

The Use of Audiovisual Media for Vocabulary Mastery and Learning Motivation Among Grade XI.1 Students at SMAN 1 Mowewe

 <https://doi.org/10.31004/jele.v11i5.3199>

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ABSTRACT

Vocabulary mastery and learning motivation are important in English learning, yet textbook-focused activities may reduce students' interest and vocabulary retention. This study examined the use of audiovisual media to support vocabulary mastery and learning motivation among Grade XI.1 students at SMAN 1 Mowewe. A quantitative one-group pretest-posttest pre-experimental design was used. Twenty-eight students participated initially, while 23 students with complete pretest and posttest data were included in the comparative analysis. The treatment was conducted in six sessions, three hours per session. Data were collected through a 31-item vocabulary test (comprising multiple-choice, essay, and matching items) and a 20-item motivation questionnaire based on the Attention, Relevance, Confidence, and Satisfaction (ARCS) dimensions. Mean vocabulary scores increased from 50.35 to 64.99, with a significant paired-samples t-test result, $t(22) = 3.67$, $p = .001$, Cohen's $d_z = 0.77$. Motivation reached 79.57%, categorized as high. These findings should be interpreted with caution given the absence of a control group, but they indicate that audiovisual media can support vocabulary learning and positive student motivation.

Keywords: *Audiovisual Media, Vocabulary Mastery, Learning Motivation, ARCS, English Language Learning*

Article History:

Received 19th August 2026

Accepted 28th September 2026

Published 17th October 2026



INTRODUCTION

English plays an important role in global communication, including in education and access to information. English language skills, particularly vocabulary mastery, are essential for students to communicate effectively and understand information in English. Vocabulary is a fundamental component of language learning because it supports the development of the four language skills. Limited vocabulary can constrain speaking fluency because students lack sufficient words to express their ideas, hinder reading comprehension because unfamiliar words obstruct meaning-making, weaken listening comprehension because unrecognized words are difficult to decode, and restrict writing because students struggle to select appropriate words to convey their intended meanings. These interrelated difficulties can prevent students from developing their English language skills optimally (Nation, 2001; Thornbury, 2002).

Based on the results of a preliminary survey conducted at SMAN 1 Mowewe, several problems were identified in the English learning process. First, students were easily distracted by mobile phones, which disrupted their concentration and reduced their focus during lessons. Second, classroom activities tended to focus primarily on completing textbook exercises, providing students with limited opportunities for direct language practice. This situation is consistent with previous research suggesting that instruction relying mainly on textbook-based tasks without sufficient variation may restrict opportunities for meaningful

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language use and reduce learners' motivation to engage with learning materials (Min & Chon, 2021).

Another problem identified was students' difficulty retaining newly learned vocabulary. Although vocabulary learning is essential for developing English proficiency, students often struggle to remember and recall words after learning them. This difficulty can result in suboptimal vocabulary mastery and subsequently hinder their ability to understand and use English effectively. Therefore, an alternative learning approach is needed to help students remember vocabulary more effectively while creating a more engaging classroom environment.

One alternative is the use of audiovisual media in English vocabulary learning. Theoretically, this approach can be explained through the Cognitive Theory of Multimedia Learning, which suggests that learners can process information more effectively when verbal and visual information are presented through separate auditory and visual channels (Mayer, 2009). In vocabulary instruction, audiovisual media allow students to connect the spoken and written forms of words with their visual meanings. These connections may facilitate the encoding and retention of new vocabulary compared with learning through text alone.

In addition to supporting vocabulary acquisition, audiovisual media may encourage students to pay greater attention to learning activities and participate more actively in the classroom. These aspects are relevant to the ARCS motivational model developed by Keller, which consists of four dimensions: Attention, Relevance, Confidence, and Satisfaction. The model emphasizes the importance of capturing learners' attention, establishing the relevance of learning activities, building confidence in their abilities, and developing satisfaction with learning experiences (Keller, 2002, 2020). Accordingly, audiovisual media may support both the cognitive aspects of vocabulary learning and the motivational aspects of students' learning experiences.

Previous studies have examined the contribution of audiovisual media to English vocabulary mastery (Al Arif, 2020; Kirana & Iswati, 2023; Puspita et al., 2021). Other studies have investigated learning motivation using the ARCS model as a separate research outcome (Hariyanto et al., 2019; Wang et al., 2025). Although these studies provide useful insights into the potential benefits of audiovisual media and motivational approaches, comparatively few studies appear to have examined vocabulary mastery and learning motivation together within a single audiovisual media intervention.

This research gap highlights the need to investigate the cognitive and affective outcomes of audiovisual media simultaneously. From a theoretical perspective, students with stronger learning motivation may pay greater attention to vocabulary input and engage more actively in learning activities, potentially supporting vocabulary retention (Keller, 2020; Mayer, 2009). However, the extent to which audiovisual media can support both outcomes in a particular educational context requires further investigation. Therefore, this study aimed to determine the extent to which the application of audiovisual media could improve students' English vocabulary mastery and learning motivation. Vocabulary development was examined by comparing students' pre-test and post-test results, while learning motivation was evaluated through a questionnaire based on the ARCS model.

This study focused on Grade XI.1 students at SMAN 1 Mowewe and was conducted as part of the Independent Study Program with Impact (Studi Independen Mandiri Berdampak/SIM-B). Audiovisual media were used as the primary medium for English vocabulary learning, with the aim of creating more engaging learning experiences and supporting students' vocabulary development. By examining changes in pre-test and post-test scores alongside questionnaire results across the four ARCS dimensions, this study is expected to provide an overview of the potential of audiovisual media to support vocabulary mastery and learning motivation simultaneously.

METHOD

Research Design

This study used a quantitative approach with a one-group pretest-posttest pre-experimental design. This design was used because the study involved a single group of students who were measured before and after receiving treatment. The purpose of using this design was to determine the change in students' English vocabulary following the implementation of audiovisual media-based learning. This design is appropriate for capturing within-group change over time, but because it does not include a control or comparison group, it cannot fully rule out the influence of factors other than the treatment – such as maturation, repeated testing, or concurrent classroom instruction – on the observed changes. This limitation is taken into account when interpreting the findings of this study.

At the initial stage of the study, students took a pre-test to identify their initial level of English vocabulary mastery. The pre-test results were used to describe students' baseline abilities. After the pre-test was administered, students received treatment in the form of English vocabulary learning using audiovisual media. Audiovisual media were used in the learning process through the presentation of sound and image/video elements related to the vocabulary material. During the learning process, students were guided to pay attention to the material, understand the meaning of the vocabulary, listen to pronunciation, remember new vocabulary, and use the vocabulary they had learned during learning activities.

After all treatment sessions were completed, students were given a post-test to determine their vocabulary ability following the audiovisual media-based learning. The post-test results were then compared with the pre-test results to observe the change in students' vocabulary ability after treatment.

In addition to the tests, this study also used a learning motivation questionnaire to obtain data on students' responses and level of motivation after participating in audiovisual media-based learning. The motivation questionnaire was developed based on four aspects: Attention (attention and interest), Relevance (relevance and ease), Confidence (self-confidence), and Satisfaction (satisfaction and encouragement). The questionnaire data were used to provide an overview of students' level of motivation toward vocabulary learning using audiovisual media.

Thus, this study used two types of data: vocabulary learning outcome data obtained through the pre-test and post-test, and learning motivation data obtained through the questionnaire. The pre-test and post-test data were used to observe changes in students' vocabulary ability, while the questionnaire data were used to determine students' level of motivation and response toward the use of audiovisual media in learning.

The research design can be represented simply as follows:

O1 X O2

Where:

O1 = Pre-test, i.e., the vocabulary ability test before treatment.

X = Treatment, i.e., English vocabulary learning using audiovisual media.

O2 = Post-test, i.e., the vocabulary ability test after treatment.

The subjects of this study were grade XI.1 students at SMAN 1 Mowewe. At the initial stage of the study, 28 students were registered as part of the research group. All students participated in the learning activities and the initial measurement in accordance with the research procedure. However, only 23 students took part in the post-test. Therefore, the comparative analysis between pre-test and post-test results was conducted on the 23 students who had complete data, while the five students who did not take the post-test were excluded from the analysis. The selection of subjects was based on students' involvement in the learning activities and the availability of data required for the analysis.

Respondents

The respondents of this study were grade XI.1 students at SMAN 1 Mowewe. At the initial stage of the study, 28 students were registered as research subjects. All students participated in the learning activities and the pre-test. However, only 23 students took part in the post-test.

Therefore, the comparative analysis of pre-test and post-test results was conducted on the 23 students who had complete data. The five students who did not take the post-test were excluded from the comparative analysis. In terms of English language learning background, the respondents had studied English as a compulsory subject since junior secondary school and were receiving English instruction as part of the regular senior secondary school curriculum at the time of the study. Based on the preliminary survey, most students' vocabulary mastery was still relatively limited, and they had had little prior exposure to audiovisual-based English learning activities, relying mainly on textbook-based instruction in their regular classes.

Instruments

The instruments used in this study consisted of two types: a vocabulary mastery test and a learning motivation questionnaire.

Vocabulary mastery test

The vocabulary mastery test was used to measure students' abilities before and after treatment. The test was administered in two stages: pre-test and post-test. The pre-test was given before the implementation of audiovisual media to determine students' initial abilities, while the post-test was given after all treatment sessions were completed to determine changes in students' vocabulary abilities.

The pre-test administered before treatment consisted of 31 items, and the post-test also consisted of 31 items, both covering the English vocabulary taught during the learning process. All test items were in the form of multiple choice (20 items), essay (5 items), and matching (6 items). Correct answers were scored according to a predetermined weighting, while incorrect answers were scored 0. Students' final scores were calculated based on the number of correct answers relative to the total number of items.

The scoring formula used was:

$$\text{Score} = (\text{number of correct answers} / \text{total number of items}) \times 100$$

Learning motivation questionnaire

The questionnaire was used to determine students' level of motivation and response after participating in audiovisual media-based learning. The questionnaire was developed based on the ARCS model, which consists of four dimensions: Attention, Relevance, Confidence, and Satisfaction. The questionnaire consisted of 20 statements, with five statements for each dimension.

The Attention dimension corresponds to statements 1–5, Relevance to statements 6–10, Confidence to statements 11–15, and Satisfaction to statements 16–20. The questionnaire used a five-point Likert scale: Strongly Agree (SA) scored 5, Agree (A) scored 4, Neutral (N) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1.

Treatment

Treatment was administered to grade XI.1 students at SMAN 1 Mowewe after the pre-test was conducted. The treatment consisted of English vocabulary learning using audiovisual media. The media used combined audio and visual elements, such as videos, songs, images, and learning activities related to vocabulary. The audiovisual materials were selected based on three main criteria: (1) relevance of the vocabulary items contained in the material to the target vocabulary tested in the pre-test and post-test, (2) suitability of the content and language level for grade XI students, and (3) the potential of the material to present vocabulary through combined visual and auditory input (e.g., spoken narration accompanied by moving images or text), in line with the intended use of audiovisual media in this study.

The treatment was carried out through several activities. At the initial stage, the teacher/researcher introduced the material and vocabulary to be learned. Students were then presented with the material through audiovisual media, allowing them to see the written form of the words, hear their pronunciation, and understand their meaning. Students were then guided to repeat the pronunciation of the vocabulary, identify the meaning of the words, and remember the vocabulary that had been introduced.

After the presentation of the audiovisual material, students participated in practice activities to reinforce their understanding of the vocabulary. These activities included pronunciation practice, answering questions, using vocabulary in simple sentences, and paired speaking practice using conversation cards. These activities were intended to give students the opportunity not only to recognize vocabulary, but also to use it in simple communication.

The treatment was carried out over six sessions, each lasting three hours. The materials provided included: first, an animated video on the theme of daily routines containing vocabulary related to everyday activities; second, "fill the lyrics" activities, in which students completed missing parts of song lyrics based on words they heard; third, conversation cards used as a medium for simple conversational practice; and fourth, an animated video on the theme of the environment containing vocabulary related to the environment. After the entire treatment sequence was completed, students were given the post-test to determine the change in their vocabulary mastery.

Procedures

The research was carried out in several stages. The first stage was preparation, which included coordination with the school, determination of research subjects, development of instruments, and preparation of the materials and audiovisual media used in vocabulary learning.

The second stage was the administration of the pre-test to students before treatment. The pre-test aimed to determine students' initial ability in English vocabulary mastery.

The third stage was the administration of treatment in the form of English vocabulary learning using audiovisual media. During the learning process, students were given material through media combining visual and audio elements, such as videos, songs, and vocabulary-related learning activities. Learning activities were designed to help students understand the meaning of vocabulary, listen to pronunciation, remember new vocabulary, and use vocabulary during learning activities.

The fourth stage was the administration of the post-test after treatment was completed. The post-test was used to determine students' vocabulary ability after participating in audiovisual media-based learning. The post-test results were then compared with the pre-test results.

The fifth stage was the administration of the learning motivation questionnaire. The questionnaire was given to determine students' level of motivation and response toward the use of audiovisual media in English vocabulary learning, based on the four ARCS indicators: Attention, Relevance, Confidence, and Satisfaction.

Research data were collected through tests and questionnaires. Vocabulary ability data were collected through the pre-test and post-test. The pre-test was administered before treatment to obtain data on students' initial abilities, while the post-test was administered after treatment to obtain data on students' abilities following audiovisual media-based learning. Students' answers were then checked and scored according to a predetermined scoring guideline.

Learning motivation data were collected through a Likert-scale questionnaire. The questionnaire was administered to students after they participated in audiovisual media-based learning. Students were asked to respond to each statement by selecting one of five response options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Students' responses were then scored and summed to obtain overall learning motivation scores as well as scores for each ARCS indicator.

Data analysis

The research data were analyzed quantitatively. Pre-test and post-test data were analyzed to determine the change in students' English vocabulary ability before and after the use of audiovisual media. Descriptive analysis was conducted by calculating the mean, minimum, and maximum values, and the mean difference between the pre-test and post-test. The

comparative analysis was conducted on the 23 students who had both pre-test and post-test data.

Subsequently, the difference between the pre-test and post-test results was analyzed using a Paired-Samples t-Test, since the data came from the same group of students measured before and after treatment. The analysis was conducted on the 23 students with complete pre-test and post-test data. Testing was conducted at a significance level of $\alpha = 0.05$. If the significance value (p-value) was < 0.05 , this indicated a significant difference between the pre-test and post-test results. In addition, changes in student ability could be observed from the difference between the mean pre-test and post-test scores. Where the data allowed, the magnitude of the success percentage could also be analyzed using N-Gain or an effect size measure to provide a clearer picture of the change in student ability.

Learning motivation questionnaire data were analyzed based on students' scores on each Likert-scale response. The scores for each statement were summed to obtain a score for each ARCS dimension as well as an overall score. The motivation percentage was calculated by comparing the score obtained with the maximum possible score, then multiplying by 100%.

The percentage formula used was:

$$\text{Percentage} = (\text{score obtained} / \text{maximum score}) \times 100\%$$

Motivation analysis was conducted based on the four ARCS dimensions: Attention, Relevance, Confidence, and Satisfaction. The resulting percentages were then categorized according to the motivation criteria used in the study.

FINDINGS AND DISCUSSION

Improvement in Students' English Vocabulary Mastery

The use of audiovisual media brought about changes not only in learning motivation but also contributed to the success rate of students' English vocabulary mastery. The vocabulary presented during learning was delivered through media that allowed students to see the written form of words while simultaneously hearing their pronunciation. This gave students the opportunity to recognize vocabulary in terms of written form, meaning, and pronunciation. This pattern is consistent with the Cognitive Theory of Multimedia Learning (Mayer, 2009), which suggests that presenting information through combined visual and auditory channels supports richer encoding of new material than text alone, and may help explain why students' vocabulary scores increased after the audiovisual treatment.

Based on the results of the tests administered before and after learning, there was an increase in students' vocabulary learning outcomes. The average pre-test score was 50.35, while the average post-test score increased to 64.99, representing an increase of 14.63 points. These results indicate that students showed improvement in recognizing and understanding the vocabulary learned through audiovisual media.

Based on Table 1, students' average vocabulary ability scores increased from 50.35 on the pre-test to 64.99 on the post-test, a mean difference of 14.63 points. The standard deviation also decreased from 16.24 to 14.48, indicating a reduction in the variation of students' scores after the intervention.

Paired-Samples t-Test Results

The Paired-Samples t-test results showed a significant difference between the pre-test and post-test scores for English vocabulary mastery. The average pre-test score was 50.35 (SD = 16.24), while the average post-test score increased to 64.99 (SD = 14.48). The mean difference between the two measurements was 14.63 points. The Paired-Samples t-test yielded $t(22) = 3.67$, $p = 0.001$ (two-tailed), indicating a significant difference between the pre-test and post-test scores. The 95% confidence interval for the mean difference was 6.37–22.90, and the effect size obtained was Cohen's $d_z = 0.77$, indicating a medium-to-large effect. This p-value indicates that the increase in vocabulary scores is unlikely to be due to chance alone; however, because this study used a one-group pretest-posttest design without a control group, statistical significance alone does not prove that audiovisual media was the sole cause of the improvement. Other factors that typically co-occur with an intervention period, such as

repeated exposure to the test items, regular classroom instruction received alongside the treatment, or students' natural progress over time, cannot be ruled out as contributing factors.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Statistic	Pre-test	Post-test
N	23	23
Mean	50.35	64.99
Standard deviation	16.24	14.48
Minimum	24.40	26.80
Maximum	78.00	80.50
Mean difference		14.63

The Paired-Samples t-test results showed a significant difference between the pre-test and post-test scores for English vocabulary mastery. The average pre-test score was 50.35 (SD = 16.24), while the average post-test score increased to 64.99 (SD = 14.48). The mean difference between the two measurements was 14.63 points. The Paired-Samples t-test yielded $t(22) = 3.67$, $p = 0.001$ (two-tailed), indicating a significant difference between the pre-test and post-test scores. The 95% confidence interval for the mean difference was 6.37–22.90, and the effect size obtained was Cohen's $d_z = 0.77$, indicating a medium-to-large effect.

Table 2. Distribution of Students' Vocabulary Ability Categories

Category	Pre-test n (%)	Post-test n (%)
A	0 (0.0%)	0 (0.0%)
B	5 (21.7%)	12 (52.2%)
C	0 (0.0%)	4 (17.4%)
D	11 (47.8%)	5 (21.7%)
E	7 (30.4%)	2 (8.7%)
Total	23 (100%)	23 (100%)

The category distribution above shows a positive shift following the intervention. The number of students in Category B increased from 5 students (21.7%) on the pre-test to 12 students (52.2%) on the post-test. Conversely, the number of students in Category E decreased from 7 students (30.4%) to 2 students (8.7%). This descriptive change is consistent with the Paired-Samples t-test results, which showed a significant difference.

Table 3. Student Motivation Based on ARCS Dimensions

Dimension	Average score	Percentage	Category
Attention	20.26	81.04%	Very High
Relevance	20.22	80.87%	High
Confidence	18.74	74.96%	High
Satisfaction	20.35	81.39%	Very High
Overall	79.57	79.57%	High

Based on Table 3, students' learning motivation after participating in audiovisual media-based learning reached an overall percentage of 79.57%, placing it in the high category. These results indicate that, in general, students responded positively to audiovisual-based English vocabulary learning. When examined by ARCS dimension, Satisfaction obtained the highest percentage at 81.39%, followed by Attention at 81.04%, Relevance at 80.87%, and Confidence at 74.96% (Keller, 2020).

The Attention dimension obtained an average score of 20.26, with a percentage of 81.04%, placing it in the very high category. This result indicates that the use of audiovisual media was able to capture students' attention and interest during the learning process. The presentation of material through video, images, sound, and learning activities provided varied stimuli, so that vocabulary learning did not rely solely on textbook explanations and exercises. This is consistent with the implementation of learning in this study, which used media combining visual and audio elements to help students understand meaning, listen to pronunciation, and remember new vocabulary.

The Relevance dimension obtained an average score of 20.22, with a percentage of 80.87%, placing it in the high category. This result indicates that students responded positively to the relevance of the material to their learning needs. The use of vocabulary through various activities gave students the opportunity not only to memorize words, but also to understand and use them in learning activities. This was evident in the implementation of conversation cards, which gave students the opportunity to use vocabulary in simple conversational contexts.

The Confidence dimension obtained an average score of 18.74, with a percentage of 74.96%, placing it in the high category. Although this was the dimension with the lowest percentage, the result still indicates that students had a fairly positive level of self-confidence during the learning process. Based on observation results, some students appeared passive and lacked confidence in using English at the beginning of the learning process. However, after receiving audiovisual material and participating in practice activities, students began to show the courage to pronounce vocabulary, answer questions, and participate in learning activities together.

The Satisfaction dimension obtained an average score of 20.35, with a percentage of 81.39%, placing it in the very high category. This percentage was the highest among the four ARCS dimensions. This result indicates that students had a positive learning experience while participating in audiovisual media-based learning. The variety of activities – including videos, songs, vocabulary exercises, and speaking practice – provided a more engaging learning experience and reduced boredom in learning. Observation results also showed that the use of audiovisual media made the learning atmosphere more interactive and encouraged students to participate directly in learning activities.

Overall, these results indicate that the use of audiovisual media can help create an engaging learning atmosphere and generate a positive response in terms of student learning motivation. Audiovisual media provide stimuli through visual and audio elements that allow students to obtain information not only through text, but also through images, sound, and video. This can help maintain students' attention and provide a more varied learning experience. This finding is consistent with previous research indicating that the use of audiovisual media in English language learning can support student engagement and learning experience. Thus, the use of audiovisual media can serve as an alternative medium for English vocabulary learning, particularly when combined with activities that allow students to interact, practice, and use vocabulary directly.

Student Response and Engagement during Learning Using Audiovisual Media

During the implementation of audiovisual media, students showed a more active response in participating in learning activities. [Hanafiah et al. \(2022\)](#) found that computer-assisted language learning supported vocabulary learning and speaking performance among Indonesian EFL learners. This finding is relevant to the present study, in which some students initially appeared passive and lacked confidence in using English. However, after being presented with audiovisual materials and participating in practice activities, students began to demonstrate greater courage in pronouncing vocabulary, answering questions, and participating in classroom activities.

Student engagement was also evident during vocabulary and speaking practice activities using conversation cards. The vocabulary presented on the cards served as practice material to help students understand the use of words in simple conversational contexts. [Sukmana et al. \(2023\)](#) reported that cue-card activities supported EFL learners' speaking fluency and accuracy while addressing speaking anxiety. Similarly, students in the present study practiced pronouncing sentences while paying attention to pronunciation and intonation. These activities provided opportunities not only to understand vocabulary meanings but also to apply vocabulary in simple communication.

Based on the observation results, the use of audiovisual media contributed to a more interactive learning atmosphere. Students received visual and auditory stimuli that helped maintain their attention, while paired practice activities provided opportunities for direct

participation. These findings suggest that audiovisual media can be combined with communicative learning activities so that students do not merely receive information passively but also practice using English. This approach is consistent with Pinto & Lomi (2026), who examined the integration of task-based activities and audiovisual media to enhance EFL students' speaking ability.

The Use of Audiovisual Media in Enhancing Learning Motivation

Audiovisual media can support students' motivation and engagement in English vocabulary learning by providing interesting and varied learning experiences. Gumelar & Asmara (2022) reported positive student perceptions of Instagram TV as a medium for online English vocabulary learning. This is relevant to the present study, in which audiovisual media provided variation in material delivery, allowing vocabulary learning to extend beyond explanation and memorization to include seeing, listening, and practicing vocabulary.

The findings of this study indicate that learning media suited to students' characteristics can create a more engaging classroom atmosphere. When students receive material through images, sound, video, and practical activities, they have more opportunities to understand vocabulary through multiple forms of input. Supporting this view, Yu & Liu (2022) found that the order in which pictures and first-language translations were presented influenced EFL learners' vocabulary meaning acquisition. These findings suggest that the organization of audiovisual materials may contribute to students' understanding and retention of new vocabulary.

Thus, audiovisual media can be regarded as a strategy for supporting students' motivation and English vocabulary mastery. Nevertheless, its effectiveness depends on how teachers integrate the media into classroom activities. Videos and other audiovisual materials should be accompanied by opportunities for students to interact, practice pronunciation, understand word meanings, and use vocabulary directly. Related research by Neshae Moghaddam (2023) examined multimodal and audiovisual vocabulary input in relation to Iranian EFL learners' motivation and reading comprehension, highlighting the relevance of integrating multiple forms of input into language learning.

CONCLUSIONS

Based on the research findings, the use of audiovisual media in English vocabulary learning was associated with improved learning outcomes and motivation among Grade XI.1 students at SMAN 1 Mowewe. Students' mean scores increased from 50.35 on the pre-test to 64.99 on the post-test, a difference of 14.63 points that was statistically significant, $t(22) = 3.67$, $p = .001$, with a medium-to-large effect size (Cohen's $d = 0.77$). Vocabulary achievement categories also shifted positively, with more students in Category B and fewer in Categories D and E. Students' motivation reached 79.57%, classified as high, with Satisfaction scoring highest (81.39%), followed by Attention (81.04%), Relevance (80.87%), and Confidence (74.96%). These findings suggest that audiovisual media can support vocabulary learning, particularly when combined with activities involving listening, pronunciation, comprehension, retention, and practical use. However, the one-group pretest-posttest design without a control group limits causal conclusions and generalizability, as other factors may have contributed to the observed improvements.

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