

EXPLORING TEACHERS' PERCEPTIONS OF MEDIA IMPLEMENTATION FOR TEACHING LISTENING AT ISLAMIC SENIOR HIGH SCHOOLS

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ABSTRACT

Learning media plays an important role in the teaching and learning process. In listening skills, it is necessary to apply effective media to support the teaching and learning process in the classroom. However, there is still a limited understanding of which media is most effective for improving students' listening skills, especially in actively involving students during the lesson. This study aims to analyze learning media and their implementation to improve listening skills in English language learning. The method used in this research is qualitative method, with data collected through interviews with English teachers in Senior High School. The main findings of this study show that the application of media provides many benefits in teaching listening skills, with the TikTok application emerging as a very effective tool. The use of technological media in listening learning is considered effective because it makes students more enthusiastic, active, and less bored, and provides authentic listening exposure. The implication of this study is that integrating popular technology platforms such as TikTok can improve the effectiveness of listening learning and increase student engagement in the English classroom.

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1. INTRODUCTION

Teaching media are tools that can be used to convey messages, stimulate students' attention and interest, and engage their thoughts and feelings during learning activities to achieve learning objectives. As one component of a learning system, media play a critical role in helping students understand learning content while supporting teachers to teach more effectively (Kosanke, 2019). Media, as part of physical learning resources, provide instructional content in learning environments and can motivate learners to learn more actively and independently (Prabawati, 2021). Listening skill is an essential aspect of language learning, requiring concentration to comprehend spoken messages accurately (Saragih et al., 2022). Listening is a fundamental component of communication that enables individuals to exchange ideas and respond appropriately (Afriyuninda & Oktaviani, 2021). Effective listening involves hearing, identifying speech sounds, interpreting meaning, critically evaluating messages, remembering key information, and responding verbally or nonverbally (Herlina et al., 2021).

In the context of 21st-century education, technology plays a pivotal role in providing opportunities for collaborative and flexible learning (Shatri, 2020). Technological integration in language learning can enhance students' motivation and engagement while offering access to diverse resources for listening practice, such as podcasts, Spotify, TikTok, and other online platforms (Izzah & Hadi, 2020; Rahayu, 2024). However, challenges remain, including digital distractions, inadequate digital literacy, and unstable internet connectivity that can hinder effective technology integration (Ajizah, 2021).

Recent studies have shown the effectiveness of technology-enhanced language learning in improving listening skills. For instance, interactive digital media and mobile-assisted language learning applications have been found to increase students' engagement and listening comprehension (Brugliera, 2024). Additionally, the use of platforms like TikTok and podcasts has been reported to foster learner autonomy and increase exposure to authentic listening materials (Hasibuan & Male, 2022; Susanto, 2024). However, studies have also highlighted the challenges in integrating these tools effectively into instructional practices due to limited pedagogical strategies among teachers (Rohadi et al., 2023; Salam et al., 2023).

Despite the increasing availability of technology and media for language learning, a research gap remains regarding teachers' perceptions and practices in implementing technology to teach English listening skills in high schools, particularly how they integrate these tools pedagogically to enhance student engagement and learning outcomes. Previous studies have primarily focused on student outcomes, while the perspectives and practices of teachers in using technology for listening instruction remain underexplored.

To address this gap, this study adopts the Technological Pedagogical Content Knowledge (TPACK) framework as conceptual guidance, which has been widely used in recent studies to analyze how teachers integrate technology into their pedagogy effectively (Lume et al., 2024; Rustanto et al., 2020; Taopan et al., 2020). The TPACK framework emphasizes the intersection of technological, pedagogical, and content knowledge that teachers need to deliver effective instruction in technology-enhanced learning environments.

Based on this context, the research question guiding this study is: "How do teachers perceive and implement media and technology in teaching English listening skills in high schools?". Accordingly, the purpose of this study is to identify and investigate teachers' perceptions and practices in the implementation of media and technology to teach listening skills in high schools, using the TPACK framework to understand how teachers integrate technology within pedagogical and content domains to support listening instruction effectively.

2. METHODS

In this research using qualitative methods. Qualitative researchers strive to explain their work in ways that are understandable to those in the quantitative tradition (Gerring, 2017). Qualitative research methods are referred to as new methods, because their popularity is not long, referred to as post-positivistic methods because they are based on the philosophy of post-positivism (Royadi, Susiana, & Khumaida, 2019). Qualitative methods can use interviews or observations in collecting data. In this study, the data collection technique used was interviews. Interviews aim to record opinions, feelings, emotions, and other things related to individuals in the organization (Fadli, 2021).

Data collection is done by interview. The participants in this study were two English teachers from an Islamic Senior High School. Both teachers had more than five years of teaching experience in EFL (English as a Foreign Language) classrooms and had experience in using various media in teaching listening skills. The interviews are intended to identify and investigate the implementation of media to teach students' listening skills. The interview instrument was adapted from Putri (2019) that his research addressed the same problem, namely the use of media to teach listening skills. The interview questions explored four main areas, namely the teachers' competence regarding media and technology in learning, the types of media used for teaching listening, the process of implementing these media, and the perceived results and challenges faced during implementation. The data collection procedure began with contacting the teachers to explain

the research objectives and to obtain their consent, followed by scheduling interview appointments based on their availability. Face-to-face, semi-structured interviews were then conducted, each lasting approximately 45 to 60 minutes. During the interviews, audio recordings were made with the participants' permission to ensure accuracy, accompanied by note-taking to capture important observations. After the interviews, the recordings were transcribed verbatim to prepare the data for analysis.

Data analysis was carried out in several stages. First, conducting interviews with the teacher concerned, namely the English teacher. This is to determine teacher competence regarding media and technology in learning, the media used, the media implementation process, and the results of implementing media to teach listening skills. Second, the results will look at differences or similarities in the answers of the two English teachers who were the subject of the interview. Third, look at the effectiveness of the media. Fourth, each group's data is described and compared with the literature to show how effective the media is from the teacher's point of view. Finally, conclusions are drawn based on an analysis of all the descriptions of the findings.

3. RESULTS AND DISCUSSION

The purpose of this study was to identify and investigate the use of media to teach listening in high schools. The resulting data will be given through descriptions based on the outcomes of data acquired through interviews with English teachers in two separate high schools. Both institutions have used media to teach listening skills in their English classes. However, there are several limitations to using it.

3.1 Teacher's competencies

a. The Importance of Technology for Learning

The use of technology plays an important role in the world of education. Apart from its use for teaching information and communication technology (ICT), technology also facilitates teaching and learning activities (Maulina et al., 2022).

Teacher 1 : "Technology is very necessary at this time because it has a very large influence on the educational process itself."

Teacher 2 : "Technology is very important, especially in today's era where everything always relies on technology."

Based on the statements from Teacher 1 and Teacher 2, it is clear that both teachers acknowledge the crucial role of technology in the current education system. Teacher 1 explained in more detail the influence of technology in education, indicating an understanding of technological developments and their impact on learning. Meanwhile, Teacher 2 emphasized that the reliance on technology in all aspects of life makes it essential in education as well. These findings align with Maulina et al. (2022, who asserts that technology facilitates teaching and learning activities, supporting teachers in delivering learning effectively. It can be concluded that teachers have widely understood the importance of technology, considering it a necessity to avoid being left behind in the current era of digital learning.

b. Advantages of technology for learning

Technological advances provide digital resources for educational curricula that significantly contribute to learning digital literacy. Technology has advantages such as personalized learning, taking learning everywhere, decreasing behavior issues, and others (Turayeva & Kholmurodova, 2022).

Teacher 1 : "Technology makes it easier for us to transfer knowledge, students are also easy to accept it and also to seek additional knowledge."

Teacher 2 : "Technology is very beneficial for students and teachers because it supports creative and not boring learning."

Both teachers highlighted the benefits of technology in learning. Teacher 1 emphasized that technology eases the transfer of knowledge from teachers to students, while also aiding students in accessing and seeking additional learning materials independently. Teacher 2

underlined how technology transforms learning into a more creative and engaging process, making it less monotonous for students. These interpretations align with Turayeva & Kholmurodova (2022), who mention that technology contributes to personalized and accessible learning while reducing behavioral issues in class. The findings indicate that both teachers not only understand but also actively utilize the advantages of technology in their teaching practices, as it facilitates the delivery of learning and encourages students to engage more actively in the learning process.

c. Disadvantages of technology for learning

One of the drawbacks of technology that is worrying is that information technology by students is often misused by students who spend long hours in front of the computer and use it for useless things like Facebook and various games (Shatri, 2020).

Teacher 1 : “Technology also has negative impacts such as students easily looking for bad news, so it is also the teacher's job to direct students in good use of technology.”

Teacher 2 : “During the use of technology in this school, it seems that there are no obstacles and weaknesses that are felt.”

Teachers provided different perspectives regarding the disadvantages of technology in learning. Teacher 1 acknowledged that technology could negatively impact students if they misuse it for unproductive activities, emphasizing the teacher's role in guiding students to use technology positively. In contrast, Teacher 2 stated that they did not experience significant obstacles in using technology at school, suggesting that technology has been integrated effectively in their teaching environment. These findings are in line with Shatri (2020), who noted that technology could be misused by students without proper supervision. It can be concluded that while technology provides numerous advantages, it also presents potential challenges that require teachers to guide and monitor students to ensure technology is used productively for learning purposes.

3.2 Using media

a. The use of media for learning listening skills

Media use is effective in improving listening skills among students. In addition, using media is very beneficial because it can help relieve and reduce teacher time to review and carry out lessons and prepare in a short time (Maulina. et al., 2022).

Teacher 1 : “I use media for listening. The media that I use is the quizizz application.”

Teacher 2 : “I use several media for learning listening such as using audio, speakers, and recordings to listen to in front of the class. The audio that I play is obtained from several YouTube channels.”

Both teachers have implemented media in teaching listening skills in their classrooms. Teacher 1 uses the Quizizz application, indicating the teacher's readiness by first studying the application before implementing it in learning. Meanwhile, Teacher 2 uses various media, including YouTube videos, audio, and speakers, to facilitate students' listening activities in class. These findings align with Maulina. et al. (2022), who emphasize that using media can help improve listening skills while also assisting teachers in managing their teaching time efficiently. It can be concluded that the use of media, such as Quizizz and YouTube, makes listening learning easier and more enjoyable, increasing student engagement during the learning process.

b. Use of Podcast, JOOX, Spotify, TikTok and Duolingo media for learning listening skills

The use of applications such as Podcasts, Spotify, Joox, TikTok, and Duolingo is very effective for improving listening skills in students. The podcast service is very useful and helpful for teachers in giving instructions to teach listening skills (Wulandari & Sya'ya, 2021). Spotify has a very important potential in improving students' listening skills in accordance with the development of the 21st Century (Aruan, Dallion, & Hafniati, 2022). JOOX has many benefits for learning listening skills, such as making learning more attractive and using a

variety of audio (Deliyanti et al, 2023). The TikTok application for students' listening skills has succeeded in improving students' listening skills for the better (Clara, Feni, & Purba, 2021). This program was created to assist students in studying languages in a fun and easy way (Sukarya, Kamil, & Utami, 2022).

Teacher 1 : “Currently, I have not implemented these five applications to teach listening. However, students already know apps like TikTok. They use it to learn English too.”

Teacher 2 : “I use the TikTok application to teach listening so students don't get bored. Usually, I play English songs in the application or watch English videos for learning.”

Teacher 1 has not implemented Podcast, Spotify, JOOX, TikTok, or Duolingo in teaching listening but acknowledges that students are already familiar with TikTok and even use it independently to learn English. On the other hand, Teacher 2 has applied TikTok in the learning process by using English songs and videos from the application to avoid boredom during listening lessons. These findings align with previous studies highlighting the effectiveness of these applications in improving listening skills (Clara et al., 2021; Wulandari et al., 2021). It can be concluded that while both teachers recognize the benefits of TikTok in supporting listening learning, its implementation varies according to the teacher's strategy and classroom management. TikTok, in particular, has proven to be a useful medium for improving students' listening skills while making learning enjoyable and engaging.

3.3 Process of implementation media

a. Implementation of the media used for learning listening skills

Implementing media in learning can achieve better and more effective teaching and learning goals. Media implementation can be done in various ways according to the direction of the educators (Maulina. et al., 2022).

Teacher 1 : “To implement the Quizizz application, I usually use it before implementing it in class. Then I make questions that contain audio / video for students to listen to. After that I shared the Quizizz link and the students worked on it. After completing all the questions, the score and ranking will appear at the end and that will be the value for daily practice.”

Teacher 2 : “The implementation itself is carried out in a computer laboratory where headphones and computers are available. Then students have to open the video title that I wrote in the previous class. After that students have to watch the video and do the questions that I have given. But there is a way ‘ that I usually use, namely by just watching videos from YouTube and TikTok using a projector.”

Both teachers have clear strategies for implementing media in teaching listening skills. Teacher 1 prepares by testing the Quizizz application in advance, creating listening-based questions, and sharing the link with students to complete and assess their understanding. Teacher 2 uses a computer lab with headphones to facilitate individual listening and also utilizes projectors for collective video viewing using YouTube and TikTok. This demonstrates that both teachers are capable of implementing media effectively by adapting the available facilities to the needs of the lesson, in line with Maulina. et al. (2022)., who highlight that media implementation can be carried out in various ways according to the teacher's direction. It can be concluded that the systematic preparation and appropriate media utilization by teachers help facilitate effective listening learning in the classroom.

b. Obstacles in implementing media for learning listening skills

Based on the research Lukas & Yunus (2021) found several obstacles and difficulties for teachers in implementing media to teach listening.

Teacher 1 : “Obstacles experienced so far may only be a problem with internet connection or running out of quota as well.”

Teacher 2 : “Obstacles during the implementation of the media were that students found it

difficult to focus because they did not understand the correct pronunciation and writing and did not understand what was being said.”

Both teachers experienced obstacles when implementing media in listening lessons, but the nature of these obstacles differed. Teacher 1 encountered external technical issues, such as unstable internet connections and insufficient data quota, which hinder the smooth implementation of online media like Quizizz. Meanwhile, Teacher 2 faced internal challenges, such as students struggling to understand the pronunciation and meaning of what they hear, which affects their focus during listening activities. These findings align with Lukas & Yunus (2021), who identified various obstacles teachers face in integrating media into listening instruction. It can be concluded that obstacles in implementing media can arise from both external factors (technical/internet issues) and internal factors (students' listening comprehension challenges), requiring teachers to anticipate these issues during planning and implementation.

c. How to overcome obstacles in implementing media for learning listening skills

Teachers can utilize a variety of strategies to overcome listening obstacles. Teachers can assist kids learn to listen better by utilizing problem-solving techniques (Lokanita. et al., 2020).

Teacher 1 : “To solve obstacles when using media, students can use hotspots from friends or teachers to fix their internet connection problems because students don't have Wi-Fi facilities yet.”

Teacher 2 : “When it comes to bad connections, the school has provided Wi-Fi. However, for students' ignorance of the material, maybe students should learn some of the English songs that I often use more often.”

Teacher 1 addresses internet-related issues by suggesting students use mobile hotspots shared by peers or teachers as a temporary solution due to the lack of Wi-Fi facilities. Teacher 2 highlighted that the school already provides Wi-Fi to overcome internet problems and suggested that students could improve their understanding of the material by listening to English songs more frequently. These findings align with Lokanita. et al. (2020), who emphasize the need for problem-solving strategies to overcome listening barriers in learning. It can be concluded that while both teachers have attempted to address obstacles encountered during the implementation of media, their strategies remain adaptive and situation-based, showing that anticipating and addressing obstacles is essential for creating conducive learning environments when using media in listening lessons.

3.4 Result of implementation media

a. Enhancement of students' listening skills after the implementation of the media

According to Afriyuninda & Oktaviani's research (2021) there is a correlation between students' improved listening abilities and the implementation of the media.

Teacher 1 : “Students are more enthusiastic in learning listening, and it's easier to remember the correct pronunciation.”

Teacher 2 : “Students become more interested in learning listening and they don't get bored easily while learning.”

Both teachers observed that the use of media in teaching listening skills increased students' enthusiasm and interest in the learning process. Teacher 1 noted that students found it easier to remember the correct pronunciation, indicating that media supports pronunciation acquisition effectively. Meanwhile, Teacher 2 highlighted that students became more engaged and less prone to boredom, indicating improved motivation in learning listening. These findings align with Afriyuninda & Oktaviani's research (2021), who confirmed the positive correlation between media use and the improvement of students' listening abilities. It can be concluded that the implementation of media has a positive impact on enhancing students' listening skills, as it fosters active participation, enthusiasm, and better pronunciation retention during listening activities.

b. Effectiveness of media for students' listening skills

According to research by Tasya. et al. (2018) states that teaching listening through one of the media they use, namely VOA news videos is the right and effective way.

Teacher 1 : “The implementation of media to teach listening skills is clearly very effective for teachers and students.”

Teacher 2 : “I think it is more effective because children are happier when learning outside the classroom, such as in a computer laboratory. They like to get a new atmosphere outside the classroom.”

Both teachers acknowledged the effectiveness of using media in teaching listening skills. Teacher 1 emphasized the clear effectiveness for both teachers and students, while Teacher 2 noted that media use allowed students to experience a new learning environment outside the traditional classroom, increasing their happiness and engagement in the learning process. These findings align with Tasya. et al. (2018), supporting the claim that media use in listening instruction is effective in facilitating learning and increasing student engagement. It can be concluded that media provides an effective tool for teaching listening skills by creating a more engaging, interactive, and enjoyable learning environment for students.

c. Comparison between teach listening using media and without media

Teacher must be able to determine an effective method of teaching listening. Whether using media and technology or without media and technology, the teacher must be able to combine them (Prayudi et al., 2021).

Teacher 1 : “The two methods, with or without media, are equally effective. The teacher's only responsibility is to implementing both of these methods to every student's learning.”

Teacher 2 : “In my opinion it is more efficient to use media as a tool to help teach listening skills, because students will be more active in learning.”

Teacher 1 believes that both methods—using media and not using media—are effective when applied appropriately and advocates for a blended learning approach to balance both. In contrast, Teacher 2 prefers using media for listening instruction, emphasizing its efficiency and ability to increase student activeness in the learning process. These findings align with Prayudi et al. (2021)., who suggest that teachers should be able to flexibly utilize both methods to enhance students' listening skills effectively. It can be concluded that while both methods have their benefits, the integration of media in listening instruction offers additional advantages in making the learning process more engaging and efficient for students.

In this study identified that the media has been implemented to teach listening. In addition, this research states that implementing media is very effective for teaching listening. Media and technology are interrelated and help facilitate learning to be more relevant and reliable (Maulina, Sri Andriyani, et al., 2022). However, in this study also found obstacles and the way teachers solve these obstacles. Barriers to media implementation can occur due to internal factors or external factors (Alrawashdeh & Al-zayed, 2017). External obstacles experienced in the form of a bad internet connection and internal obstacles in the form of students who find it difficult to focus on learning.

Incorporating technology in teaching listening skills has a significant impact on the success of the learning process. Various technological tools benefit from being a better listener (Maulina, et al., 2022). Based on this statement, in this study it has also been examined that technology has many benefits for education. Then with the development of technology there are also many media that are modified into an application to support learning.

In this research, we suggest five effective applications to be implemented in listening learning, such as Podcast, Spotify, JOOX, TikTok, and Duolingo. However, the two teachers we interviewed used only one of the five applications. The application used is TikTok. The use of TikTok media in learning to improve students' listening skills is currently booming, and this media can be used in classroom learning (Clara, Feni, & Purba, 2021). Through this

research, TikTok is proven to be a medium for improving students' listening skills. TikTok can also make learning more effective with its implementation in the classroom.

4. CONCLUSION

This study examined the implementation of media in teaching listening at two secondary schools, highlighting the use of technology and media, particularly TikTok as effective tools in enhancing student engagement and reducing boredom during listening activities. The findings indicate that integrating media into listening instruction increases students' enthusiasm and participation, contributing to a more interactive and enjoyable learning environment. Despite these advantages, the study also identified obstacles in media implementation, including connectivity issues and students' difficulties in understanding material, which teachers addressed through various strategies.

The practical implication of this study is the need for teachers and curriculum planners to integrate engaging media strategically within listening instruction to improve students' motivation and learning outcomes. Providing professional development for teachers on effective media use and incorporating media-based activities into the curriculum can further enhance listening skill instruction in secondary schools.

This study faced limitations, including limited source information and insufficient detail in the explanation of materials. Future research should consider employing quantitative or mixed-method approaches with a larger participant pool to gain deeper insights into the effectiveness of various media platforms in teaching listening skills. Additionally, further studies should include a comprehensive literature review and explore comparative analyses of different media to support evidence-based curriculum planning in listening instruction.

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