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Enhancing Students' Listening Skills: Leveraging Digital Media Through Lampung Barat's Cultural Heritage

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ABSTRACT

This research explores the impact of integrating digital media with local cultural elements to improve listening skills among students. The study distinguishes listening as an active process that requires engagement and comprehension, contrasting it with mere hearing. Employing a Classroom Action Research (CAR) methodology, the study involved planning, implementation, and reflection phases with 35 second-semester students at STKIP PGRI Bandar Lampung. Data collection methods included tests, interviews, and observations, with triangulation ensuring the validity of the findings. The results indicate a significant improvement in students' listening skills, evidenced by an increase in average listening comprehension scores from 71.75 to 80.65 over two research cycles. This improvement is attributed to the effective integration of visual digital media with cultural content from Lampung Barat. Despite initial challenges related to student focus and engagement, the study demonstrates that cultural understanding is crucial for effective listening and that modern technology can enhance this process. Success was evaluated based on student participation, comprehension, and achievement of Minimum Completion Criteria (MCC), with a notable number of students meeting these metrics in Cycle II. The research concludes that combining local cultural elements with digital technology enriches the learning experience, leading to substantial improvements in listening proficiency and overall student outcomes. This approach offers promising opportunities for curriculum development and pedagogical innovation, suggesting that such integration could be beneficial across various academic disciplines to create more engaging and relevant educational environments.

INTRODUCTION

The general public often conflates 'listening' and 'hearing,' yet they differ conceptually. Listening involves attentive engagement, while hearing pertains to perceiving sounds without a specific intent to comprehend, typically without

significant difficulty (Hidayanti, 2019). Listening is an active process involving attention, understanding, appreciation, and interpretation to derive information and comprehend communicated messages (Tarigan, 2015). Nurgiyantoro (2017) asserts that listening skills aim to grasp language messages conveyed through speech. Hidayanti (2019) categorizes listening objectives into general—obtaining information, capturing essence, understanding communication—and specific, which includes critical, concentrated, creative, interrogative, and exploratory listening. Sorraya (2019: 41) further identifies objectives such as acquiring facts, analyzing and evaluating them, seeking inspiration, entertainment, and enhancing speaking skills.

The listening process comprises complex cognitive stages: receiving, understanding, and interpreting oral or written messages (Andrean et al., 2022). These stages include receiving auditory stimuli, understanding through identification of words and concepts, and interpreting the overall meaning (Septya, 2022). She outlines five stages: isolation, identification, integration, inspection, and interpretation. Cultural awareness is crucial in listening, as communication norms vary across cultures, preventing misinterpretation. Additionally, modern technology's role is significant, as new media like podcasts and social platforms introduce new dynamics in listening, aiding in identifying reliable sources and critically assessing information (Sugiyarto, 2017). Novayanti (2019) identifies key components in listening, such as distinguishing phonemic sounds, recalling words, identifying grammar, and linking linguistic and nonlinguistic cues to construct meaning.

Several factors influence listening ability. Hermawan (2012) divides these into internal factors—such as hearing issues, physical health, self-limitations, rapid thinking, and motivation—and external factors, including environmental conditions, materials, speakers, style, and techniques. Tarigan (2015) lists attitude, motivation, personal situation, life, and societal role as influencing factors, while He emphasizes environmental, physical, psychological, and experiential factors. He synthesizes these into eight factors: physical condition, psychology, experience, attitude, motivation, gender, environment, and societal role. Listening is thus influenced by both internal and external factors.

Azhari et al. (2023) describe internal factors as those originating from the individual, such as physical, psychological, and motivational aspects. Internal disruptions include hearing impairments, self-imposed limitations, personal associations, and motivation, which can be mitigated through awareness and selective information processing (Pelawi, 2019). External factors encompass environmental disturbances, materials, speakers, and techniques, requiring directed integration of listening with perception to enhance effectiveness (Pelawi, 2019). Azhari et al. (2023) also highlight external factors like environment and societal roles, emphasizing their importance in the listening process.

The researcher explores the use of listening lectures combined with digital

media to create audio-visual content featuring Lampung Barat's cultural activities. Visual media in listening courses enhances learning by engaging students and accommodating diverse learning styles (Susilana, 2007). Various media forms, such as images and videos, improve comprehension, motivation, and memory by reducing cognitive load. Digital technologies, including interactive applications and videos, make learning enjoyable and effective.

Local cultural activities from Lampung Barat are utilized as simulation material in digital media, reflecting the area's rich cultural heritage and economic activities. This innovative strategy integrates local wisdom with educational technology, using cultural content in digital media to deepen students' cultural understanding and listening skills. By connecting material to everyday life, students enhance memory and cultural identity while benefiting from flexible, interactive learning aligned with technological advancements.

METHOD

Planning, implementing actions, evaluating, and reflecting are the stages of this classroom action research project.
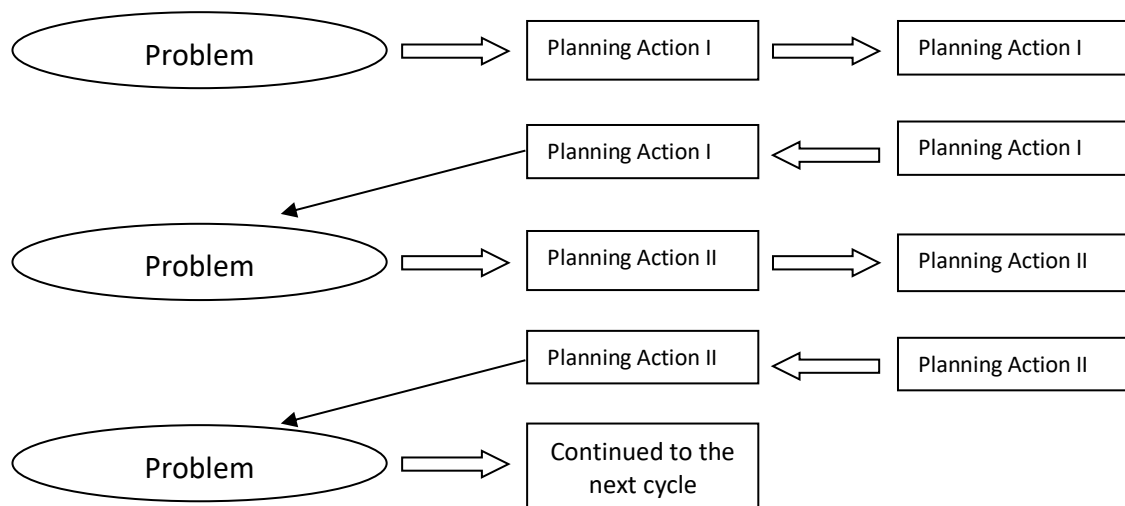

Figure 1. Procedure of Research

During the action planning stage, the researcher undertook several key activities: (1) Identifying the topic; (2) Developing a Semester Implementation Plan (RPS) incorporating Lampung Barat cultural activities with audio-visual materials; (3) Designing a learning scenario; (4) Creating learning resources; (5) Establishing supporting facilities and infrastructure; and (6) Formulating a learning evaluation format. Subsequently, the observation stage was conducted, focusing on student activities during the learning process, guided by predetermined recommendations (Hastomo & Zulianti, 2022).

The reflection stage served as the final phase, wherein the researcher evaluated the implementation of cycle I. Success was defined as 75% of the 35 students achieving a score of 75 or higher, meeting the performance criteria. If fewer than 27 students reached this threshold, cycle II would be necessary to enhance the learning process and achieve the desired performance outcomes.

The research was conducted at STKIP PGRI Bandar Lampung, involving 35 second-semester students from the Indonesian Language and Literature Education Study Program. Data collection methods included examinations, observations, and interviews. The study employed triangulation to ensure data validity, utilizing both method triangulation and data source triangulation. Data analysis was conducted using critical analysis techniques (Zulianti et al., 2024).

RESULTS AND DISCUSSION
Initial Survey Description

Table 1. Indicators of Action Success

Aspect	Presentation of Final Cycle Achievement Targets	How to Measure
Student participation in listening to lectures.	More than 75% of students who attended the lectures rated their listening skills as good or very good.	The number of students who showed attitudes categorized as good or very good among all students present in the writing course was used to determine this, which was observed during the course.
The ability of students to absorb knowledge from the given lectures.	The average score for students' understanding of the audio material was 75%.	Determined by taking the average listening score of the 27 students who attended the lecture.
Finalization of Results	More than 75% of students have achieved MCC, or Minimum Completion Criteria.	Determined by calculating the number of students who have achieved the minimum level of completion.

The researcher's observations and interviews with second-semester students enrolled in a listening course revealed several key insights regarding the challenges faced in teaching and learning activities. Firstly, students exhibited difficulty concentrating on the listening material presented. Pre-action observations indicated that only 55% of students were actively engaged during lectures, with 60% motivated to attend and attentive to the lecturer's presentations. Interviews with four randomly selected students further confirmed their struggles with following the listening lectures, primarily due to an inability to concentrate on the content.

Secondly, the students' performance in the listening class was suboptimal. An evaluation of listening exercises revealed that only seven students achieved the maximum score of 74, while sixteen students scored 65%, which was below the passing

threshold. The initial survey indicated an average score of 60 among students, suggesting a general lack of understanding of effective listening techniques.

The findings underscore the importance of motivation in the listening process. Students may struggle to maintain focus and interest if they fail to perceive the relevance or value of the material. To foster intrinsic motivation, it is crucial to emphasize the long-term benefits of the knowledge being acquired.

This comprehensive approach, which integrates psychological and motivational factors with technical strategies, aims to enhance students' listening capabilities. Effective teaching that combines emotional and intellectual intelligence can support sustained academic growth. The study aims to improve the quality of the listening course by evaluating both the process and outcomes. An effective lecture is characterized by positive changes in at least 75% of students, who demonstrate excellent work and comprehension of the material according to established standards. Student participation is assessed by their ability to achieve a score of 75, the passing grade for listening courses, with scores below this threshold indicating a need for further improvement.

Description of Research Results Cycle I

The research process was structured into two cycles, each comprising four stages: planning, action implementation, observation, analysis, and reflection. Observations from Cycle I of the listening skills lecture revealed several key findings. Specifically, 61% of students were actively engaged during the perception phase. Additionally, 67% of students demonstrated interest and motivation throughout the lecture activities. Furthermore, 69% of students were active and attentive during the lecturer's delivery of the material. These findings are detailed in the accompanying table, providing a comprehensive overview of student engagement during this cycle.

Table 2. Research Results Cycle I

Aspect	Observation/Outcome
Student Engagement	61% active during perception; 67% interested and motivated; 69% attentive during material delivery.
Average Listening Score	Increased from 63 (pre-cycle) to 71.75 (Cycle I), yet many students did not reach the mastery threshold.
Completion Rate	Only 33.33% of students scored above 75, indicating insufficient mastery of the material.
Challenges Identified	- Students exhibited confusion and struggled with note-taking at higher speaking speeds. - Lack of focus during lectures, with some students distracted by personal activities. - Assignments frequently fell below minimum completion criteria.
Reflections and Recommendations	- Encourage active participation through Q&A sessions. - Provide incentives for active involvement, such as recognition

	or additional grades.
	- Issue firm warnings to inattentive students disrupting the class environment.
	- Remind students of deadlines and assignments to enhance accountability.

The research conducted over two cycles, each comprising planning, action implementation, observation, analysis, and reflection, revealed several insights during Cycle I, specifically in the context of listening skills lectures. Observations indicated that student engagement varied, with 61% actively participating during perception, 67% showing interest and motivation, and 69% being attentive during material delivery. Despite these engagement levels, the average score for listening comprehension increased from a pre-cycle score of 63 to 71.75 by the end of Cycle I, suggesting some improvement, albeit insufficient for achieving the set performance indicators.

The assessment of student activeness, interest, and attention during lectures highlighted areas for improvement. For instance, a significant portion of students fell within the "Enough" and "Good" categories, yet many did not meet the minimum completion criteria, with only 33.33% achieving scores above 75. This outcome suggests that the integration of Lampung Barat cultural activities with digital media in the listening lectures was not entirely successful.

During the pretest, students exhibited confusion and struggled to effectively document important details, particularly at medium and fast speaking speeds. The introduction of digital media based on local culture resulted in a slight improvement by the second meeting of Cycle I, yet motivation and listening skills remained suboptimal. Consequently, the researcher identified several shortcomings, including students' lack of focus during lectures and inadequate assignment completion.

Reflecting on Cycle I's implementation, the researcher proposed several strategies to enhance student engagement and performance. These include encouraging active participation in question-and-answer sessions, providing incentives for active involvement, issuing firm warnings to inattentive students, and reminding students of deadlines and assignments. These measures aim to foster a more interactive and focused learning environment, ultimately enhancing listening skills and academic outcomes.

Description of Research Results Cycle II

The data reflect a comprehensive assessment of student engagement and performance during the second cycle of the listening skills lectures. In terms of student activeness during lectures, the majority scored within the "Good" and "Very Good" ranges, with 23 and 26 students, respectively, achieving these scores across the two meetings. The assessment of student interest revealed that a significant portion, 19 and 21 students, respectively, fell into the "Good" category, with a notable number also achieving "Very Good" scores.

Regarding student attention during the lecturer's delivery of material, most students scored within the "Enough" and "Good" categories, with consistent

performance across both meetings. The average listening comprehension score improved markedly from 71.75 in Cycle I to 80.65 in Cycle II, indicating significant progress.

The evaluation of listening course outcomes based on contextual understanding showed that 57.14% of students scored within the "Enough – Good" range, while 14.28% achieved "Very Good - Perfect" scores. In assessing the ability to identify important details, 55.55% of students scored "Enough – Good," and 37.07% reached "Very Good - Perfect." Inferential ability assessments revealed that 77.78% of students scored "Enough – Good," with 22.22% achieving "Very Good - Perfect." For responses and comments, the majority of students, 77.78%, scored "Middle - Enough."

Table 3. Research Results Cycle II

Assessment Area	Category	Frequency	Percentage
Average Listening Comprehension Score	Cycle I	-	71.75
	Cycle II	-	80.65
Completion of Listening Course	Completed (Score 75-100)	32	92.57%
	Uncompleted (Score 0-74)	3	7.40%
Student Engagement	Activeness	-	75%
	Interest and Motivation	-	78%
	Attention	-	80%

The completion rate in Cycle II was notably high, with 92.57% of students achieving scores within the 75-100 range, indicating mastery. The overall increase in class average to 80.65, alongside high percentages of activeness (75%), interest and motivation (78%), and attention (80%), suggests that the integration of digital media with Lampung Barat cultural activities effectively enhanced student engagement and learning outcomes.

Comparison of Action Results Between Cycles

The comparative analysis of action results between Cycle I and Cycle II demonstrates a marked improvement in the quality and outcomes of the listening course, facilitated by the integration of digital media with cultural activities from Lampung Barat, Lampung Province. This enhancement is reflected in several key aspects.

Table 4. Comparison of Action Results Between Cycles

No.	Aspect	Percentage	
		Cycle I	Cycle II
1	During lectures, students are actively involved.	61%	75%
2	When attending lectures, students are	67%	78%

	motivated and engaged.		
3	Students actively participate in class and listen to the instructor's explanation.	69%	80%
4	Students' listening comprehension skills in this course.	33, 33% (with average score 71,75)	92,59% (with average score 80,65)

Firstly, student engagement during lectures increased from 61% in Cycle I to 75% in Cycle II. Similarly, motivation and engagement levels rose from 67% to 78%. Active participation and attentiveness during lectures also improved, with percentages increasing from 69% to 80%. Notably, the students' listening comprehension skills showed significant progress, with the proportion of students scoring above 75% rising from 33.33% (average score of 71.75) in Cycle I to 92.59% (average score of 80.65) in Cycle II.

This improvement underscores the effectiveness of using digital media infused with local cultural content to enhance listening skills. Before the intervention, the average listening comprehension score was 63, with only 12 out of 35 students achieving scores above 75. Although Cycle I saw an increase in the average score to 71.75, the number of students surpassing the 75 mark remained unchanged. By the end of Cycle II, however, the average score rose to 80.65, with 34 students (96%) scoring above 75, indicating substantial progress.

These findings align with Susilana's assertion in "Learning Media" that visual media, when applied appropriately, positively influences language acquisition (Susilana, 2007). Further supporting this, Anggraeni (2018) found that audio-visual media enhances learning effectiveness and motivation. Additionally, Rachman et al. (2023) observed that incorporating materials from the local environment heightens student attention to instructional content. Consequently, the use of audio-visual materials based on Lampung Barat's local culture is deemed highly suitable for improving listening comprehension among second-semester students.

CONCLUSION

The analysis and discussion of the research findings suggest that the integration of digital media with local cultural elements significantly enhances students' listening skills across various courses. This innovative approach, which merges digital technology with local wisdom, creates a learning environment that is both relevant and engaging for students.

A noteworthy outcome of this study is the substantial increase in students' average scores. Initially, in the first cycle, the average score was recorded at 71.75. Following the implementation of digital media infused with local cultural content, the average score rose to 80.25 in the second cycle. This improvement indicates that incorporating local cultural elements alongside digital technology can effectively enhance students' listening abilities and overall comprehension.

The success of this integrative approach is further corroborated by the results

of the final assessment, which demonstrated a marked improvement in scores from the first to the second cycle. This progression underscores the potential for students to engage in more meaningful and profound learning experiences when modern technology is harmonized with traditional values.

Moreover, the integration of digital media with local culture not only elevates the quality of learning but also reinforces the material's relevance to students' everyday lives. Consequently, this approach holds significant promise for widespread application in efforts to improve listening skills across diverse courses. These findings contribute substantially to curriculum development and teaching methodologies, offering valuable insights for educational innovation.

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