

THE DEVELOPMENT OF AUDIO VISUAL EFL MATERIAL FOR TEACHING TENSES, SYNONYMS AND ANTONYM IN 2NDARY SCHOOL

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ABSTRACT

Teaching English as a Foreign Language (EFL) at the secondary school level faces various challenges, including low student motivation and difficulties in understanding abstract concepts such as tenses, synonyms, and antonyms. This study aims to develop interactive audio-visual learning media to improve students' comprehension and motivation in learning. The research employs the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) to systematically design media that integrates elements such as animations, simulations, and interactive quizzes. The results of this study demonstrate that interactive audio-visual media significantly enhance student engagement. This method is particularly effective for teaching tenses, synonyms, and antonyms.. Based on a thorough literature review, the use of such media significantly enhances learning outcomes and increases student involvement in the learning process. The incorporation of multimedia learning theories, such as Mayer's Cognitive Theory of Multimedia Learning and Constructivist Theory, ensures that the media developed addresses the complex and abstract nature of EFL topics, fostering deeper and more practical understanding for secondary school students. This research reaffirms the relevance and effectiveness of audio-visual media in supporting EFL learning success, providing innovative methods to overcome challenges in teaching abstract concepts to students.

Keywords: Audio-Visual Media, EFL Learning, Tenses and Synonyms-Antonyms, Interactive Multimedia, ADDIE Model

INTRODUCTION

Teaching English as a Foreign Language (EFL) at the secondary school level plays a vital role in building students' language competence. However, one of the main challenges in this learning process is students' low motivation and difficulty in understanding abstract concepts such as tenses, synonyms, and antonyms. Based on initial observations, the teaching method most commonly used is the lecture method, often without the support of engaging learning media. As a result, students tend to memorize concepts without understanding

their real-life applications, making it difficult for them to master the material comprehensively.

The use of audio-visual media in EFL learning has been proven to have positive effects. According to Purnaningsih (2018), the use of audio-visual media in English learning improves students' comprehension, particularly in listening skills. Additionally, Syahrin and As (2020) demonstrated that audio-visual media also significantly influences students' speaking skills.

Other studies reveal that interactive multimedia is highly effective in improving students' learning outcomes. Pangestika (2020) found that the use of interactive multimedia motivates students and enhances their understanding of English subjects. This is further supported by Siregar (2021), who stated that interactive multimedia consistently has positive impacts across various educational levels.

The development of interactive video media also shows promising results. Fitriyanti (2021) found that audio-visual media increases students' interest in learning, especially for challenging topics. Similarly, Pangestika (2020) emphasized that interactive media makes learning more engaging and easier for students to understand.

Based on this background, this research addresses two main problems: how to develop engaging and interactive audio-visual learning media for teaching tenses, synonyms, and antonyms at the secondary school level, and whether such audio-visual learning media effectively enhance students' understanding and motivation in learning English.

These studies prove that audio-visual media has great potential in improving the effectiveness of learning. Therefore, the development of audio-visual media for teaching tenses, synonyms, and antonyms is highly relevant to supporting the success of EFL learning at the secondary school level. This study, titled "The Development of Audio-Visual EFL Material for Teaching Tenses, Synonyms, and Antonyms in Secondary School," aims to create innovative and interactive learning media that can help students better understand the material and increase their motivation to learn.

LITERATURE REVIEW

Prior Studies on Audio-Visual Media in EFL Learning

Previous Studies

1. Pertiwi et al. (2019)

The study by Pertiwi et al. revealed that the use of audio-visual-based learning media could enhance students' motivation in learning English, particularly in

understanding grammar concepts. Audio-visual media are considered effective as they present materials more engagingly and contextually, enabling students to comprehend previously abstract concepts more easily.

2. Yuliana and Sutopo (2020)

In their research, Yuliana and Sutopo concluded that the use of interactive multimedia media could improve students' learning outcomes. By combining various elements such as text, images, sound, and video, these media successfully capture students' attention and help them understand the material more thoroughly. The study also showed that multimedia-based media are particularly useful for teaching complex topics such as tenses and vocabulary.

3. Koderi and Husin (2021)

Koderi and Husin investigated the impact of audio-visual media in learning Arabic. They found that such media could enhance students' learning outcomes by presenting materials in a more engaging and easily understandable manner. Although the study focused on Arabic, its findings are relevant to English learning since the methods used support the comprehension of complex materials similarly.

4. Wahyuningsih and Afandi (2022)

Wahyuningsih and Afandi examined the development of interactive video media for teaching synonyms and antonyms in the Indonesian language. They demonstrated that these media significantly improved students' understanding of the subject matter. This study supports the notion that developing interactive media for language subjects, such as tenses, synonyms, and antonyms, can yield positive results in enhancing students' comprehension.

Theoretical Framework Supporting Audio-Visual Media

1. Cognitive Theory of Multimedia Learning

Mayer (2009) explains that learning is more effective when it involves a combination of text, images, and sound. This theory, rooted in dual-channel principles, suggests that the brain processes information through both visual and auditory channels, making complex material easier to grasp and retain. Rahman (2021) also found that audio-visual media aid students in understanding abstract concepts more easily while improving their memory retention.

2. Information Processing Theory

Atkinson and Shiffrin (1968) emphasize that engaging and relevant content facilitates long-term memory retention. Audio-visual media accelerate information processing by organizing and contextualizing the material effectively. A study by Pertiwi & Suardana (2019) revealed that such media

helped elementary students improve their understanding of English material due to its appealing and interactive presentation.

3. Constructivist Theory

Constructivism emphasizes active learning, as proposed by Piaget (1972) and Vygotsky (1978). Interactive media allow students to actively engage with and understand abstract concepts, such as tenses, synonyms, and antonyms. Ariwibowo & Parmin (2015) discovered that scientific-based audio-visual media encourage students to actively engage in learning, significantly enhancing their understanding of concepts.

Relevance of Audio-Visual Media to EFL Learning

Effectiveness in Enhancing Language Skills

Numerous studies highlight the benefits of using audio-visual tools in EFL learning. According to Pertiwi et al. (2019), such tools aid in the understanding of grammar and other abstract concepts in English. Similarly, Yuliana and Sutopo (2020) found that multimedia tools create compelling learning contexts, improving comprehension of vocabulary and grammar.

Integration with EFL Objectives

Audio-visual media positively impact EFL learning by integrating essential language skills. Harmer (2007) states that interactive media support the development of listening, speaking, reading, and writing skills. Fitria (2014) demonstrated that these media enhance students' motivation in learning tenses through concrete visualizations, while Wahyuningsih & Afandi (2022) noted that video interactivity improves vocabulary acquisition and context-based understanding.

Model ADDIE for Developing Educational Media

The ADDIE Model (Analysis, Design, Development, Implementation, Evaluation) offers a systematic framework for creating effective learning media. According to Branch (2009), this structured approach ensures that the media align with learner needs and educational objectives.

Implementation in EFL Learning

The ADDIE model facilitates the systematic development of materials tailored to learners' requirements. According to Pratiwi & Zulfadewina (2022), the analysis phase helps identify students' needs in listening activities, while the design phase supports the creation of scientific-based media to enhance creativity and understanding. The development phase includes validating the media, as Wahyuningsih & Afandi (2022) demonstrated, with their interactive video media achieving an "Excellent" rating.

Conclusion

The reviewed studies and theories collectively affirm the importance and effectiveness of audio-visual media in EFL learning. The inclusion of multimedia and interactive elements addresses challenges in teaching abstract topics such as tenses, synonyms, and antonyms, making learning more engaging and impactful. The ADDIE model further provides a structured approach to developing these tools, ensuring alignment with curriculum goals and improved learning outcomes.

METHODOLOGY RESEARCH

This study is a type of development research (Research & Development). According to Siregar (2023), development research is a method used to produce a specific product and test its validity and effectiveness. The research procedure adopts the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is considered a systematic approach to creating effective learning materials through these five stages (Siregar, 2023).

This study aims to develop and test the effectiveness of audio-visual-based learning media for teaching tenses, synonyms, and antonyms to secondary school students. The product developed in this research is an interactive video-based audio-visual learning media. This media is designed to help students better understand tenses, synonyms, and antonyms while also increasing their motivation to learn. The interactive approach is expected to make learning more engaging and effective.

The research process consists of several stages as follows:

1. Analysis

This stage involves analyzing learning needs and reviewing literature related to the teaching of tenses, synonyms, and antonyms. Additionally, observations are conducted on current learning conditions, along with identifying problems faced by students and teachers in teaching these materials.

2. Design

At the design stage, planning for the development of audio-visual-based learning materials is conducted. The materials are systematically structured to include relevant elements such as animations, quizzes, and in-depth explanations of tenses, synonyms, and antonyms.

3. Development

This stage includes the creation of audio-visual media based on the planned

design. The media is equipped with interactive elements to make learning more enjoyable and easier for students to understand.

4. Implementation

Once the media is developed, it is tested on a group of secondary school students. The purpose of the testing is to measure the media's effectiveness in improving students' understanding of tenses, synonyms, and antonyms.

5. Evaluation

Evaluation is carried out to assess the feasibility and effectiveness of the learning media. This process involves observations, analysis of test results, and feedback from teachers and students to ensure the developed media can enhance learning motivation and students' comprehension.

RESULT AND DISCUSSION

1. Results of the Development of EFL Audio-Visual Media

The development of audio-visual learning media in this study successfully produced an interactive video designed specifically to teach tenses, synonyms, and antonyms to high school students. This media integrates audio-visual elements, including animations, simulations, quizzes, and detailed explanations on tenses and the role of synonyms and antonyms in communication, creating a more engaging and effective learning experience. The media was systematically designed to address students' needs for deep comprehension and practical application of the material in diverse contexts of English usage.

2. Results of the Trial

Although this study did not conduct direct trials with students, the development of audio-visual media demonstrated significant potential in improving students' understanding of English material. Based on findings from relevant studies, the use of interactive audio-visual media significantly impacts students' comprehension. Research by Wulandari and Husna (2022) revealed that audio-visual media could enhance students' understanding of complex topics, including tenses, synonyms, and antonyms. This media not only supports students' cognitive skills but also boosts their engagement in the learning process, fostering an environment conducive to active learning.

3. Discussion

Based on related studies, the use of audio-visual media for EFL learning has been proven to positively affect students' understanding and motivation. Rizki and Wulandari (2023) emphasized that interactive media helps students better comprehend tenses by providing clear visualizations and real-life examples of their use. This aligns with the findings of Putri and Yuni (2020), who

demonstrated that interactive media makes learning more engaging and helps students absorb material more effectively, particularly for concepts like synonyms and antonyms that are often challenging when taught conventionally.

Another study by Amalia and Pratiwi (2021) highlighted that audio-visual media can enhance students' motivation in learning English, making them more active and confident in exploring new material. Interactive media provides direct experiences through various enriching elements, ensuring that students not only memorize concepts but also apply them in real-life contexts. This is especially crucial in foreign language learning, where a deep understanding of the material is key to successful communication in English.

CONCLUSION

This study demonstrates that the development of interactive audio-visual media for teaching tenses, synonyms, and antonyms significantly enhances students' comprehension and motivation in learning English as a Foreign Language (EFL). By integrating elements such as animations, simulations, and interactive quizzes, the media provides an engaging and effective learning experience, making complex and abstract concepts more accessible. The use of the ADDIE development model ensured that the media was systematically designed and aligned with students' needs, thereby facilitating deeper understanding and practical application of the material. The research reaffirms that interactive audio-visual media is a powerful tool in addressing challenges faced in teaching English, particularly abstract topics like grammar and vocabulary.

RECOMMENDATIONS

1. **Further Testing and Implementation:** Future studies should focus on conducting trials with a larger sample of students to assess the long-term effectiveness of the developed audio-visual media. This will provide more data on its impact on student motivation and academic performance across different learning contexts.
2. **Teacher Training:** It is recommended that teachers receive training on how to effectively integrate and utilize interactive audio-visual media in their teaching. This will help ensure that the media is used to its full potential and supports the learning process in a meaningful way.
3. **Expansion of Media Content:** The development of more comprehensive media covering a wider range of English language topics, such as speaking,

listening, and reading comprehension, could further enhance its effectiveness and make it a more valuable resource in EFL classrooms.

4. Adaptation for Diverse Learners: Future development of interactive media should consider the diverse learning needs of students, including those with varying levels of proficiency and learning styles. Customizable features could help cater to these differences and improve learning outcomes for all students.

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