

# The Vocabulary Building Audio-Visual Media: An Innovation in Vocabulary Expertise

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## Abstract

The success of student learning cannot be separated from the appropriate media and learning strategies. With the support of appropriate resources and new technologies, adult learners may effectively learn languages on their own, anywhere. Lack of knowledge about new technologies lead students to the lack of vocabulary. The existence of new technology must also be supported by the ability of students to master the technology. In connecting with the abilities that students have, the teacher finds obstacles, especially for students with special needs, mentally disabled students. Audio-visual media in the form of Flash card, drawing book and animated learning videos are used in English subjects at SLB Ulaka Penca. This study was conducted to investigate whether or not Audio-visual could be effective media to enhance students' vocabulary mastery. The findings in this study are in the form of Vocabulary Skills Innovation with the aim of knowing how effective the use of visual auditory strategies, known as the use of audio,

**Keywords:** *Audio Visual Media; Vocabulary Expertise; Innovation; English*

## Introduction

English has become one of the languages that must be mastered by students. The use of English has grown in popularity outside of English-speaking cultures along with the current trend of globalization (Tsai, 2010). As an international language English has an important role to connecting one person to another. Without good basic knowledge of language, students will find it very difficult to communicate between students. Students are required to understand four skills that integrated with English mastery such as listening, reading, writing, and speaking. This aspect becoming very crucial which can be separated from language. The improvement of whole language ability cannot be achieved by a simple combination of the four skills, but results from the interaction and coordination among the four skills. With four skills of language, it will create a useful and meaningful ability of language (Nan, 2018).

Besides four skills of language, there are another aspect of language that have an important role in language mastery. This aspect also known as linguistic skill. Linguistic skill is the aspect of language that related to the four skills of language. This linguistics skill also the basic competence of language. The basic competency that fundamental in English is vocabulary. As a fundamental component, vocabulary have an important role in English. Vocabulary is one of the fundamental components that enable students to speak English. Learners who have a strong vocabulary are better able to talk and write clearly as well as perform well in other associated cognitive tasks like listening and speaking (Ghalebi et al., 2021).

Vocabulary is one of the core components that students can master when they want to learn a language. The acquisition of a sufficient vocabulary is necessary for successful foreign language use because without it, a language learner will be unable to use the structures and functions we have learned for clear communication (Alqahtani, 2015). As claimed by Alizadeh (2016) vocabulary defined as the knowledge of words and word meanings. While a word is broadly defined as a set of tools, or features in linguistics. Knowledge of academic vocabulary is critical to developing the literacy skills required for comprehending literature and informational texts and writing academic papers packed with complex concepts (Li et al., 2017). To master various kinds of vocabulary, you must know and learn the meaning of these words. Therefore, vocabulary can be concluded as a set of words that have meaning or meaning contained in it.

Vocabulary as a bridge for students to learn more in English. Variety vocabulary will lead the students to be better in supporting their English learning process. Due to the complexity of vocabulary development, which calls for understanding of not just word meanings but also word pronunciation, spelling, grammatical attributes, connotations, morphological alternatives, and semantic linkages (Bimo et al., 2020). Students will be able to speak English clearly if they have a large vocabulary. to increase the vocabulary, learning strategies and media also important to supporting the vocabulary learning process. The success of student learning cannot be separated from the appropriate media and learning strategies. Previous study on Chacón-Beltrán (2018) has shown that the majority of students preferred to memorize word lists, look up word definitions in dictionaries, and use new words in sentences while learning vocabulary. The study also revealed that the strategy that students use based on their comfortable and more beneficial. With the support of appropriate resources and new technologies, adult learners may effectively learn languages on their own, anywhere.

The appropriate resources and new technologies should also be supported by the teachers' role in students' learning process. Covers the most popular and suggested teacher-directed vocabulary development techniques and scaffolding procedures that may be useful in expanding English learners' vocabulary, depending on the relevant scientific research (Kayi-Aydar, 2018). It is proved that vocabulary development for English language learners can be successful if they are scaffolded and led. Rogers (2018) also support that what learners require from their teachers during the process of vocabulary development is direction and guidance in managing study time in order to maximize learning both inside and outside of the classroom. Without appropriate media as a tool to learning vocabulary, good strategies mean nothing. Ghalebi et al (2021) explain that in it was found that learners' resistance to being exposed to reading and listening skills may be significantly influenced by their lack of vocabulary knowledge in both foreign and second language learning situations. Thus, the new technology and new strategy is needed to increase students' vocabulary.

The existence of new technology must also be supported by the ability of students to master the technology. In connecting with the abilities that students have, the teacher finds obstacles, especially for students with special needs, mentally disabled students. The use of media and strategy that appropriate is the right action in dealing with these obstacles. However, most teachers still use conventional media and strategies. Therefore, teachers must come up with

strategies or elements that will pique blind pupils' interest and help them stay focused on acquiring new vocabulary as they study English (Caroline et al., 2022). Sauders in Sa'd & Rajabi (2018) that prior to embarking on research to determine the best strategy for learning vocabulary, it is critical to determine which mentally retardation students prefer. For this reason, teachers must use greater imagination when selecting and designing media that are appropriate for kids with certain specialties.

Good innovation should be pay attention to the ability and suit a range of learners' need. Innovation in language learning, especially in vocabulary learning have recently burst. To cover up learners need, teacher have to identify learners' weakness and strength. It has been demonstrated that learning English by demonstrating the material using audio visual media help students gain both contextual knowledge (the how) and definitional knowledge of words (the what), teaching them how a word's meaning can change depending on the situation (Olagbaju et al., 2020). With the new innovation in vocabulary, audio visual come offering the beneficial part on them. As a media, audio visual offering an experience, especially to the students with mentally retardation (Antonova et al., 2019). By using auditory and visually leaning strategy, students can learn vocabulary effectively.

Based on the data that researcher collects by conducting the interview with the students with mentally retardation, the researcher stated that the learning process in the classroom have a struggle in applying the media. Learning process that conducted by teacher in the classroom only based on the textbooks that the teachers give to the students. The text book that teacher give to the students is only in the form of PDF. And the learning process run based on teacher center only. And the fact that not even media that teacher used in learning process led the researcher to the conclusion that the learning process has not applying media based auditory learning to provide students' learning process (Setyaningsih et al., 2022). Thus, the media-based audiobooks should apply in order to provide students' visually impaired to successful learning process. Because there is a gap between students' abilities and teachers' ability to choose the right strategies and media to make students focus on their learning, research on suitable strategies and media for vocabulary mastery in mentally retarded students is urgently needed. The novelty in this research is in the form of Audio Visual Media Vocabulary Development, which is an Innovation in Vocabulary Skills with the aim of knowing how effective the use of visual auditory strategies known as the use of audio

## **Method**

Since the aim of the research is to investigate whether or not audio visual as an innovation in vocabulary mastery be effective as a teaching aid for the students' mentally retardation, this study conducting by quantitative approach. Quantitative research is an approach for testing objective theories by examining the relationship among variables (Creswell, et al., 2017). The researcher gathering the data based on what the objective of the research, which is the investigation about audio visual media to enhance students' vocabulary expertise (Muñoz et al., 2021). The researcher used pre-experimental design in the form of one-group Pretest-Posttest

design. Before that, the researcher gives students a pre-test to measure the existing linguistic knowledge about vocabulary. Audio-visual such as drawing book, animated videos and flash card used as a treatment whether or not audio-visual media is effective to enhance students' vocabulary expertise. In the end, the researcher gave them post-test to measure if there is significantly improvement gained by the students after a treatment. The research conducted at the second-grade students of SLB Ulaka Penca, Lebak Bulus, Jakarta Selatan. This study takes during the academic year of 2021/2022. The sample used is 5 students, from class of 8 which amounted to 5 students.

## Results

The data is gather using a pre- test and post-testing instrument. The results of these tests were analysed by the researcher to know the significance result of vocabulary expertise through Audio-Visual media. Pre-test and post-test results are described in the following table.

*Table 1. The Data of Pre-test and Post-test Results*

No	Pretest score	Posttest score
1.	60	95
2.	40	80
3.	55	95
4.	80	95
5.	30	95
Total	265	445

The lowest score of the Pre-Test is 40, and the highest score is 80. While the lowest score of the Post-Test is 80, and the highest score is 95.

*Table 2. Statistic data of Mean Pre-test and Post-test*

		Pre-Test	Post-Test
N	Valid	5	5
	Missing	0	0
Mean		53.00	89.00
Median		55.00	95.00
Mode		30 <sup>a</sup>	95
Std. Deviation		19.235	8.216
Sum		265	445

a. Multiple modes exist. The smallest value is shown

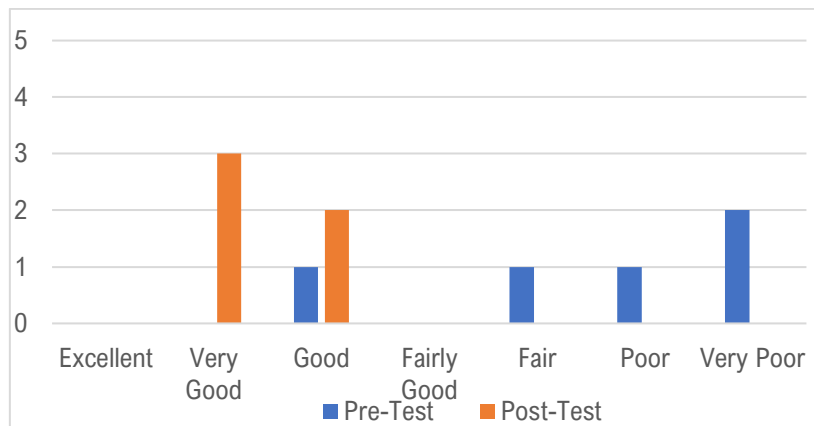
The Pre-Test average is 53.00, and the average of the Post-Test is 89.00 and the average points obtained is 36.00. Based on the Pre-Test and Post-Test score, the score could be classified into the following criteria.

*Table 3. Criteria students' score of Pretest and Post test*

No	Score of range	criteria
1.	96-100	Excellent
2.	86-95	Very Good
3.	76-85	Good
4.	66-75	Fairly Good
5.	56-65	Fair
6.	46-55	Poor
7.	0-45	Very Poor

By using the table above, the researcher can classify the students based on the criteria from their Pre-test and Post-test into the following diagram.

*Diagram 1. Pretest and Posttest Result*



From the table and diagram above, It can be seen that before the treatment, the total score of pretest is 265 which has average 53.00. After the treatment, the total score of Post test increase significantly until 445, with an average 89.00. From the explanation above, it can be concluded that the score of Post test is higher than Pretest.

*Table 4. Paired Sample Test*

		Paired Samples Test								
		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre-Test - Post-Test	-36.000	12.942	5.788	-52.070	-19.930	-6.220	4	.002	.003

Based on the calculation above, the result of the t-test calculation presented the score of 6.220 was obtained in the degree of freedom (df) of 4 (5-1), with the degree of significance of 0.05, gaining the score of 3.182. The calculation results revealed that the t-calculation of 6.220 > t-table 3.182. From the calculation, t-calculation was higher than the t-table obtained from the calculation result. Therefore, the alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected. From the explanation above, it can be described that there was a significant difference score between Pre-Test and Post-Test, the mean scores of Pre-Test are 53.00, and the Post-Test is 89.00. This showed that Audio visual media has a significant effect of enriching students' vocabulary of 8th grade students of SLB Ulaka Penca.

The existence of new technology must also be supported by the ability of students to master the technology. Regarding the abilities of students, teachers find obstacles, especially for students with special needs, mentally retarded students. The use of appropriate media and strategies is the right action in dealing with these obstacles. However, most teachers still use conventional media and strategies. Therefore, teachers must find strategies or elements that will arouse the interest of blind students and help them stay focused in acquiring new vocabulary while they are learning English (Aziz et al., 2016). The best strategy for learning vocabulary, it

is important to determine which mental retardation students prefer (Kurniawan, 2016). For this reason, teachers must use a greater imagination when choosing and designing appropriate media for children with certain specialties.

Good innovation must pay attention to abilities and adapt to the various needs of students. Innovations in language learning, particularly in vocabulary learning have exploded recently. To cover the needs of students, teachers must identify the weaknesses and strengths of students. It has been proven that learning English by demonstrating material using audio-visual media helps students acquire contextual knowledge (the how) and word definition knowledge (the what), teaches them how the meaning of a word can change's depending on the situation (Rasul et al., 2011). With new innovations in vocabulary, audio visual is here to offer a useful section for them. As a medium, audio-visual offers experiences, especially for mentally retarded students (Yu et al., 2021). By using auditory and visual strategies, students can learn vocabulary effectively.

Based on the data that the researchers collected by conducting interviews with mentally retarded students, the researchers stated that the learning process in the classroom experienced problems in the application of media. The learning process carried out by the teacher in class is only based on the textbooks given by the teacher to students. Textbooks that teachers give to students are only in PDF format. And the learning process runs based on the teacher center only. And the fact that there is no media used by the teacher in the learning process leads researchers to the conclusion that the learning process has not implemented media-based auditory learning to provide student learning processes (Rinaldi., 2014). Thus, media-based audio books should be applied to provide blind students for the success of the learning process.

## **Conclusion**

Based on the results of the data analysis above, it can be concluded that the use of Audio-Visuals media to improve students' vocabulary expertise is successful. This is evidenced by the students' mean score improvement from pre-test to post-test. The students mean score of pre-tests is 53.00, which is classed as fair classification, however the post-test mean score is greater than pre-test score as 89.00 which is as good classification and there is an improvement 36%. Furthermore, data analysis shows that the t-test value is higher than the t-test-table value ( $6.220 > 3.182$ ). This indicates that there is a substantial difference. As a result,  $H_0$  is rejected and  $H_1$  is accepted. In other words, Audio-visuals media is effective media to increase students' vocabulary expertise to junior high school students. The findings in this study are in the form of Vocabulary Skills Innovation with the aim of knowing how effective the use of visual auditory strategies, known as the use of audio.

## **Acknowledgment**

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