Descriptive Study. *International Journal of Research And Innovation In Social Science (Ijriss).* 8 (4). https://dx.doi.org/10.47772/IJRISS.2024.804259