

The Use of AI-Generated Listening Materials to Improve Students' Listening Comprehension in Junior High School

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Abstract

This study explores the use of AI-generated contextual listening materials in English teaching at SMPN 1 Selakau. This study focuses on exploring the use of AI-generated contextual listening materials in the implementation process, as well as the benefits of AI. This study used a descriptive qualitative collaborative design through collaboration between the researcher and an English teacher. The study involved one English teacher and three ninth-grade students selected using a purposive sampling method. The listening materials were developed with the help of ChatGPT to create scripts and Google AI Studio to generate audio, using contexts related to students' daily lives, such as local culture, school activities, and familiar locations in Sambas and Singkawang. Data were collected through observations and semi-structured interviews, and then analyzed thematically. The results showed that both teachers and students had positive views of the AI-generated materials because they were engaging, practical, and closely related to students' daily life experiences. The contextual materials improved students' comprehension, vocabulary retention, motivation, and confidence in learning to listen. AI also helped teachers prepare materials more efficiently. However, challenges such as internet connectivity, limited facilities, limited vocabulary, and contextual adjustments were identified. Overall, AI-generated contextual listening materials support more engaging and meaningful listening instruction.

Keywords: *Artificial Intelligence, Listening Skills, Contextual Learning, AI-Generated Materials, English Language Teaching*

INTRODUCTION

Language is at the heart of human life. According to Cook (2016), language is used to express emotions, achieve goals, gain pleasure, and communicate ideas with others. Language serves as the primary human tool for communication, both orally and in written form. Effective communication requires individuals to understand and convey messages clearly through appropriate language use. This principle also applies to English language learning. English, as an international language, plays an essential role in globalization and is widely used in education, business, technology, and diplomacy. According to Saputra et al. (2026), English functions as a global language used by many countries either as a first, second, or foreign language. As a result, English proficiency opens wider opportunities in education, employment, and global communication. In Indonesia, English is taught as a compulsory subject in schools since the ability to use English is viewed as essential for students' future growth and competitiveness in the global era.

Among the four language skills, listening is one of the most fundamental yet challenging skills for English as a Foreign Language (EFL) learners. Listening skills involve the ability to receive, interpret, and construct meaning from spoken language. Gilakjani & Sabouri (2016) explain that listening comprehension is the process of understanding spoken messages by recognizing sounds, words, and language structures to produce meaningful understanding. Similarly, Goh & Vandergrift (2022) state that listening is a complex cognitive process involving bottom-up processing, such as recognizing sounds and grammatical forms, and top-down processing, such as using prior knowledge and contextual understanding. In EFL contexts like Indonesia, students often face difficulties in listening because they have limited exposure to

authentic English input, unfamiliar vocabulary, different accents, and fast speech delivery. According to Rost (2011), listening comprehension requires learners to identify spoken input, interpret meaning, and respond appropriately, while Buck (2001) argues that EFL learners must process spoken language through both linguistic understanding and contextual knowledge. Therefore, listening comprehension becomes one of the most difficult language skills for students to master.

Teaching listening skills requires meaningful and engaging instructional approaches to help students understand spoken English more effectively. Brown (2006) states that listening in another language is difficult, but teachers can make it easier by activating students' prior knowledge and helping learners organize their listening goals. One instructional approach that supports listening comprehension is Contextual Teaching and Learning (CTL). CTL emphasizes connecting learning materials with students' real-life experiences and environments. Langkameng (2020) found that the CTL approach improved students' learning outcomes because students could better understand materials related to their daily lives. In listening instruction, contextual learning is important because students understand spoken language more easily when the materials are familiar and meaningful to them. Rost (2011) also emphasizes that listening comprehension depends not only on linguistic competence but also on background knowledge and situational context. Therefore, contextual listening materials can support students' comprehension, vocabulary retention, and engagement in English learning.

As technology develops, Artificial Intelligence (AI) is increasingly used in English Language Teaching (ELT). Artificial Intelligence refers to intelligent computer technology capable of mimicking human cognitive functions, such as understanding language, generating content, and providing adaptive feedback. According to Kristiawan et al. (2024), AI tools such as chatbots, speech recognition systems, and intelligent tutoring platforms can improve students' engagement, personalized learning experiences, and language skills. In listening instruction, AI-generated materials can provide flexible, adaptive, and contextual listening activities that support students' learning needs. AI-generated listening materials are audio resources created through technologies such as text-to-speech systems and AI-based audio generation tools. Akmal (2024) found that AI-based Text-to-Speech materials significantly improved junior high school students' listening achievement. Furthermore, Muzaffarovna (2025) explains that AI-generated listening materials can be adjusted based on students' ability levels, helping learners improve comprehension and participation. Yuswandari & Novitaningrum (2025) also reported that AI-supported listening activities increased students' motivation, confidence, and active participation during learning.

The use of AI in ELT also influences teachers' and students' perceptions toward technology integration in classroom learning. Zawacki-Richter et al. (2019) explain that AI in education supports personalized learning and intelligent instructional systems. Kuhail et al. (2023) found that AI tools can improve students' engagement and interactive language practice. From the teachers' perspective, AI is considered helpful in preparing learning materials and supporting instruction more efficiently. Meanwhile, students tend to perceive AI positively because it provides flexible access, instant feedback, and more engaging learning experiences. However, some concerns remain regarding technical readiness, infrastructure limitations, and overreliance on technology in classroom instruction.

Several previous studies have investigated the use of AI in English listening instruction. Suryani (2024) found that AI training effectively improved students' listening skills at SMA Islam Krian Sidoarjo. Similarly, Nurhaliza (2025) reported that students perceived ChatGPT positively in improving their listening abilities and learning experiences. Zawacki-Richter et al. (2019) also concluded that AI applications in education improve student engagement and learning performance. However, most previous studies mainly focused on improving listening achievement or evaluating AI training results. In addition, previous research generally involved

senior high school students, university students, or teacher-training contexts. Research exploring the collaborative development and implementation of AI-generated contextual listening materials for junior high school students remains limited.

Therefore, this study focuses on improving student listening comprehension using AI-generated contextual listening materials in English learning at SMPN 1 Selakau. In this research, ChatGPT was used to create listening scripts, while Google AI Studio was used to produce the audio materials because it is easy to access, free, and effective for educational use. The listening materials were developed based on students' daily life experiences, such as local culture, school activities, and familiar places in Sambas and Singkawang. To ensure the relevance of the materials, three students were selected as key informants in this study. Student 1 was chosen because he is familiar with local market activities in Sambas and often interacts with traders and customers, which is relevant to listening topics about daily transactions and communication. Student 2 was selected due to her active participation in school organizations and extracurricular activities, providing insights into school-related contexts for the listening materials. Student 3 was included because he frequently visits cultural sites and tourist attractions in Sambas and Singkawang, contributing perspectives related to local culture and tourism that are reflected in the AI-generated listening scripts. This study adds to previous research by giving a deeper explanation of how AI-generated contextual listening materials are created and applied in classroom learning, as well as how teachers and students respond to their use. Furthermore, the study also explains the benefits and challenges found during the implementation process. This study adds to previous research by giving a deeper explanation of how AI-generated contextual listening materials are created and applied in classroom learning, as well as how teachers and students respond to their use. Furthermore, the study also explains the benefits and challenges found during the implementation process.

This study aims to explore the use of AI-generated contextual listening materials in English instruction at SMPN 1 Selakau. Specifically, the study seeks to investigate the process of developing contextual listening materials using AI-generated content, examine how the materials are implemented in classroom practice, and explore teachers' and students' perceptions of their use in English language teaching. Furthermore, the study aims to identify the benefits and challenges encountered during the development and implementation process, as well as to understand how AI-generated contextual listening materials contribute to students' listening learning experiences and classroom engagement. Based on these objectives, the study seeks to answer three research questions: 1) How is the process of developing contextual listening materials using AI-generated content? 2) How are AI-generated contextual listening materials implemented in classroom practice? 3) What are teachers' and students' perceptions of the use of AI-generated contextual listening materials in English classroom instruction?

RESEARCH METHODS

This study used a descriptive qualitative collaborative design to understand participants' experiences and perceptions of AI-generated contextual English listening materials in the natural classroom setting without changing any variables. According to Creswell (2014), Descriptive qualitative research focuses on exploring participants' experiences, perceptions, and activities through observation, interviews, and documentation. This research involved collaboration between the teacher and the researcher in implementing AI-generated listening materials.

The study was conducted at SMPN 1 Selakau and involved one English teacher and three ninth-grade students from one class selected using purposive sampling. In qualitative case study research, a small number of participants is considered sufficient when the selected individuals can provide rich, detailed, and relevant information, as the primary focus is on depth of

understanding rather than the number of participants (Creswell & Poth, 2018). According to Sugiyono (2013), purposive sampling is a technique in which participants are selected based on specific considerations relevant to the research objectives. Ninth-grade students were chosen because they already had sufficient experience learning English and were able to provide reflections on the learning process. Furthermore, Cohen (2018) explains that participants in educational research should be selected based on their direct involvement in the learning process to ensure data relevance and validity.

This study used a semi-structured interview guide and an observation checklist as the research instruments. According to DeJonckheere & Vaughn (2019), interview guides help researchers maintain consistency while still allowing flexibility to explore participants' perspectives in depth. Meanwhile, observation checklists help researchers systematically document classroom interaction and learning behavior (Cohen et al., 2018; Hong et al., 2020). Data were gathered through classroom observations during two teaching sessions and semi-structured interviews with the teacher and students. Based on (Fredricks, 2016), classroom observation focused on students' attention, participation, responses to AI-generated listening materials, and teacher-student interaction during learning activities. According to Creswell (2014) and Wengraf (2011), semi-structured interviews using open-ended questions allow researchers to explore participants' experiences, perceptions, and challenges in depth.

To ensure the credibility and trustworthiness of the findings, this study employed methodological and source triangulation. Methodological triangulation was conducted by collecting data through classroom observations and semi-structured interviews. The observation checklist was used to examine students' engagement, participation, listening performance, and responses during the implementation of AI-generated contextual listening materials, while interviews were conducted to explore teachers' and students' perceptions, experiences, benefits, and challenges regarding the use of the materials. Source triangulation was achieved by gathering information from different participants, namely one English teacher and three ninth-grade students. The researcher compared the information obtained from the teacher and students with the classroom observation results to identify similarities and differences across data sources. The consistency of findings across interviews and observations strengthened the credibility of the study and provided a more comprehensive understanding of the implementation of AI-generated contextual listening materials in English instruction.

The data were analyzed using thematic analysis. According to Braun & Clarke (2019), thematic analysis is a systematic procedure used to identify and interpret patterns of meaning within qualitative data. The analysis process involved data familiarization, coding, categorizing codes into themes, and interpreting the themes to understand participants' perceptions and classroom implementation of AI-generated listening materials. In the research procedure, the teacher was first introduced to ChatGPT for script development and Google AI Studio for speech synthesis. The teacher generated and reviewed contextual listening scripts before converting them into audio materials by adjusting pronunciation, speech rate, and audio quality. The materials were then implemented in classroom learning for two to three sessions, while the researcher conducted observations, interviews, and documentation to identify the perceived benefits and challenges of using AI-generated contextual listening materials.

RESULTS AND DISCUSSION

Result

This section presents the desired findings based on theory, previous studies, and research design related to the implementation of AI-generated contextual listening materials at SMPN 1 Selakau. Definition of findings according to Creswell (2014) Findings are the results of data

analysis that answer the research questions and emerge from data interpretation. The data in this study were collected through classroom observations and semi-structured interviews with one English teacher and three ninth-grade students. The classroom observations were conducted to observe the teaching and learning activities and to see how AI-generated contextual listening materials were implemented during English lessons. Meanwhile, the semi-structured interviews were used to gain deeper information about the participants' experiences, opinions, and perceptions regarding the use of the materials in the classroom. After all data had been collected, the researcher analyzed the data using thematic analysis. The analysis was carried out through several steps, starting with reading and understanding the data carefully, creating initial codes, identifying important themes, reviewing and refining the themes, defining and naming each theme, and finally presenting the results in a written report.

The findings are presented based on the research question. Based on this analysis, three themes emerged from the teacher data analysis: (1) Development of AI-Generated Contextual Listening Materials, (2) Classroom Implementation of AI-Generated Contextual Listening Materials, and (3) Challenges in Implementing AI-Generated Contextual Listening Materials. Then, two themes emerged from the results of the student data analysis: (4) Student Engagement and Contextual Learning Experience, (5) Perceived Benefits of AI-Generated Contextual Listening Materials

Development of AI-Generated Contextual Listening Materials

The findings revealed that AI played an important role in helping the teacher develop contextual listening materials that were closely related to students' daily lives, local culture, and the surrounding environment. Based on the interview data, the teacher used ChatGPT to generate listening scripts and Google AI Studio to produce audio materials. The materials were then reviewed and revised to ensure their suitability for students' proficiency levels and learning objectives. The development process involved selecting local topics, generating scripts through AI, converting the scripts into audio, and adapting the content before classroom implementation.

Before the use of AI, the teacher mainly relied on listening materials from textbooks, worksheets, and online sources. These materials were often generic and did not reflect students' local experiences. Creating original listening materials required considerable time and effort because the teacher had to write scripts and prepare audio manually. After using AI, the teacher was able to generate customized listening materials more efficiently while maintaining relevance to students' backgrounds. As a result, the teacher had greater flexibility in designing learning resources that matched classroom needs.

Classroom Implementation of AI-Generated Contextual Listening Materials

The findings showed that AI-generated contextual listening materials were implemented through structured listening activities consisting of pre-listening, while-listening, and post-listening stages. Students listened to audio materials related to local tourism, cultural events, school activities, and daily experiences. Classroom observations indicated that students followed instructions, completed listening tasks, and actively participated in classroom discussions.

The teacher reported that the implementation process was relatively easy because students were familiar with the contexts presented in the materials. Students demonstrated better understanding of listening content and showed greater enthusiasm during learning activities. The teacher also observed improvements in learning outcomes, as reflected in students' listening performance after using contextual materials.

A clear difference emerged between learning before and after AI implementation. Before AI-generated materials were introduced, listening instruction relied mostly on textbook-based materials containing unfamiliar contexts. Students often focused on understanding the setting or situation instead of concentrating on the language itself. After the introduction of contextual AI-generated materials, students already understood the background of the stories because the topics

were related to places and experiences familiar to them. Consequently, students could focus more on listening comprehension, and classroom interaction became more active and meaningful.

Challenges in Implementing AI-Generated Contextual Listening Materials

Although the implementation produced positive outcomes, several challenges were identified. The teacher reported technical difficulties such as unstable internet connections, occasional projector problems, and dependence on technological infrastructure. In addition, AI-generated content often requires revision because some vocabulary and language expressions are not fully appropriate for students' proficiency levels. Students also encountered difficulties understanding unfamiliar vocabulary despite the contextual nature of the materials. Therefore, the teacher still needed to simplify certain expressions and provide additional explanations during classroom activities.

The nature of challenges changed before and after AI implementation. Before AI was used, the major challenge involved finding suitable listening materials and spending substantial time preparing resources manually. After AI implementation, material development became easier and faster; however, new challenges emerged in the form of technological readiness and content adaptation. Thus, the challenge shifted from material availability to technological and pedagogical management.

Student Engagement and Contextual Learning Experience

The findings demonstrated that students became more engaged when learning through AI-generated contextual listening materials. Observation data showed that students paid attention to the audio, actively participated in discussions, completed tasks enthusiastically, and responded positively to classroom activities. Students stated that they enjoyed listening to stories related to local places, culture, and everyday experiences because the topics were familiar and meaningful.

Before using contextual AI-generated materials, students often perceived listening activities as difficult and less interesting. Many listening texts contained unfamiliar situations and cultural references that reduced students' confidence and participation. Consequently, students were often passive during listening activities.

After the implementation of contextual materials, students reported feeling more comfortable, confident, and motivated. Familiar contexts helped them predict meanings, understand conversations more easily, and participate actively in classroom discussions. The observation data also showed improvements in students' attention, interaction, and classroom participation.

Perceived Benefits of AI-Generated Contextual Listening Materials

The findings indicated that both teachers and students perceived significant benefits from the use of AI-generated contextual listening materials. Students reported improvements in listening comprehension, vocabulary retention, confidence, and motivation. Because the listening content reflected familiar situations, students found it easier to understand spoken texts and remember new vocabulary.

The teacher also perceived substantial benefits. AI simplified material preparation, reduced planning time, and allowed greater flexibility in creating listening materials tailored to students' needs. Furthermore, the teacher observed that students became more enthusiastic and achieved better learning outcomes when contextual materials were used.

A clear contrast was observed between conditions before and after AI implementation. Before AI integration, the teacher spent considerable time searching for suitable listening materials and adapting existing resources. Despite these efforts, many materials lacked contextual relevance. After using AI, the teacher could quickly generate scripts, create audio recordings, and adjust content according to students' proficiency levels and local contexts. As a result, instructional preparation became more efficient while students experienced more meaningful learning.

Discussion

This section presents a discussion of the research findings, framed by relevant theories, prior studies, and the research design concerning the implementation of AI-based contextual listening materials at SMPN 1 Selakau.. According to Miles et al. (2020), discussion is the process of interpreting the results of data analysis to understand the meaning, patterns, relationships, and implications of research findings by connecting them to theoretical frameworks or previous research. The discussion interprets the findings by connecting them to relevant theory and previous studies.

Development of AI-Generated Contextual Listening Materials

This finding supports Holmes et al. (2023), who argue that AI can assist teachers in developing adaptive and personalized learning materials. Ng et al. (2023) state that AI enables educators to create instructional content more efficiently while maintaining pedagogical flexibility. The findings also align with Chontal et al. (2026), who found that AI significantly reduces teachers' workload during instructional planning and material development. Therefore, AI served as a supportive tool that enhanced teachers' creativity and efficiency while preserving the teacher's role as the final decision-maker in material development.

Classroom Implementation of AI-Generated Contextual Listening Materials

These findings support Brown (2006), who states that listening comprehension becomes more effective when learners activate their prior knowledge. Rost (2011) also emphasizes that listening comprehension depends not only on language knowledge but also on contextual understanding. Furthermore, Langkameng (2020) found that contextual learning improves students' understanding because learning materials are connected to real-life experiences. Therefore, contextual AI-generated materials contributed to more effective classroom implementation.

Challenges in Implementing AI-Generated Contextual Listening Materials

This finding is consistent with Zawacki-Richter et al. (2019), who note that the effectiveness of AI implementation is often limited by technological infrastructure and institutional readiness. Ng et al. (2023) further emphasize that successful AI integration requires teachers' digital competence and adequate support systems. Similarly, Adarkwah (2021) highlights that technological limitations remain one of the most common barriers to digital learning innovation. Therefore, AI implementation requires not only technological tools but also teacher expertise and institutional support.

Student Engagement and Contextual Learning Experience

This finding supports Fredricks (2016), who explains that student engagement includes behavioral, emotional, and cognitive involvement in learning activities. Kuhail et al. (2023) further found that AI-supported learning environments increase engagement by providing more personalized learning experiences. Similarly, Yuswandari & Novitaningrum (2025) reported that AI-assisted listening activities improved students' confidence, motivation, and classroom participation. Therefore, contextualization and AI integration together contributed to richer learning experiences.

Perceived Benefits of AI-Generated Contextual Listening Materials

These findings align with Kristiawan et al. (2024), who found that AI supports personalized learning and improves student engagement. Akmal et al. (2024) reported that AI-based text-to-speech technology positively influences listening achievement. Likewise, Muzaffarovna (2025) argues that AI-generated listening materials can be adapted to learners' needs, leading to better comprehension and participation. Therefore, AI-generated contextual listening materials provide pedagogical, cognitive, and practical benefits for both teachers and students.

CONCLUSION

This study investigated the use of AI-generated contextual listening materials in English instruction at SMPN 1 Selakau. The findings showed three themes emerged from the teacher data analysis: (1) Development of AI-Generated Contextual Listening Materials, (2) Classroom Implementation of AI-Generated Contextual Listening Materials, and (3) Challenges in Implementing AI-Generated Contextual Listening Materials. Then, two themes from the results of the student data analysis: (1) Student Engagement and Contextual Learning Experience, (2) Perceived Benefits of AI-Generated Contextual Listening Materials. The learning objectives are achieved effectively. Therefore, the integration of AI in English language teaching should be accompanied by pedagogical considerations, contextual adaptation, and adequate technological support to maximize its benefits in classroom learning.

The findings showed that AI helped teachers create listening materials more easily and efficiently. By using ChatGPT and Google AI Studio, teachers were able to develop listening texts and audio materials based on students' daily lives, local culture, and familiar places. Compared to traditional listening materials from textbooks, AI-generated materials were more relevant to students' experiences and learning needs. The study also found that AI-generated contextual listening materials could be implemented successfully in classroom learning. Students were more interested in listening activities because the topics were familiar and related to their environment. Familiar contexts helped students understand the listening content more easily and encouraged them to participate actively in classroom activities.

In addition, students showed higher engagement during listening lessons. They paid more attention, participated in discussions, and completed tasks with greater enthusiasm. Students also reported that the contextual materials helped them understand the content better and made learning more enjoyable. These findings suggest that contextual listening materials can create a more meaningful learning experience. Both teachers and students had positive perceptions of the use of AI-generated contextual listening materials. Teachers felt that AI reduced the time needed to prepare learning materials, while students found the materials more interesting and easier to understand. The use of AI also helped improve students' listening comprehension, motivation, and vocabulary learning.

However, several challenges were identified during the implementation process. Technical problems such as unstable internet connections and limited facilities, sometimes affected learning activities. In addition, teachers still needed to review and revise AI-generated materials to ensure that the content matched students' language levels and learning objectives. Overall, this study concludes that AI-generated contextual listening materials can support English listening instruction effectively. The materials help make listening activities more relevant, engaging, and meaningful for students. Although AI provides many advantages, teachers still play an important role in selecting, adapting, and evaluating the materials. Therefore, AI should be used as a tool to support teachers rather than replace them. Future studies can involve more participants and longer implementation periods to explore the long-term effects of AI-generated contextual listening materials on students' English learning outcomes.

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