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Research Article

A Study on Exploring the Innovation and Development of Audio-Visual Language Learning Media

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KEYWORDS

Exploring;
 Innovation;
 Audio-Visual;
 Language Learning;
 Media.

A B S T R A C T

The use of audio-visual components in educational materials has received a lot of attention due to the emphasis on efficient language learning methods. This study aims to investigate the innovation of audio-visual language learning media in the creation of cutting-edge audio-visual language learning materials and to analyze how it affects language learning and student engagement. The sample consisted of 25 students from second-year students majoring in English Department of Faculty and Education class B at Islamic University of Riau during the academic year 2022-2023. In order to gain a better understanding of the experiences, preferences, and suggestions for improvement of the learners, qualitative data was obtained through note-taking and observation. The results of this study help students understand the materials using audio-visual language learning and offers helpful suggestions for students, creators, and multimedia projects on how to successfully incorporate audio-visual components into language learning resources. The findings of this study could help motivate students and produce effective and interesting learning materials for language learners.

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INTRODUCTION

Language learning has always played a crucial role in education, prompting educators to constantly seek innovative approaches that enhance language acquisition and effectively engage students. In recent years, the utilization of audiovisual components in educational materials has gained substantial recognition due to its potential to foster immersive and interactive learning experiences (Wannapiroon, Nilsook, Jitsupa, & Chaiyarak, 2022); Maharani & Fithriani, 2023). According to Mellisa and Yanda (2019), the integration of audio-visual materials holds promise in improving language

learning outcomes and captivating students within an immersive and interactive learning environment.

Analyzing the impact of such materials on language learning outcomes and student engagement has been a prevailing focus in educational research. As pointed out by (Ariffin, Halim, & Darus, 202; Soparidah, Madhakomala, & Hanafi, 2021), language acquisition has always been an integral part of education, driving the ongoing quest for effective language learning methods. In the present context, there exists a significant emphasis on incorporating audio-visual components into instructional materials for language learning, garnering considerable

attention from researchers and educators alike (AMIRREZA, 2019; Zhang & Chen, 2021).

Abdulaziz Al Fadda (2020) as well as Dolighan and Owen (2021) give incorporating audiovisual elements such as videos, images, and interactive multimedia into language learning with a multisensory experience that can enhance understanding and retention of language concepts. By integrating auditory and visual stimuli, audiovisual materials provide learners with contextual language input, real-world examples, and authentic cultural content to facilitate a richer language learning experience (Nieto, 2017; Dewi, Zaim, & Rozimela, 2022).

Previous research that has a focus similar to this research, is by (Ilyas, Syarif, & Refnaldi, 2023; Isral, Waskito, Syahrul, & Syahri, 2019). This study also aims to explore the use of audiovisual components in language learning media and its impact on language learning outcomes and student participation by Canva application and explains the function of video to improve student competence focused and active in learning

However, there are significant differences between this study and previous studies in terms of sampling and survey methods. The previous study involved 370 and 29 students from two high schools in an urban area and used a descriptive and classroom action research approach. Meanwhile, the study involved 25 students from second-year students majoring in English Department of Faculty and Education class B at Islamic University of Riau during the academic year 2022-2023 Riau and used qualitative research techniques to collect data through focus groups and questionnaires.

The purpose of this study is to investigate innovative aspects of audiovisual language learning materials. This goes beyond traditional approaches to language learning and explores incorporating audiovisual components such as videos, images and interactive multimedia into classroom resources. Practical recommendations for improving the design and the implementation of audiovisual materials in language teaching. Combining videos, images and interactive multimedia makes learning resources more diverse and interesting. Students with different learning preferences can be accommodated, and different media can convey information in more interesting and diverse ways.

This study aims to answer the following questions:

What are the innovative approaches and advancements in audio-visual language learning media, and how do they contribute to the development of language learning?

METHOD

Population and Sample

The population consisted of second-year students majoring in English Department of Faculty and Education class B at Islamic University of Riau during the academic year 2022-2023, totaling twenty-five students. As stated by Khumaedi, Widjanarko, Setiadi, and Setiyawan (2021), the sample consisted of 16 male students and 9 female students, reflecting the gender distribution within the population. Each participant came from diverse backgrounds of knowledge, different habits, and pursued various hobbies. A crucial aspect of this study is the participants' utilization of audiovisual materials as the primary medium for learning English. The incorporation of audiovisual resources offered participants an immersive and interactive learning experience, allowing them to engage with the language in a dynamic multimedia environment (Daif-Allah & Aljumah, 2020).

Table 1. Research and Participants

Data	Details	Number of Student
Various ages	20 – 23	6
	18 - 20	19
Use resources other than books to learn English	High	22
	Low	3
Frequency of audiovisual use	Fast	21
	Slow	4
Using instructional videos from any source	Active	19
	Weak	6

Research Instruments

To evaluate the level of acceptance among students regarding the impact of audio-visual language learning media toward education, the research utilized two methods: note-taking and observation (Albogami & Algethami 2022; Ramadhan, Mardapi, Prasetyo, & Utomo, 2019). Observations were conducted to supplement the information obtained from note-taking and to delve deeper into the students' perceptions regarding audio-visual language learning media.

Data Collection and Analysis

During the initial stages of data collection, lecture notes and student input were collected (Ningsih, Suherdi, & Purnawarman, 2022; Baroroh, Wahjoedi, Wahyono, Utomo, & Lestari, 2021). To avoid the potential impact of educational activities that occur outside of a predetermined schedule, students are required to submit a reflection report

on their learning outcomes after each session, specifically focusing on the influence of audio-visual language learning media (Kumi-Yeboah, Kim, Sallar, & Kiramba, 2020; Al Shlowiy, 2022). Furthermore, at the end of the session where audio-visual media was used for learning, lecturer observation to evaluate the effectiveness of including audio-visual components in educational materials. The significance of an efficient language learning method is expected to be able to improve students' abilities in English.

RESULTS AND DISCUSSION

What are the innovative approaches and advancements in audio-visual language learning media, and how do they contribute to the development of language learning?

The table below is a lecturer note-taking of carried out to the impact of audio-visual language learning media toward education.

Table 2. Students' Responses of Media Resources

	Activity	The Students' Responses	
		High	Low
Use resources other than books to learn English	1. Students utilize various online platforms like Duolingo, Babbel, and Rosetta Stone to supplement their English language learning	19	6
	2. Students often watch English-language movies and TV shows with subtitles to improve listening and comprehension skills.	21	4
	3. Using resources other than books has significantly enhanced students language learning experience by exposing students to real-life language usage and providing interactive and dynamic learning opportunities	20	5
	4. YouTube channels dedicated to English lessons and tutorials have been instrumental in improving students grammar and vocabulary	25	0

The findings, as shown in Table 2, indicate that students commonly utilize audiovisual media, particularly videos, for instructional purposes, based on their responses to questions on how they use media resources to study English. They accept the advantages of these media tools in enhancing their vocabulary, speaking, and listening abilities in English. While language learning applications and online courses are other popular options, many students primarily use YouTube as their major source of educational videos. TED Talks and other educational films help students learn more and comprehend a variety of English-language topics.

Table 3. Students' Responses of Audiovisual Use

	Activity	The Students' Responses	
		Fast	Slow
Frequency of audiovisual use	1. Students use audiovisual materials for English language learning on a daily basis	13	12
	2. Students rarely use audiovisual materials for language learning, only when necessary or for specific topics	21	4
	3. Students don't use audiovisual resources for English language learning at all	7	18
	4. Students rely on audiovisual resources at least a few times a week to supplement my learning	17	8

According to Table 3, it should be recognized, too, that student choices and consumption patterns for audiovisual media resources differ. Some students make considerable use of these media resources and view them as essential elements of their learning process. On the other hand, some students seldom ever watch informative films, possibly because they prefer alternative interactive learning strategies or believe that they are less helpful for them. This emphasizes how crucial it is to recognize individual preferences and requirements when choosing suitable media resources for English language acquisition.

Table 4. Students' Responses Instructional Video

	Activity	The Students' Responses	
		Active	Weak
1.	Students prefer using instructional videos from native English speakers as they	18	7

Using instructional video from any source	provide authentic language examples and cultural context		
	2. Instructional videos have played a significant role in expanding students' vocabulary and improving overall fluency in English.	22	3
	3. Students occasionally refer to instructional videos on grammar and pronunciation from trusted language learning websites to clarify certain concepts	21	4
	4. Online language courses with instructional videos have been a valuable resource for students to enhance English language proficiency.	23	2

To maximize the potential of audiovisual media resources in English language learning, Table 4 shown that a flexible and diverse approach is necessary. Educators can integrate instructional videos into the curriculum and provide a variety of media options to cater to students' needs. Furthermore, the selection of suitable instructional videos, high-quality content, and interactive usage can enhance the effectiveness of these media resources. By understanding students' preferences and harnessing the potential of audiovisual media resources, English language learning can become more engaging, interactive, and effective.

CONCLUSION

The results imply that students are increasingly accepting of the use of audio-visual language learning resources, such as tutorial videos and online platforms. These materials were found to be helpful in a number of areas, including motivation, emotional engagement, attitude toward learning, and anxiety reduction. The questionnaire's use of a Likert scale enabled a thorough analysis of the students' replies and gave a clear picture of their level of agreement or disagreement with the claims. The study also emphasizes the value of including audio-visual elements in instructional materials. The focus on effective language learning strategies is in line with the growing appreciation for the importance of multimedia in language teaching.

The findings of this study advance knowledge of the acceptability and effectiveness of audio-visual language learning media. The results provide insightful information for future study and the creation of novel methods for

teaching languages. By incorporating audio-visual components into their interesting and effective language learning tools, educators can improve students' learning outcomes and experiences overall.

The limitations of the study: However, it is important to acknowledge the limitations of this study. The sample size, comprising only a specific group of students, may not fully represent the broader population's perceptions and preferences. Additionally, the study's reliance on self-reported data through the questionnaire could introduce response bias and may not entirely reflect the actual behaviors and experiences of the participants. Furthermore, the study's focus on certain aspects of audio-visual materials might overlook potential nuances or drawbacks that could influence their impact on language learning. Future research could address these limitations by employing larger and more diverse samples, utilizing mixed-method approaches, and exploring a wider range of variables related to the integration of audio-visual resources in language education.

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