

Improving English Vocabulary and Writing Mastery with Audio Visual Media

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Abstract

This research was motivated by observations of students' English language skills. Seeing the phenomenon of students' abilities, it is felt necessary to be more intensive in improving their mastery apart from the learning material provided. This encourages educators to apply English audio-visual media to train students to get used to hearing English pronunciation. The aim of this research is to determine the importance of improving vocabulary mastery and English writing using audio-visual media. The approach used in this research is qualitative with descriptive analysis. The sample in this research was a literature review of previous research on published books, newspapers and scientific articles. Samples were taken in the form of articles about English vocabulary and writing using audio-visual media. Data collection techniques use test techniques to strengthen the influence of sampling and vocabulary. The results of the analysis indicate that efforts to increase vocabulary are followed by improving writing skills first. Therefore, the more vocabulary a student has from audio-visual media, the better he or she will be at writing English text content

Keywords: Vocabulary, Audio Media, Mastery, Writing

1. Introduction

Language plays a central role in developing students' potential, including development at the cognitive, social and emotional levels. When determining academic success in any field of study, language is also an important factor. A language not only uses letters to form words (the output words of the language), but also uses letters, pictures, and others. Human migration in those years was facilitated by the use of figurative language, which was further enhanced by the publication of his writings. The teaching of foreign languages such as English, Persian, Hebrew, Arabic and Mandarin are also part of Indonesia's linguistic development today, in addition to national and regional languages. Learning these languages has become more important due to the continuous advancement of knowledge and technology. Improving students' ability to communicate through written and spoken language is the main goal of language education.

Schools run English as a foreign language. Because of its status as an international language, English is an important language to learn in this era of globalization. There are many books written in English about religion, philosophy, languages, etc. To understand these books, you certainly need to master English. In addition, due to the importance of technology and

information, the following items are translated into English: instructions for use, features, or other things, such as the use of email. Students should have at least some English proficiency (Ammelia & Mariati, 2023).

In fact, everyone has learned to write since childhood, but not everyone has the ability to write well and correctly. Writing is defined as the ability to write essays, papers, or works to express, convey thoughts, ideas, and feelings through words arranged into a sentence. Learning English writing has been done since students were in elementary school to high school but the lack of perspective towards students writing so that special attention needs to be given so that the expected goals in writing can be achieved. Most students are able to communicate both in formal and informal situations, but when they are asked to write an English essay on a particular theme, suddenly students feel confused and even have difficulty expressing it through writing. There are a number of students who still feel unable to write or compose word by word in English (D. P. Hastuti, 2020).

The hope is that all students can and can learn vocabulary and can write in English through audio visual and Therefore, in learning words one must understand the meaning of the words. Learning vocabulary is not just as learning words, it is because words not only help a person in naming things but also help him to think and talk about ideas. A word involves knowledge of its form (sound, spell, and changeable language), its meaning (its conceptual content and its relationship to other concepts and words), and its usage (its occurrence from other words and types of language use). Therefore, one can be said to master a word when he or she knows how to place the letters in the correct order and knows how to make grammatical changes of that word (S. D. S. Hastuti & Widyantoro, 2015).

Vocabulary in addition to grammar, pronunciation, and spelling is considered to be close to one element related to language learning. As Citravelu and Saratha (1996: 214) states that “words (vocabulary) that make up a language constitute vocabulary”. This is a basic competency that students must master. Through vocabulary, students are able to master the four language skills of listening, speaking, writing and reading. That is why vocabulary mastery determines the mastery of the four language skills. By having a good command of vocabulary, students are able to communicate well and clearly with each other. In the process of learning English in junior high school, vocabulary mastery is very important for students. It is because in their early years, vocabulary connects the experiences that students have and plays an important role in their language development.

Junior high school students are trained in several ways to learn vocabulary. This will be developed as learning grows and learns it in high school. Both junior and senior high school students have similarities in learning but junior high school students have more specific treatment because they are in concrete operations or growing into semi-abstract psychological development. The students learn basically the word content of the vocabulary, as learners are the main words that dominate the English language. One of the factors in recognizing English as an international language is the use of vocabulary. This means that students have the ability to understand and use words and numbers. The more students are able to understand the material, the better their language skills will be. As a result of weak grammar skills, students will face difficulties in improving their English language skills. (Purnamasari et al., 2021).

Teachers in upper national schools should play an active role in improving students' understanding of vocabulary and grammatical language through the development of guided education programs and up-to-date learning methods. Teachers also need to provide motivation, assistance and periodic review to students to continue practicing enriching their vocabulary, improving their grammar and skills in writing English descriptive texts (Visakha, 2019). Furthermore, this study found some difficulties faced by students when writing descriptive writing. First, students cannot develop their ideas. Second, students do not have enough knowledge about the subject to be described. Third, students have difficulty in using simple present tense (Purnamasari et al., 2021). The students find it difficult to master some types of vocabulary such as phrasal verbs, idioms, slang and colloquialisms. Those things make them apply different learning strategies to master. These learning strategies include memory strategies, cognitive strategies, metacognitive strategies and compensatory strategies. The easiest strategy to learn and master vocabulary is to combine these strategies (Basri et al., 2014). The use of YouTube for vocabulary education is effective for both experienced teachers and students who learn the subject through this medium. In addition, from a classroom and curricular point of view, students can be motivated to learn vocabulary through YouTube, and students have a positive attitude towards using YouTube for vocabulary learning because it makes vocabulary learning easier (Young, 2019). A positive relationship in English writing skills develops with the acquisition of English vocabulary and words. (Mega, 2018).

2. Method

This research is a type of scientific research; the data used in it comes from scientific sources such as books, encyclopedias, scientific articles, newspapers, previous journals, and so on (Rahmawati, 2023). This research is a critical analysis descriptive research. Therefore, the writer can explain comprehensively how to improve vocabulary training and English writing skills through the use of audiovisual media. In this research, the author should use two sets of data related to the research, namely primary data and secondary data. However, this study uses more secondary data which has similar research objectives (Rahmawati & Susanto, 2022). The main sources of this research were academic books and journals on English vocabulary and writing. At the same time, another research team involved with audiovisual media commissioned this research.

The following steps for basic understanding in vocabulary expansion include: First, childhood. The importance of comprehension in children is more realized by understanding, especially as a foundation for the candidacy of concrete ideas. He only needs the ability to pronounce words correctly. Second, adolescence. The process that occurs at this time is also taking place along with the process undertaken to decipher language and understand its meaning when the child is getting ready to go to school. Third, adulthood. Both processes are now taking place simultaneously as one gains weight. The process of immersing oneself in society is more intense because as a member of the community, one has the responsibility to learn many things, many points of view, and communicate with other members of the community about all these things. Vocabulary siblings Children learn two types of vocabulary: general vocabulary and specialized vocabulary.

There are two parts of vocabulary that can be used in different situations. Special case consists of or specific words that are only used in certain situations. There are several types of

vocabulary, including: first-level vocabulary The four basic vocabulary words are nouns, verbs, adjectives, and adverbs. Nouns are one example. When a child learns to read, the first word they use is a noun, which is usually a single word taken from an exciting event. A. Living words. Children begin to learn new words, especially those that sound like “give”, “take”, or “hold”, after they have mastered the sounds that sound like their names and the sounds around them. Adjectives (c). The word “vocabulary” appears in the context of a child around 1.5 years of age. “Flip,” “bad,” “good,” “naughty,” “hot,” and “cold” are the most commonly used adjectives here. Words used for people, food, and water are based on these principles. D. Description, word. Interest is used for the same purpose as adjectives. The most basic words in child language are “here” and “where”, which are the first words that children learn. 2. Specific Vocabulary Specifically, number vocabulary, oath vocabulary, money vocabulary, time vocabulary, color vocabulary, and popular speech vocabulary. A. Vocabulary Alert. By the age of four, most children learn the name of the color red. Their learning time and interest in colors will determine how much they will learn about other colors. B. Number of words. On the Stanford-Binet intelligence scale, 5-year-olds are expected to be able to count to ten, 3-year-olds can count to three, and 6-year-olds can understand the words “three”. “nine”, and “five” to count to five. C. Comprehension temperament. Children around 6 or 7 years old usually know what day it is, what time it is, and what to eat. D. Kunakata akemasu. Children at the age of four or five begin to learn the value of logarithms according to their size and color. e. Vocabulary is a popular actor. To express their emotions and unity with the group, many children aged four to eight use popular crafts. Oath vocabulary (p). In particular, children use oaths during school to express how big they are, to express their feelings, to express their excitement, and to arouse interest. (Marlianingsih, 2016).

The basic vocabulary of a language consists of words that are very stable or very unlikely to be borrowed from other languages (Sitanggang et al., 1993). In essence, this definition includes: First, expressions that indicate kinship, such as "parent", "mother", "brother", "sister", "grandmother", "uncle", "aunt", and so on. Second, names of various anatomical components, such as skull, hair, ears, cheeks, teeth, toenails, fingers, toes, and nose. Third, pronouns (self and pointer): I, you, he, she, they, you, there, it, this, and so on. Fourth, words that represent numbers: numbers 1, 2, 3, 5, 7, 10, 20, 100, 1000, 10,000, etc. Fifth, main verbs: such as eat, drink, sleep, bathe, cook, read, write, and so on. Sixth, words that indicate basic states: such as happiness, sadness, difficulty, hunger, night, day, morning, etc. Seventh, things that are common to all living things: e.g. earth, air, silence, sky, moon, stars, sun, animals, plants, and so on.

Writing is a fundamental skill in any language, as important as speaking, listening and reading. This is the main reason for teaching writing. A student's writing skills should include the ability to write official letters, reports, advertisements and other forms of written communication using electronic and other media. Some writing guidelines should be familiar to them. In regular classroom activities, students will usually be required to write in a variety of formats. These include things like postcard inserts, job application forms, narrative compositions, report articles, newspapers, magazines, and more. Since it has the beneficial effect of encouraging or motivating students to be more creative, teachers also teach students about writing rules, conversational texts, drama plays, advertisements, poetry, and similar topics. One of the most important takeaways from written conversation is the fact that different types of writing suit different contexts. The first thing a smart writer does is to start collecting models or examples of different types of writing. Plagiarism is a big problem in the writing community, and we don't do this for our own

reasons. A writer's ability to write and the subsequent benefits of writing are enhanced by the presence of, or preparation for, certain models and formats.

Types and classifications of learning media include: Media can be categorized according to its various characteristics: 1. Media that can only be heard, or that contain sound only, such as radio and audio recordings, are known as auditory media. 2. Media that can only be seen visually, not including any form of sound. Slide films, photographs, transparencies, paintings, sketches, and various printed materials, including graphic media, are all considered media. Pictures and stories with a strong visual component are powerful tools for education. Visual media has the power to enhance comprehension and memory. In addition, visuals can arouse students' interest and help them connect the real world to the subject matter. Visuals work best when students engage with them in a meaningful way and when they are part of a larger context that helps them understand the material. 3. Audiovisual media, which is a subset of audio media that also includes a visual component; examples include audio slides, movies of various sizes, videotapes, and so on. Because it combines features from both the first and second categories, it is considered to be of better quality and more engaging.

3. Results and Discussion

The use of audiovisual media does have an impact on students' level of English vocabulary acquisition, based on the results of reading and assessing many findings related to audiovisual media vocabulary acquisition. Students' post and pre-test scores improved, according to the research findings. Students' proficiency in English improved thanks to the use of audiovisual materials in the classroom. This is in accordance with the view that children's comprehension can be enhanced by the use of audiovisual media. Students are able to retain more information when using audiovisual media. This is because this form of media can present visuals and sound with its own appeal, thus helping to attract students' attention and ensuring they remember the material. Based on the data above, students whose main skills are memorization and incomplete word completion have a good understanding of the lexical meaning of words. The results from the questions designed to uncover students' understanding of the word in context provide evidence of this. The results of the third step treatment confirmed this. Stage 4 followed the playback of interactive audiovisual materials. Comprehension is greatly enhanced by the use of reinforcement in the form of question and answer discussions presented through movies and shows. Signs include reading comprehension, sentence enjoyment, and the ability to infer the meaning of spoken words. As a result, it improves memorization.

Based on the attractiveness metric, the learning media created is very attractive. Students' academic performance improves when they use multimedia to learn English. Research shows that the three most common ways for students to learn English in the classroom are through singing (62% of the time), imitation/drilling (25% of the time), and games (13% of the time). Although all three strategies have been used, the expected results of improving students' English comprehension have not been realized. (Pertiwi et al., 2021).

When students are given the opportunity to independently demonstrate and explain new knowledge through varied learning experiences, the learning process has been successful. During class, teachers can facilitate students' understanding by showing videos or diagrams. The first knowledge that students understand when the teacher projects a video or presentation is the process of translation. Students can be helped to improve their reading comprehension by looking

at pictures. Students have the opportunity to learn this vocabulary, learn how to pronounce it, and see examples or pictures of the new understanding in the accompanying video or presentation. Students enjoy the learning process because multimedia-based media has elements of pictures, writing, sound, and movement. (After video or audio learning, the teacher's next step is to summarize the material in English before the lesson students do an activity. The teaching process is complete when the student's teaching is in accordance with the video or material taught previously (Rusmajadi, 2010).

4. Conclusion

The importance of improving vocabulary acquisition and English writing with audio-visual media is needed by students in developing their language skills. Therefore, low vocabulary acquisition is associated with poor writing skills, and high vocabulary acquisition is associated with high writing skills. This means that students' vocabulary acquisition supports their writing skills. The more vocabulary a student has, the better he or she is at writing text content.

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