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AUDIO-VISUAL AIDS MEDIA, LANGUAGE ACQUISITION AND ATTITUDE: AN INITIAL INVESTIGATION IN THE EFL CLASSROOMS

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Abstract
Audio-Visual-Aids (AVA) media is a type of media that has long been acknowledged as a teaching aid in foreign language contexts. However, its uses are varied greatly from teacher to teacher depending on the content, inventiveness, classroom needs, and benefits approaches in language learning. Thus, the current research focused on the investigation of the analysis of vocabulary acquisition in the form of nouns and word spellings. In addition, the researcher also determined the influences of the use of the media on learners' attitudes. A quantitative pre-experimental research approach in a one-group pre-test post-test design was performed involving 35 participants. AVA media was given within four meetings in the form of PowerPoint slides completed with original audio dubbing and fifteen images representing "Things in My Room". To get further looks at their attitude, the participants also completed a questionnaire responding to 4 Likert Scales regarding their experiences. The analysis was reported to find out the average scores and initial hypotheses using a t-test on two main focuses with a 0.05 significance level. Findings showed a positive significant difference in the average scores of students' vocabulary acquisition in the pre-test (7.66) and post-test (12.37) or 12.37 > 7.66. Scores of the t_{coun} reached higher than the t_{table} or 18,56438 > 2,021. Most of the students agreed and strongly agreed, that learning with AVA media brought some benefits to their learning experiences, particularly in the context of Vocabulary Acquisition.

Keywords: audio-visual aids media, language acquisition, students' attitude

Introduction
How many English words (vocabulary) do you know or do you have? A thousand, a hundred, or few? People all over the world have been learning foreign languages, particularly English since they began school. This language is a world-recognized official international language. Anyone who can converse in English will have an easier time communicating with individuals from various corners of the world. As a result, English is learned and included in the curriculum as a subject that students must study in most areas of the world, particularly countries where

English is not spoken as the native language. Our government has initiated English into the curriculum in our educational environment, and it is mandatory to follow the subjects or courses from the Elementary to Higher Education level. As a consequence, numerous Educational Institutions or Language Institutions have cropped up to serve those who are experiencing problems with these subjects.

However, even after so many years of studying English, it is still challenging to understand ideas, read passages, or engage verbally in that language. In most circumstances, students learn English passively. One of these concerns is an underperformance or a lack of time to practice and apply the language in everyday contexts, either in class or at home. Thus, it is possible to conclude that students' retention of English lessons is very low. Furthermore, the fact that very limited vocabulary has made the language difficult to speak. It is, therefore, closely associated with the activities of the learning process which is a two-way communication process between participants.

Multimedia and related works in the English language classrooms

This section highlights key findings for the utilization of multimedia. Multimedia is frequently used to describe the teaching-learning process in two main ways: auditory/verbal and visual/pictorial (Heinich Roberts et al, 1990). In addition to aural and visual media, the processes have been using PowerPoint (Mayer & Johnson, 2008), (Brock & Joglekar, 2011), games (Moreno & Mayer, 2004), (Moreno & Mayer, 2005), and feature films to promote active learning (Gregg et al, 1995) in a range of content areas.

Various learning media has been recognized as a significant element in providing the learning process for varied learning styles namely auditory-visual-kinesthetics, and the influence of learning methods (Ellis, 1989). Learning media and teachers play a key part in attempts to achieve the lesson's objectives. Students, on the other hand, frequently find learning approaches tiresome and monotonous.

Audio-Visual-Aids (AVA) media is one type of media using technology that can be used in the classroom. AVA has long been acknowledged as a teaching aid and is often used by teachers mainly in the form of PowerPoint Presentations (PPT), videos, and films, among other things. The studies varied to apply the teaching tools to improve language skills among students with different levels of abilities (Guan, 2017; Golden, 2001; Stošić, 2015; Wanner, 2015). However, its uses are varied greatly from teacher to teacher depending on the content, inventiveness, and the needs of the learners themselves. In short, Audio Visual Aids (AVA) are media that contain elements of sound and images, where the process of absorbing material involves the senses of sight and hearing that have been used and greatly facilitates learning situations more interesting. Educators from around the world have used various media such as cartoons or animated movies to bring different experiences, particularly in language learning classrooms as mentioned by Pandini et al. (2022).

Audio Visual Aids media have been widely used in many applications in language learning while delivering learning materials in class, from primary to higher education levels. AVA has also become interesting among scholars from different countries as a reference in their studies, particularly concerning the use of technology and types of multimedia in language learning ins various contexts. One of them was performed by Indrayanti et al. (2021) with 62 freshmen at a private vocational university in Tegal, Indonesia as the respondents. Her study applied an

online multimedia platform that involved audio and visual features called Genially in an oral presentation session. The students presented one topic virtually using Genially. This aimed to see how significant the influence of using the media is on the level of confidence. The results showed that the media was able to boost more enjoyable learning experiences. Related research conducted by Setyawan et al (2022) in listening classes. Involving 109 sophomores from a state university in Malang, a descriptive study involved various audio-visual media resources and found out which media was chosen based on their preferences. There were 17 types of resources selected based on interest and curiosity. Some reasons revealed that the students preferred audio-visual to aural materials. A study was performed by Mathew and Alidmat (2013). The study focused on the needs of the students on technology using audio-visual aids media. Involving 15 undergraduate students at Aljouf University, Saudi Arabia the findings showed that most of the students marked the importance of using the media in the English language classroom. In addition, Muñoz et al. (2021) used audio-visual with 53 8^{th}-grade classes in Catalonia, Spain. The chosen participants had a beginner level in English found through the Oxford Placement and Vocabulary Test. The researcher applied audio-visual material using 24 episodes of English-spoken TV series that were not yet broadcasted to investigate the vocabulary and grammatical constructions. The outcome viewed that audio-visual materials led to L2 learning and supported their learning experiences.

The investigation of multimedia or technological teaching aids versus traditional ones has become an insightful discussion among researchers for decades. However, current classroom activities demand more various sophisticated media including the use of technology as a tool in language learning. Furthermore, studies on the advantages of using various teaching tools also cover some other aspects such as the student's attitude.

Groundwork on the related topic was conducted by Aljuhani and Maroof (2019). 14 female freshmen in the applied linguistics study program at Yanbu al-Sinaiyah, Saudi Arabia were involved. The students were asked to complete a questionnaire responding to 7 statements to measure their attitude and opinion towards the use of visual aids in grammar classes. The participants agreed that visual aids assist and grasp the topics better. The media brings a lot of benefits to achieve the goal of learning. In addition, Çalışkan (2019) had a short investigation on the comparison of the use of audio-visual materials and traditional in three weeks meeting with 36 secondary school students in Bursa, Turkey. A mixed method study focused on the findings of the attitude of the students on the use of audio-visual materials toward vocabulary teaching. Most of the participants stated that the media was effective in the vocabulary sessions. It also successfully increased their awareness and curiosity about the vocabulary being taught. Ammirreza (2019) defined some studies on audio-visual materials toward the enhancement of vocabulary knowledge among second/foreign language learners. The findings showed that the materials can be considered as an incidental strategy to improve learners on their vocabulary knowledge of the target language. The use of an online platform involving audio-visual features on the student's vocabulary acquisition of mechanical terms among 30 vocational students was presented by Romadhon and Qurohman (2017). The study performed materials taken from YouTube within two cycles or stages.

College students in ESL classrooms also have been involved with similar studies for years. The activity was carried out by Al Aqad et al. (2021) with 150 third-year students at MSU to measure the effectiveness of learning English vocabulary and their attitude using audio-visual aids. The findings inspired students to actively engage during the learning process. Surprisingly, they were able to grasp some new terminologies from the topic being presented. (Barani & Seyyedrezaie, 2017) stated that advanced mechanical aids, such as video cameras and computer-assisted teachers, integrate the outside world into the classroom, making language learning a more meaningful and engaging activity. A literary study in the ESL classroom was also performed by Halwani (2017) with 5 high schools in Nassau County to investigate whether visual aids and multimedia can improve the student's English language acquisition in reading and writing. The findings revealed that the use of visual aids and multimedia can help learners in acquiring experiences and interaction in the classroom without fears of delivering incorrect answers or experiencing difficulties engaging in class due to shyness. Students' perception of their ability in developing new vocabularies can be considered an important part of a foreign or second language learning classroom. An attempt was conducted by Fauziah et al. (2018). In short, multimedia learning over the last decade has recorded the benefits of approaches to learning. Accordingly, the current study focused on determining the students' perception towards audio visual aids on their vocabulary mastery among Senior High School students in EFL classrooms. A case study of 19 male and female students was conducted to find out their perception toward the use of audio-visual aids media.

Method

Research design

A quantitative pre-experimental research approach of one group pre-test post-test design was performed with Audio-visual Aids media as the independent variable and language acquisition as well as learning attitude as dependent variables. The current study involved 35 vocational high school students as a sample or participants. The use of Audio-visual Aids (AVA) media was given to the participants within four meetings to measure language acquisition in terms of vocabulary and attitude. The sample was favored as they are listed in the Audio Video class which is in line with the media they received during the current study.

The approach was chosen to explore the effectiveness of the use of the media (AVA) in a short meeting and determine the initial hypothesis of the variables. However, the current research focused only on the analysis of the student's vocabulary acquisition in terms of nouns and spelling. In addition, the researcher also determined its influences on their attitude toward the use of the media. To get further results, the researcher proposed an initial hypothesis to find out the difference between the variables. The hypotheses were as follows:

H0: There is no difference in the students' vocabulary acquisition and their attitude after using AVA media.

H1: There is a difference in the student's vocabulary acquisition and their attitude after using AVA media.

Instrument and procedure

The study employed audio-visual aids media as the instrument with the theme "Things in My Room," prepared in the form of (1) a description containing fifteen objects; (2) a native speaker alike audio recording delivered by two students equipped by using online software; and (3) fifteen pictures of objects. All three are delivered in AVA media in the form of PowerPoint slides presented in a face-to-face classroom meeting.

The focus of the current research was the assessment of vocabulary obtained by the students in the form of nouns and spelling accuracy based on the slides presentation which include audio recordings and object images. In addition, students were handed an answer sheet with four columns to complete during the pre-test, treatment, and post-test.

A questionnaire was also prepared to assess the students' views toward the learning process using the media. The questionnaire covers fifteen questions about students' responses and attitudes before and after receiving the topic. The students then completed a questionnaire via a Google Form to determine sentiments on a four-point Likert scale; Agree-Strongly Agree-Disagree and Strongly Disagree.

The procedure was segmented into four meetings. **Meeting one** served as a pre-test session to determine students' initial vocabulary before the treatment. During the pre-test, the students were only provided with an oral description in the form of clues of 15 related objects of “Things in My Room”. They then listened, guessed, and wrote the words that were conveyed from the descriptions in the columns provided. **In meeting two**, a PowerPoint presentation complete with audio recordings (dubbing) of the same fifteen objects along with black and white images in shadows (silhouette) was given. The students listened again, guessed, and answered by writing the words in the provided column based on the displayed images. Continuing **meeting three**, the session was carried out using the same media to complete the rest two columns on the answer sheet. **In the last meeting or meeting four**, the students took part in the post-test session. This time, AVA media of PowerPoint presentation was equipped with audio recordings (dubbing) and colorful images shown on the slides. The students continued to perform the identical activities: listening-guessing and answering based on the displayed images, and writing them in the column. The session concluded with the submission of the responses to the questionnaire.

Data collection method and data analysis

Data was taken from the answer sheet filled out during the pre-test, treatment, and post-test sessions. Following the initial goal, namely student vocabulary acquisition, the assessment was based on the accuracy of the nouns heard through the audio recording and visualization of item images representing "Things in My Room." Furthermore, the spelling of each word is also included in the evaluation. Both of the evaluations were later performed in the average score on tables. All data gathered were processed by applying statistical tools to measure the average scores on nouns and word spelling accuracy. The normality testing was conducted to examine whether or not the students' initial average ability (pre-test) was normally distributed.

To confirm the initial hypothesis, the researcher employed the t-test calculation with a significance level of 95% or an alpha of 5% (0.05). The t-test

results (t_{count}) were then compared with the t_{table}. This means that Null Hypothesis (H0) is rejected if the $t_{count} > t_{table}$ or the sig value is greater than the sig alpha 5%. (0.05). In other words, Alternate Hypothesis (H1) is accepted, indicating that there is a difference between the variables. Meanwhile, the results of the questionnaires were based on the spreadsheet recap, then processed and displayed in the form of a diagram.

Findings and Discussion

Data were processed using Microsoft Excel during the pre-test and post-test to obtain the average number of vocabulary (noun) and word spelling accuracy based on the student answer sheet. The followings are the results of the calculation of the average scores in the pre-test:

Table1. Average scores in the pre-test

N	Result	N	Result	N	Result
S1	11	S13	10	S25	6
S2	10	S14	9	S26	6
S3	9	S15	4	S27	10
S4	10	S16	6	S28	4
S5	9	S17	9	S29	4
S6	13	S18	8	S30	7
S7	13	S19	8	S31	9
S8	6	S20	0	S32	8
S9	8	S21	9	S33	3
S10	7	S22	9	S34	3
S11	6	S23	10	S35	9
S12	5	S24	10		
Average= 7.657143					

According to the pre-test results in Table 1, the number of accurate nouns and their spellings before the treatment using AVA media has an average score of 7.66. This indicates that the students can hardly know or recognize only seven of the fifteen words acquired from the displayed visuals and audio recordings. The researcher attempted to guarantee that the participants in the class had the equal ability before delivering materials using AVA-assisted media. Accordingly, normality testing was performed using scores from the pre-test. Results of the normality test (L_{count}) are shown in the table below:

Table 2. Results of normality testing

Average	7.685714
Std Dev	2.794653
L_{count}	0.118089
L_{tab}	0.14976

$L_{count} < L_{table}$=normally distributed

Results of $L_{count} < L_{table}$ (0.11 < 0.14) are displayed in Table 2. This means that data from the pre-test is normally distributed or all of the participants have the same average English vocabulary both nouns and word spelling. Meanwhile, the results of the average post-test scores are presented in the table below:

Table 3. Average scores in the post-test

N	Result	N	Result	N	Result
S1	15	S13	14	S25	10
S2	14	S14	14	S26	12
S3	13	S15	12	S27	12
S4	15	S16	14	S28	11
S5	14	S17	14	S29	8
S6	15	S18	12	S30	12
S7	15	S19	13	S31	13
S8	10	S20	8	S32	12
S9	13	S21	13	S33	8
S10	12	S22	13	S34	10
S11	11	S23	15	S35	12
S12	10	S24	14		
Average= 12.37143					

Table 3 displays the scores of the post-test results after two sessions of treatment with AVA media. With an average of 12.37 out of 15 vocabularies related to "Things in My Room", the students demonstrated a highly significant difference or improvement. In other words, the post-test scores (12.37) exceed greater than the pre-test scores (7.66) or 12.37 > 7.66. A t-test was conducted to answer the premise of the research. The results are displayed in the following table:

Table 4. T-test results

t-test	Results
Average	12.37143
Miu 0	6
Stdev	2.030441
Sqrt	5.91608
t-table	2.021
t-count	18.56438

Scores of the t_{count} in Table. 4 reach higher than the t_{table} or 18,56438 > 2,021. This indicates that AVA media can help students enhance their acquisition of new vocabulary (nouns) as well as written spelling accuracy. The results confirm the alternative hypothesis (H1) that there is a significant positive difference in students' vocabulary acquisition and their word spelling accuracy after using AVA media during the class.

To determine the students' attitudes toward the use of the media, they were also asked to complete a questionnaire responding to fifteen statements related to the learning process using AVA. The answers were classified on a four-point Likert scale ranging from Agree-Strongly Agree-Disagree-Strongly Disagree as displayed in the diagram below:

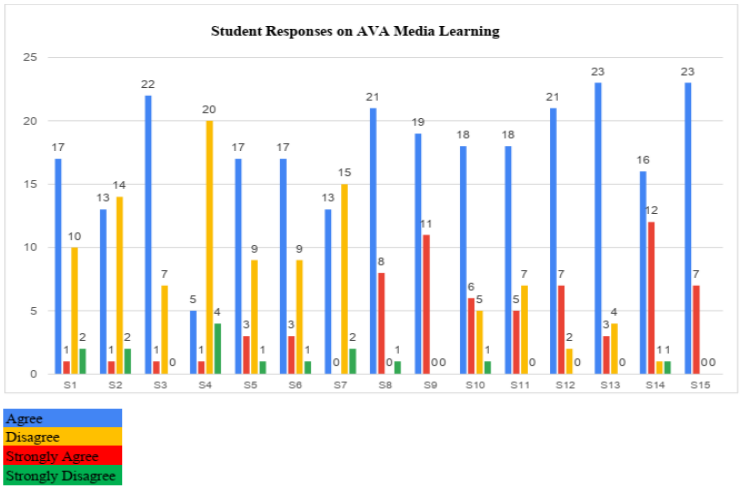


Figure 1. Diagram of the students' responses

Figure 1 shows four different color fields (blue-yellow-red-green) that represent the student's response to the given positive and negative statements marked in "**S**" initials. The blue and red fields indicate Agree and Strongly Agree on several positive statements, such as (S1 & S2) classroom learning media; (S3) ignorance and misspelling of English vocabularies; (S5) classroom activities using AVA media; (S6) topics presented with AVA media; (S7) different learning experiences with AVA media; and (S8-S15) benefits and impressions after learning vocabulary using AVA media. Furthermore, the blue area represents the attitude of students who agree that they had used the same media in the previous vocabulary classes. However, the teacher has not made great use of it, so they were still unable to pronounce, or memorize the meaning of the words, and found lots of difficulties to write the words with correct spelling. Meanwhile, students responded in the yellow and green fields with Disagree and Strongly Disagree to some unfavorable statements about: (S4) English is an uninteresting subject.

According to the student responses in Figure 1. It generally shows that most of the students agree and strongly agree, that learning with AVA media brought some benefits to their learning experiences, particularly in the context of Vocabulary Acquisition. They were also able to memorize the meaning and write down the vocabulary with correct spelling better. The experiences boosted the students to become more engaged and motivated to learn English with various media after participating in the current activities. This is congruent with the statement by Indrayanti et al. (2021) and Ahmadi (2018) that a variety of media, be internet-assisted or software-assisted media and other applications, help promote the students' self-confidence and motivation to learn.

Conclusion

Audio Visual Aids (AVA) media in classroom learning are highly beneficial to students in acquiring new vocabulary, particularly English vocabulary. Although the students had previously been exposed to similar media, the instruments adopted in this research were viewed positively and promoted a more engaging learning environment. Students' vocabulary acquisition increased significantly throughout the four meetings activity. Additionally, students made a great contribution to

AVA-assisted media learning activities. They are also motivated to actively study English more than before. Findings from the current study can also be useful as a reference for future researchers to promote the use of AVA and other media for different variables and contexts that can be tailored to particular needs and various classroom circumstances.

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