

## THE EFFECT OF USING AUDIO VISUAL AIDS TO IMPROVE STUDENTS' LISTENING SKILL IN ENGLISH TEACHING LEARNING

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### **Abstract**

*In learning English, there are four skill that students should learn, one of them is listening skill. Listening is one of the most important pieces of learning and teaching English. In order to be successful in listening, students should come up with some strategies, that is using an effective media namely Audio Visual Aids. Audio Visual is a device which are utilized in the classroom to encourage learning and build it easier and attractive. The aim of this research is to investigate whether students' can improve listening skill through Audio Visual Aids. This research was conducted 5 students from SMA YASPITA Kota Tangerang Selatan in academic year 2021/2022 from IPS consists of 1 class. The writer used Quantitative and Qualitative as the methods. Pre-test, Post-test, and Questionnaires were used as the instruments. Based on the results, all students and the class got average scores above the KKM after the treatment. Besides that, the students were more excited and not got bored briefly. The class gets to be more attractive in learning listening. Audio Visual Aids material motivates the students and helps them to improve their listening skill. These make the classroom more interactive.*

**Keywords:** Audio Visual Aids, Listening Skill

### **Abstrak**

*Dalam pembelajaran bahasa Inggris, ada empat keterampilan yang harus dipelajari siswa, salah satunya adalah keterampilan mendengarkan. Mendengarkan adalah salah satu bagian paling mendasar dari belajar dan mengajar bahasa Inggris. Agar berhasil dalam mendengarkan, siswa harus memikirkan beberapa strategi, yaitu menggunakan media yang efektif yaitu Audio Visual Aids. Audio Visual Aids adalah sebuah media yang digunakan di dalam kelas untuk mendorong pembelajaran dan membuatnya lebih mudah dan menarik. Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa dapat meningkatkan keterampilan mendengarkan melalui Audio Visual Aids. Penelitian ini dilakukan 5 siswa SMA YASPITA Kota Tangerang Selatan tahun ajaran 2021/2022 dari IPS yang terdiri dari 1 kelas. Penulis menggunakan metode Kuantitatif dan Kualitatif. Pre-test, Post-test, dan Kuesioner digunakan sebagai instrumen. Berdasarkan hasil tersebut, semua siswa dan kelas mendapat nilai rata-rata di atas KKM setelah perlakuan. Selain itu, siswa lebih bersemangat dan tidak cepat bosan. Kelas menjadi lebih menarik dalam pembelajaran mendengarkan. Materi Audio Visual Aids memotivasi siswa dan membantu mereka untuk meningkatkan keterampilan mendengarkan mereka. Ini membuat kelas lebih interaktif.*

**Kata Kunci:** Audio Visual Aids, Listening Skill

## A. Introduction

In learning English, there are four skills that students should learn, one of them is listening skill. Listening is one of the most important pieces of learning and teaching English (Yılmaz & Yavuz, 2015). (Şendağ et al., 2018) claimed that listening is one of critical importance in daily, relational, educational and industrial life. (Brown et al., 2020) assured that to utilize active listening requires the empathic and expressive inclusion of a listener and consists of detecting the expressive needs, processing what has been said, perceptive and responding by using verbal and non-verbal responses, and asking questions to indicate active attention. (Bourdeaud'hui et al., 2018) assured that the skill of active listening is not simply the practice of individual skills such as maintaining eye contact or maintaining an open posture but concerns a status of existence and connectedness with others whereby real depth and meaning are added to interactions.

Students with listening-based communication problems are frequently seen to have very poor audio-vocal control, confusion or reversal of letters, poor reading comprehension, poor reading aloud, and poor spelling (Sudarmaji, 2021). It includes the quick analysis of graphic pictures which represent sounds. In other words, it is sound which gives meaning to the letter or graphic picture (Nirme et al., 2020). In order to be successful in listening, students should come up with some strategies, that is using an effective media namely Audio Visual Aids. Audio-visual effort, such as instructive or genuine

video material, has been a focus of second language research in recent years (Pattemore & Muñoz, 2020).

(Bal-Gezegin, 2014) said that in about 1950's-60's, the development in communicative theory led to research on educational process, its elements, their relationships such as: the teacher, the student, the teaching methods and techniques. (Rassaei, 2019) claimed that technology has been around in language teaching for decades. Technology teaching aids stimulate the attention of students and help the teachers to explain the concepts simply, one of them is Audio Visual Aids.



Picture 1.4 Audio Visual Aids

Source by:

<https://prateekmaj21.medium.com/audio-visual-aids-711d25e6043a>

Picture 1.4 shows the examples of Audio Visual Aids which can use in English teaching learning. (Yazar & Arifoglu, 2012) stated that Audio Visual Aids are those instructional devices which are utilized in the classroom to encourage learning and build it easier and attractive. (Wang et al., 2020) stated that Audio Visual emotion recognition is a challenging problem in the research fields of human computer interaction and pattern recognition. (Gerber et al., 2018) assured that any instrument which by observation and sound enhance the individuals'

experience, beyond that obtained through read described as an Audio Visual Aids. The using of Audio Visual Aids is another way to improve learning plans and give students additional ways to process subject information (Emerick, 2019). Audio Visual Aids are strategy present unit of knowledge through auditory of ocular stimuli both with an observation to help learning. (Rasul et al., 2011).

(Moreno & Vermeulen, 2015) stated that Audio Visual Aids gives chance to speakers to make a more professional presentation. The teaching occupation is filled with limitless opportunities to improve the educational lives of students, while some concepts and educational objectives will be easy for students to grasp, other will need you to think creatively to ensure that important learning objectives are met.

In this research, the writer argue that the encountered difficulties to improve listening skill are bored and lacks in listening are pronunciation, vocabulary, and accent. Considering the objectives of the reformed general education curriculum that emphasises the role of a student, the writer propose that active learning methods should be implemented more readily in English learning.

The aim of this research was to investigate whether students who learn English and improve listening skill through Audio Visual Aids achieve higher scores on various listening tests. Below the writer will present research results that have illustrated how active learning methods can support students in developing listening skill.

## B. Method

### 1. Place and Time

The research was take place by online at the writer and the students' individual homes through Zoom Application, this was due to the pandemic (Covid-19) that did not permit meeting directly.

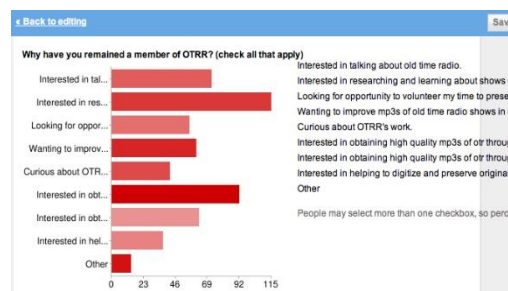
The research contains 3 meetings included pre-test in the first meeting on June, 17, 2021, followed by treatment in the second meeting on June 24, 2021 and post-test in the third meeting on June, 25, 2021 by Google Form at 4 pm to 5 pm.



Picture 2.4 Zoom Application

Source by:

<https://support.zoom.us/hc/en-us/articles/201362323-How-Do-I-Change-The-Video-Layout->



Picture 3.4 Google Form

Source by:

<https://learninginnovation.duke.edu/>

Picture 2.4 shows the view of Zoom Application in teaching learning. Picture 3.4 shows Google Form which uses to questionnaires.

### 2. Population and Sample

## 2.1. Population

(Ibe & Abamu, 2019) said that a population is all individuals who are general who have characteristics that tend to be the same. The population of this research is there are 5 students from the eleventh grade of SMA Yaspita Kota Tangerang Selatan in academic year 2021/2022 from IPS consists of 1 class. The students were chosen because based on the results of class observations and interviews with the English teacher in the class, it can be concluded that the students' listening skills in English are still low. This is because the teacher does not using adequate techniques because the school is held online which makes students not motivated to learn.

## 2.2. Sample

According to (Nachoua, 2012), the sample is a part or representative of the population to be studied. If the research is carried out by part of the population, it can be said that the research is a sample research. In this research, the sample took from the eleventh grade of SMA Yaspita Kota Tangerang Selatan in academic year 2021/2022 from IPS consists of 1 class.

## 3. Type of the Research

This research emphasizes of Audio Visual Aids to improve students' listening skill. In this research makes the relationship between two variables. There are one independent variable (X) which is Audio Visual Aids and one dependent variable which (Y) is listening skill. The Qualitative and Quantitative researches were be used by the writer as the method.

Quasi Experimental Design is the type of the research. (Siegel, 2020) stated that in a Quasi

Experimental research, there will be experimental and non-experimental meetings used in the research. Experimental in the first meeting which using Audio Visual Aids and non-experimental in the second meeting which is not using Audio Visual Aids. In this research performed using only one group, thus not requiring a control group, it is by using pre-test and post-test group design to know whether using Audio Visual Aids can effect students' listening skill or not.

## 4. Instruments

The writer uses listening test for the pre-test and post-test and questionnaires as the instruments of the research. In the first meeting, the students are given 40 blank words' questions for 60 minutes to finish the pre-test. In the second meeting, the students are given 40 blank words' questions which using Audio Visual Aids for 60 minutes to finish the post-test. In the last meeting, the students are given some questionnaires by the writer to know what the students felt after the treatment.

## 5. The Techniques of Collecting

### Data

The Techniques of Collecting Data in this research were conducted tests and questionnaires. Tests are given to the students to get students' listening skill. Questionnaires were used to determine students' comprehension and motivation after the treatment.

The data obtained in each activity will be analyzed in Quantitative and Qualitative to find out the final result of students' activity. (BaLatur, 2016) said that Quantitative data on students' learning outcomes will be analyzed

by finding the average score of students' success in both pre-test and post-test. Meanwhile, (Kai et al., 2020) said that the Qualitative data obtained from the questionnaires were analyzed, so it could provide an overview of the level of comprehension and motivation towards the learning, attitudes of students towards the applied learning methods.

## 6. Procedures

Students listening skill was precise by giving them the listening test. The test consists of pre-test and post-test. The pre-test and the post-test were given to the first and second meetings. The writer used an oral test to know students' listening skill. A test is examination of person's knowledge or skill. By Audio Visual Aids, the writer offered tests to assess the students' listening skill. The pre-test is carried out before the class in the experimental meeting. Pre-test is necessary to established prior knowledge. The aim of this pre-test is to find out the students' listening skill before treatment. In this research, the pre-test was given in the first meeting. The writer did dictation and the students answered 40 blank words which according to the dictation.

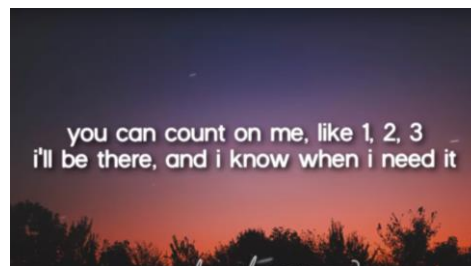
The aim of post-test is find out the students' listening skill after the treatment using Audio Visual Aids. It will administer after treatment given to measure the effect of Audio Visual Aids to improve students' listening skill. In this research, the post-test was in the second meeting. The writer used a song in the experimental meeting. The writer played a song using Audio Visual Aids entitle Count on Me by Bruno Mars, and

the students listen it carefully, then, the students filled 40 blanks' lyric.

The last, the writer gave questionnaires to the students that what they felt after the treatment. There upon acquisition students pre-test and post-test, the score was compared.

## 7. Teaching Material

The writer used a song through Audio Visual Aids, the entitle of the song is *Count on Me by Bruno Mars* for the treatment, then the writer showed the lyrics but there are some blank lyrics which the students should fill them correctly.



Picture 4.4 The lyric of song

Source by:

<https://www.youtube.com/watch?v=Msl2fl3h59I>

Picture 4.4 is the lyric of Count on Me by Bruno Mars which the song as the instrument. Then, the writer gave 5 questionnaires to the students. Below the teaching material:

### 7.1. Treatment

"Count on Me"

Oh-oh

If you ever(1)..... yourself stuck in the middle of(2).....

I'll sail(3)..... to(4)..... you

If you ever(5)..... yourself(6)..... in the dark and you(7).....

I'll be(8)..... to(9)..... you

We'll(10)..... what(11)..... made of

When we are(12)..... to help our friends(13).....

(Chorus)

You(14)..... count on me like 1,2,3

I'll be(15).....  
 And I know when(16).....,  
 I(17)..... count on you like four,  
 three, two  
 And you'll be(18).....  
 'Cause(19)..... what friends are  
 (20)..... to do, oh, yeah  
 Ooh-ooh-ooh-ooh  
 Ooh-ooh-ooh-ooh, ooh, yeah,  
 yeah  
 If you(21)..... and you're  
 (22).....  
 (10)..... and you just (11).....  
 fall  
 asleep  
 I'll(23)..... beside you  
 And if you ever forget(24).....  
 (25)..... day I  
 will(26).....  
 We'll(27)..... what(28).....  
 made of  
 When we are(29)..... to help  
 our friends(30).....  
 (Back to chorus)  
 You'll always have my(31).....  
 when you cry  
 I'll(32)....., never say  
 You know  
 You(33)..... count on me like  
 1,2,3  
 I'll be(34).....  
 And I know when(35).....  
 I(36)..... count on you like four,  
 three, two  
 And you'll be(37).....  
 'Cause(38)..... what friends  
 are supposed to do, oh, yeah  
 Ooh-ooh-ooh-ooh  
 Ooh-ooh-ooh-ooh, ooh  
 You(39)..... count on me  
 'cause I(40).....

**7.2. Questionnaires**

1. Are you happy with the English class? Give the reason!
2. Is the method learning improve your listening skill?
3. Do you want use the media again in English class? Give the reason!
4. Are you interested to do

listening in English by Audio Visual Aids? Give the reason!  
 5. Do you prefer to speech method or Audio-Visual Aids? Give the reason!

**C. Result**

**1. Quantitative Data**

The writer took 5 students in one class. Based on the data, English students' learning outcomes through pre-test before giving treatment will be compared with post-test data after giving treatment. There are 2 data collection tools used in this research process, namely pretest and post-test for English students' learning outcomes. The pre-test and post-test questions given to the research subjects were English language questions which according to the speech and audio. The writer gave 40 questions in both tests to know whether there are difference results or not. Below the data students' score in pre-test questions:

**Tabel 1.2. Pre-test result table**

Students	1	2	3	4	5
Scores	52,5	50	45	62,5	72,5

To count the average of class, below is the formula:

$$\frac{X_1 + X_2 + X_3 + X_4 + X_5 + \dots}{n}$$

X : The scores of the students  
 n : The number of the data (students)

From the table 1.2. it can be added the formula:

$$\frac{52,5 + 50 + 45 + 62,5 + 72,5}{5} = \frac{282,5}{5} = 56,5$$

In education system of

Indonesia, there is the lowest criteria for declaring students to achieve mastery is called the KKM. The minimum Indonesian KKM score is 75. So, if a student gets a score >75, the student must repeat the subject again to achieve mastery.

From the results of the average of class data, the class got a score of 56,5 which showed that the students did not reach the KKM, therefore, students needed to repeat the learning using interesting learning method.

The treatment of this research is carried out in the second meeting so that students reach the KKM. The treatment in this research is that the writer teaches using Audio Visual Aids in English learning. After treatment, the writer will get data called post-test. Below is the post-test data:

**Tabel 2.2. Post-test result table**

Students	1	2	3	4	5
Scores	87,5	82,5	75	90	90

From the table 2.2. it can be added the formula:

$$\frac{87,5 + 82,5 + 75 + 90 + 90}{5} = \frac{425}{5} = 85$$

From the results of the average of class data, the class after the treatment got a score of 85 which showed that the students reach the KKM. It showed that the using of Audio Visual Aids in english teaching learning can improve students listening skill.

## 2. Qualitative Data

The research was conducted at the writer and the students' respective homes through Google Form. The writer analyzed the result of the research based on

the questionnaires form. Based on the questionnaires, all of students answered "Yes" for all questions and the students gave their reasons. It means all students were happy with the English Class, the method learning can improve all students' listening skill, all students want use the media again in English class, all students were interested to do listening in English by Audio Visual Aids, and all students prefer Audio Visual Aids than speech. It can be seen that the using of song was founds very effective as the students got a complete Audio Visual Aids idea with the understanding about the words. It created an interest among a student which helped them to perform the follow up activity with active participation. The students were very much responsive in the class where the writer used Audio Visual Aids. Students paid more attention to the learning and understood the learning well.

The results obtained from the pre-test showed that the students' English listening skill was still low. This is evident from the achievement of students' scores who got scores below the KKM, which is >75. However, the results obtained from the post-test which was carried out in the second meeting using Audio Visual Aids experienced different results. All students scored above the KKM, this result shows that the Audio Visual Aids method has succeeded in improving students' English listening skill. In addition, based on the results of the questionnaires, all students felt happy and interested in learning English using the media.

Audio Visual Aids is a suitable model for students if the teacher wants them to have good listening

skills, are interested in learning, encourage students to be able to find their own, and students remember the material presented in each meeting.

The results of this research turned out that the model applied in the learning process had a significant effect on students' achievement. This results prove that the writer has chosen the right method in carrying out the learning process because the choice of method is something that cannot be ruled out.

#### **D. Discussion**

By using Audio Visual Aids in the classroom, teachers can teach listening easily. Audio Visual Aids bring distinction in the classroom teaching which are useful to represent the attention of the students toward the learnings and assist students' improve listening skill. (Kährik et al., 2012) said that having something Audio Visual Aids on the learning are always helpful for the learners. Moreover, using a song in learning English is more interesting because there are no people who do not like listening to songs. Also, teachers can ask questions about the Audio Visual Aids to elicit ideas from the learners about the lyric of the song. This creates an opportunity for a good class teaching which is very important in teaching listening.

It has been found that a great advantage of using the Audio Visual Aids is the contextualization of the learning. Teachers can build the learnings effective and build contexts using Audio Visual Aids. Moreover it creates a long-term impact on students' mind if there are Audio Visual Aids with the learnings. However, the teachers need to be careful in selecting the

Audio Visual Aids materials for teaching listening. The listening tracks should be comprehensible an appropriate for the students. Otherwise the objective will not be fulfilled. Besides, the Audio Visual Aids should obtain sufficient information for the students so that they can generate ideas for listening. According to the concern of the students, the use of the Audio Visual Aids provides the students opportunity to have background knowledge of any topic which is necessary for the students. Also use of Audio Visual Aids gives the students comprehensive language coverage to the students giving them improved idea of the aim language civilization.

The results also specify that a song can be useful extra Audio Visual Aids equipment for teaching listening skill. It is a powerful stimulus for the engagement of the students in the task as it directly touches their emotion. The results of the research also specify that the Audio Visual Aids materials motivates the students and helps them to lower their anxiety levels. These build the classroom more interactive and exist as it brings the real world in the classroom. These work as hints to the students about the topics and give them ideas for discussions which ultimately make them ready for listening. The students can know the correct pronunciation uttered by the native speakers from the conversation.

The results above are supported by the finding of other writers. Another writer who involved in this research agreed that the use of Audio Visual Aids in teaching listening skill can improve the students' listening skill. The result of the research



found in this research is in line with the other writer finding. The data from tests and questionnaires revealed that the use of Audio Visual Aids in teaching listening can improve the students' listening skill. The use of the Audio Visual Aids provides the students opportunity to have background knowledge of any topic which is necessary for the students.

### **E. Conclusion And Suggestion**

By knowing that the trigger for low learning activities and learning achievement is on factors such as the method used by the teacher, so that the use or replacement of conventional methods into constructivist methods is very necessary, as a result, the writer try an Audio Visual Aids learning model in an effort to solve problems at school. The use of the Audio Visual Aids learning model is attempted to complete the purpose of this research, namely to determine the increase in student achievement and improve students' listening skill in English. How much improvement was achieved was clearly stated in the results.

To answer the research objective is the achievement of improve in students achievement, it can be seen the evidence that has been submitted. From the initial data, all students scored below the KKM and the average of class was below the KKM which is, it was necessary to change the teaching method for students to achieve the KKM score. Then after doing the treatment using Audio Visual Aids in learning, all students scored above the KKM and the average of class was above the KKM which it showed that the use of Audio Visual Aids in learning was able to improve

student achievement and students' listening skill in English. In other that, through the learning process, by using Audio Visual Aids in teaching listening, students were more excited and not got bored briefly. The class gets to be more attractive in learning listening. It showed from the results of the writer questionnaires. Audio Visual Aids material motivates the students and helps them to improve their listening skill. These make the classroom more interactive.

From all the supporting data to prove the achievement of learning objective, it can be conveyed that the Audio Visual Aids can provide the expected answers according to the objectives of this research that is The use of Audio Visual Aids is can improve students' listening skill in English teaching learning.

The results of this research come up with some suggestions for the teachers. Listening is one of difficult skill in language teaching, the use of Audio Visual Aids in listening skill especially in asking and giving opinion was an interesting media, because it can attract the students' interest, students can understand more easily, can help the students who have problem or difficulties learning English. In this case, the teachers should be able to find the best way or best technique to teach listening skill to make the learning process become more effective. The writer suggested for teachers to use Audio Visual Aids in teaching listening skill. For the students, listening is the important skill should be mastered by the students.

Based on the result above, the writer would like to suggest that the students should find many

ways to improve their listening skill. There are a lot of equipment in the internet and a lot of enjoyment ways to have better listening skill. For writers, this research is expected to give useful information toward the readers and the other writers about using Audio Visual Aids in teaching listening skill. This research can be used as writers reference.

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