THE IMPLEMENTATION OF AUDIO-VISUAL MEDIA TO TEACH VOCABULARY AT SDN SETONOPANDE 1

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ABSTRACT

Vocabulary teaching at the elementary school level is essential for building a strong foundation in English language skills. However, many students still struggle to retain new vocabulary, which affects their ability to understand and communicate in the language. One potential solution to this issue for teachers is the use of audio-visual media in instruction. This article explores the concept of implementing audio-visual media for vocabulary teaching at SDN Setonopande 1 as a means to enhance student engagement and improve vocabulary retention. Audio-visual media such as videos, animations, and sounds create a more interactive and enjoyable learning experience, helping students better grasp the context in which vocabulary is used in real-life situations. Furthermore, this media supports students in associating words with specific objects or actions, thereby enhancing comprehension and retention. The proposed approach aims to enrich students' learning experiences and enable teachers to foster a more dynamic classroom environment. By incorporating a range of sensory stimuli, including visual and auditory elements, this method accommodates various learning styles. The article also discusses the potential benefits and challenges of implementing this approach, including the need for adequate infrastructure and curriculum adjustments. With effective use, audio-visual media can become a valuable tool for enhancing vocabulary learning at SDN Setonopande 1, providing students with a more meaningful and contextualized learning experience.

KEYWORDS: Vocabulary, Learning Vocabulary, Media, Teaching Vocabulary Using Audio-Visual Media.

1.0   INTRODUCTION

Language plays a crucial role in communication, allowing people to express ideas, emotions, opinions, and concepts both in spoken and written forms. In an increasingly globalized world, English has emerged as an international language that bridges diverse cultures and industries. This makes it vital to introduce and teach English in non-English-speaking countries like Indonesia, where proficiency in English is essential for students to thrive academically and professionally. Vocabulary is the foundation of learning English and plays a crucial role in developing the four main skills, which are writing, listening, reading, and speaking. These skills work together to support communication and are enhanced by important elements such as pronunciation, vocabulary, and grammar. Nation (2022) defines vocabulary as the knowledge of words and their meanings, which includes their form, pronunciation, spelling, and use in different

contexts. He also stresses that vocabulary knowledge goes beyond simply understanding a word's meaning. It involves recognizing its collocations, grammatical behaviour, frequency, and connections with other words. Laufer and Nation (2012) highlight that unlike grammar, which has a set of fixed rules, vocabulary is an ever-expanding field of thousands of words, making it a more complex aspect of language learning. In the context of language education in Indonesia, particularly at the elementary level, vocabulary learning presents both opportunities and challenges. Many students struggle with understanding and using new English words due to limited vocabulary exposure and traditional teaching methods. Factors such as unengaging learning media, lack of motivation, and insufficient use of vocabulary in real-life contexts contribute to these challenges. According to Hasan (2019), the ability to master vocabulary is critical for reading comprehension and communication.

One promising solution is the implementation of audio-visual media in English teaching, which has proven to enhance student engagement and vocabulary retention. Studies, such as the one by Nurrizal et al. (2020), have shown that the use of audio-visual tools significantly improves vocabulary acquisition among students. Multimedia elements, including videos, animations, and interactive software, provide dynamic and engaging learning experiences that can help students better understand and remember new words. Moreover, audiovisual media caters to different learning styles. Students who are visual learners can benefit from the images, animations, and graphic organizers, while auditory learners can gain from the verbal explanations, dialogues, and sounds presented in videos or songs. This adaptability to diverse learning preferences is especially important in the elementary classroom, where students exhibit varying levels of cognitive development and language abilities. By incorporating audiovisual tools, educators can ensure that the learning experience is inclusive, accommodating students with different learning strengths. Additionally, the use of audiovisual media supports contextual learning, which is crucial for vocabulary acquisition. Instead of learning words in isolation, students are exposed to vocabulary within a meaningful context, such as in a story, a dialogue, or a scenario presented in a video. This exposure helps students understand not only the meaning of words but also their appropriate usage in real-life situations. For example, a video that depicts a conversation in a grocery store allows students to see how specific vocabulary related to food and shopping is used in a natural context. This contextual learning aids in long-term retention, as students are more likely to remember and apply words they have learned in meaningful situations.

Another significant benefit of using audiovisual media in vocabulary instruction is the promotion of active learning. Unlike passive learning methods, where students are required to absorb information without interaction, audiovisual tools often engage students in activities such as watching, listening, responding, or even creating their own media content. For instance, students might watch an educational video and then participate in discussions or exercises related to the vocabulary presented in the video. Some software even allows students to interact with the content, such as clicking on objects in a picture to hear their names or matching words to images. This interactive aspect fosters a sense of involvement and ownership over the learning process, making vocabulary acquisition more engaging and memorable.

2.0   REVIEW OF LITERATURE

2.1 VOCABULARY

Vocabulary represents all the words a person knows and uses in a particular language,

including their meanings, usage in sentences, and relationships with other words. It is essential for effective communication, reading comprehension, and writing. According to I.S.P. Nation in Learning Vocabulary in Another Language, vocabulary forms a core part of English learning, connecting key language skills writing, listening, reading, and speaking. Vocabulary types, as defined by Harmer (1991), include active vocabulary (used in speaking and writing) and passive vocabulary (recognized when heard or read), which Nation (2022) calls productive and receptive vocabulary, respectively. Nation also emphasizes the need for both direct (e.g., flashcards, vocabulary lists) and indirect (e.g., reading, listening to conversations) vocabulary acquisition to balance targeted learning with natural language exposure. Effective vocabulary-building combines both methods, tailored to learners' age and learning style, and benefits greatly from a rich learning environment.

Hiebert and Kamil (2005) classify vocabulary into Oral (used in speaking) and Print (used in reading and writing) categories, while Richards (2001) defines vocabulary knowledge by its three main aspects: form (spelling, pronunciation, morphology), meaning (denotation, connotation, relationships), and usage (collocations, register, grammatical role). McCarthy (1990) underscores the importance of collocation and register for natural communication. Lastly, Nagy and Herman (1987) describe vocabulary depth (quality of understanding) and breadth (number of known words) as crucial for reading comprehension and language proficiency. Experts agree that mastering vocabulary in both breadth and depth supports language proficiency, cognitive development, and academic success.

2.2 VOCABULARY LEARNING

Vocabulary learning is crucial for mastering a language, as it involves acquiring and understanding new words, their meanings, usage, pronunciation, and spelling. A strong vocabulary enhances communication, enabling students to understand conversations and comprehend texts. According to Nation (2022), a robust vocabulary supports all areas of communication, while Thornbury (2002) highlights its impact on language production and comprehension. Wilkins (1972) emphasized, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed," underscoring vocabulary's role in conveying meaning.

Effective vocabulary learning methods include explicit instruction, incidental learning through context, and multimedia resources like apps and games. Regular practice and repetition are key to retention. Lightbown and Spada's (2013) outlines explicit vocabulary instruction steps: Presentation introduces and contextualizes new words; Explanation and Elaboration provide detailed meanings, examples, and non-examples; Modeling involves teacher demonstrations; Guided Practice includes interactive activities with support; Independent Practice applies new vocabulary through tasks; Feedback and Correction offer constructive feedback; Review and Reinforcement ensure retention through varied methods; and Assessment evaluates progress. This structured approach helps students effectively learn and use new vocabulary in meaningful contexts.

It can be concluded that vocabulary learning is essential for language acquisition, which is the basis for effective communication and comprehension. Methods such as explicit instruction and contextualized learning, supported by multimedia tools and repetition, can enhance the learning process. A structured approach, as outlined by Lightbown and Spada (2013), ensures that students can effectively acquire, use and retain new vocabulary in

practical contexts. With a strong vocabulary, students are better equipped to navigate all aspects of language, from understanding to expressing complex ideas.

2.3 MEDIA

In vocabulary teaching, the use of varied media - whether audio, visual or audio-visual - plays an important role to increase student engagement and comprehension. Heinich et al. (2002) mentioned that media is a tool or means to convey learning messages effectively and efficiently, utilizing technology and various formats to provide an in-depth learning experience. In general, there are three types of learning media, namely: audio, visual, and audio-visual media. For teachers, media serves as a helper, supporter, and intermediary in the teaching and learning process. By using media, teachers can achieve effectiveness and good communication conditions, especially in teaching English.

2.3.1 Audio Media

Audio media includes various forms of sound that are used to enrich students' learning experience. It can be in the form of music, voice recordings, dialog, or educational songs. This media is effective in helping students improve listening skills, improve pronunciation, and recognize the intonation and rhythm of language. According to Arsyad (2007), audio media can attract students' attention and help them focus on the pronunciation and meaning of words through intensive listening. Audio media is often used to practice word pronunciation, accent recognition, and language intonation, which are important in vocabulary teaching. For example, songs containing target vocabulary allow students to learn new words in a fun and rhythmic way. Audio media is media that is useful because of its sound. Examples of audio media include radio, cassettes, or compact discs. According to Arief S. Sadiman (2006), audio media can help clarify messages and facilitate understanding through sound elements. Audio media offers distinct advantages for vocabulary learning, particularly in improving pronunciation and listening skills. By using audio resources like recordings, language apps, or podcasts, learners can hear accurate pronunciations, intonation, and accents, which helps them understand how words are used in context. This type of media is also highly portable and convenient, allowing students to practice vocabulary on the go. However, audio media has limitations. Without visual support, learners may find it harder to grasp the meaning of abstract words or to retain vocabulary effectively. Additionally, audio alone may not provide enough context, making it difficult for learners to fully understand or remember words. Some students may also struggle to stay engaged with audio-only materials, as vocabulary learning often benefits from a visual component to enhance retention.

2.3.2 Visual Media

Visual media includes tools that provide information through pictures, writing, diagrams, or other visual representations. The use of visual media such as pictures, posters, flashcards, or concept maps helps students understand words in a real and concrete form. According to Smaldino et al. (2008), visual media allows students to associate words with familiar images or objects, thus improving memory. Visual media also accommodates visual learning styles, where students can understand the meaning of words by looking at their shape or visual representation. For example, flashcards that display pictures and words can make it easier for

students to connect vocabulary with real objects or concepts, which helps accelerate the learning process and vocabulary comprehension. Visual media serves to distribute messages from source to receiver. Examples of visual media include pictures/photos, sketches, diagrams, charts, cartoons, maps, globes, and flannel boards. Edgar Dale (1969) states that visual media can strengthen the message conveyed and improve memory and understanding. Visual media, such as images, flashcards, and illustrations, plays a valuable role in vocabulary learning by creating strong visual associations, which help learners remember words more effectively. Images make it easier for students to link words to meanings, especially for complex or abstract vocabulary that is hard to convey with words alone. This type of media is particularly helpful for visual learners who benefit from seeing words in context. However, visual media lacks audio support, which means learners miss out on hearing correct pronunciations, potentially leading to mispronunciations. Additionally, visuals alone may not fully capture all aspects of a word's meaning, especially for words with multiple uses or idiomatic expressions. Finally, visual media may not be as effective for auditory learners, who benefit more from hearing new vocabulary.

2.3.3 Audio Visual Media

Heinich et al,. (2002) define audio-visual media as tools that use a combination of audio and visual to convey information more effectively, increase appeal, and facilitate audience understanding. Audio-visual media combines sound and image elements, such as video or animation, thus providing a more interactive and comprehensive learning experience. Audio-visual media is one of the most effective ways to teach vocabulary because it presents words in a realistic context and allows students to see and hear words in real situations. For example, videos showing daily activities or real-life events provide a clear and natural context for vocabulary use. This media is very helpful in teaching vocabulary because students can hear the correct pronunciation and see the corresponding object or action, so they can remember the vocabulary better and understand its use in various situations. Audiovisual media combines the strengths of both sound and visuals, making it highly effective for vocabulary learning. By engaging both auditory and visual senses, it provides a comprehensive learning experience, allowing students to hear pronunciations while also seeing vocabulary in use. Audiovisual media, such as videos or interactive animations, offers context, helping students understand when and how to use words correctly. However, there are some disadvantages to using audiovisual media. When too much information is presented at once, it can cause cognitive overload, especially if many new vocabulary terms are introduced simultaneously. Additionally, producing high-quality audiovisual content requires more resources, which may limit its availability in some educational contexts. Finally, using audiovisual media often depends on having access to technology and reliable internet, which may not be feasible for all learners.

In summary, audio, visual, and audiovisual media each offer unique benefits and drawbacks for vocabulary learning. Using a combination of these media can help accommodate different learning styles and enhance vocabulary retention, making for a more comprehensive and effective learning approach.

2.4 HOW TO TEACH VOCABULARY USING AUDIO-VISUAL MEDIA

Using audio visual media to teach vocabulary is highly effective due to the combination of auditory and visual stimuli, which enhances memory retention and comprehension. This approach includes several methods: using video clips and movies to introduce new vocabulary in context (Paivio's, 1986); incorporating interactive whiteboards to engage students with pictures, videos, and audio (Mayer, 2005). Teach vocabulary through songs and music videos. Lyrics can provide context and repetition, which are crucial for vocabulary acquisition. Murphey (2013) highlighted the effectiveness of using music in language learning, noting that songs can make vocabulary more memorable.

Vocabulary learning in English is an important step to help students understand and use the language effectively. Using audio-visual media in every step of learning provides a more real and interesting experience, improving students' memory and comprehension. Based on the learning steps outlined by Lightbown and Spada (2012), teachers can develop a structured and meaningful vocabulary learning process. The following are the steps that can be applied to maximize students' vocabulary comprehension.

1. *Presentation*

   The first step is to introduce new vocabulary using interesting audio-visual media. Teachers can utilize short videos or relevant pictures to show the real context of the words. For example, if students are learning about the vocabulary word "fruit," the teacher can play a video about different types of fruit or show interactive images that give the name of each fruit. The videos can also be accompanied by clear audio pronunciations, so that students get to model the correct pronunciation from the start.

2. *Explanation and Elaboration*

   In this stage, the teacher provides an in-depth explanation of each vocabulary introduced. Using audio-visuals such as infographics or animations can help clarify the meaning of each word. Audio narrations accompanied by images or animations provide additional illustrations that help students differentiate the use of similar words. For example, for the word "apple," an animation showing the shape, color, and context of "apple" can be shown, so that students understand the difference between "apple" and the general category "fruit."

3. *Modeling*

   The teacher models the use of new vocabulary through relevant audio-visuals. The teacher can use a short video or audio showing everyday dialogs or sentences that use the vocabulary. For example, showing a video of someone saying, "I eat an apple every morning," with a clear expression. This provides students with a model of proper usage and pronunciation in a natural and meaningful context.

4. *Guided Practice*

   At this stage, students are engaged in interactive activities that allow

them to practice new vocabulary with guidance from the teacher. The use of interactive learning applications or audio-visual based software can provide pair or group practice, for example a "matching" or "drag-and-drop" game to match pictures of fruits with their names. Teachers can use videos or images to ensure that students understand and are able to identify new vocabulary correctly.

5. *Independent Practic*

    After guided practice, students can try independent practice by utilizing audio-visual media. Tasks such as listening to a recording and filling in the missing words, or creating a short video in which they identify and name the new vocabulary, can be given to deepen their understanding. For example, students could be asked to make a short video showing them introducing their favorite fruit and explaining why they like it.

6. *Feedback and Correction*

    Teachers provide feedback with the help of audio-visual media, such as recordings of students' pronunciation played back, so they can hear their pronunciation mistakes and correct them. In addition, video tutorials showing the correct pronunciation can be used for correction. For example, if a student mispronounces the word "apple," the teacher can show a video that repeats the correct pronunciation of "apple".

7. *Review and Reinforcement*

    To review the vocabulary learned, use interactive audio-visual games such as online quizzes or learning apps with audio features. Digital flashcards with pronunciation sounds can help reinforce students' memory. In addition, the teacher can show a recap video of all the vocabulary learned as a review with the students.

8. *Assessment*

    The last step is to conduct an assessment to measure students' vocabulary mastery. Audio-visual-based assessments such as listening tests or speaking tests can provide accurate results on students' ability to understand and pronounce new vocabulary. For example, students can be asked to create a short video or presentation using the new words they have learned, or complete an online test with an audio format that tests their ability to hear and identify words.

Using Lightbown and Spada's vocabulary learning steps has many advantages as its structure is systematic, contextualized and supports long-term retention. This method organizes each stage from presentation to assessment in a sequential and specific manner. Each stage has an important role, from introducing the word in a realistic context, to providing guided practice, to reinforcing students' memory through periodic review and assessment. This prevents confusion and makes learning more effective than methods that rely solely on direct translation, which often only provides word meanings without real context. Compared to Krashen and Terrell's Natural Approach (1998), which focuses on natural exposure and minimal pressure, Lightbown and Spada is more suitable for students who need purposeful and explicit vocabulary learning.

This approach also differs from Explicit Vocabulary Instruction (Beck et al, 2002) which focuses more on recognizing important words in various contexts. Although both are structured, Lightbown and Spada provide a more complete learning guide, from initial understanding to application and assessment. Meanwhile, the Vocabulary Acquisition through Reading theory (Nagy and Herman) emphasizes passive acquisition of vocabulary through exposure to reading, but lacks support for active acquisition of vocabulary that can be applied immediately. Lightbown and Spada's steps prioritize active interaction, practice, and feedback that encourage students to understand and use new words in sentences and situations. Therefore, Lightbown and Spada's steps are superior in supporting applicative and comprehensive vocabulary learning, so that students are better prepared to use new words in daily communication.

3.0 CONCLUSION

The use of audio-visual media in vocabulary teaching at SDN Setonopande 1 offers a potential solution to increase students' interest and effectiveness in learning English. Audio-visual media such as videos, animations and sounds are able to create a more interactive and enjoyable learning experience, so that students can understand and remember new vocabulary better. Through this approach, students not only learn the meaning of words in isolation but also understand the context of their use, which is important in daily communication. The implementation of this concept will help cater to students' various learning styles, both visual and auditory, so that each student can learn according to the most comfortable and effective way for them. The use of audio-visual media also allows vocabulary teaching to be done more naturally through the incorporation of text, images and sound, which stimulates students' memory and makes it easier for them to associate words with specific objects or actions. Although the implementation of audio-visual media has not yet been done, this article concludes that this approach has great potential to significantly improve students' vocabulary recall and comprehension. The use of this media is not only beneficial for vocabulary improvement, but also for the overall development of students' communication skills. The success of this implementation will depend on the availability of adequate facilities, relevant curriculum support, and teacher training to optimize the use of the media in teaching and learning activities.

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