Training to Improve English Vocabulary Via Audio-Visual Media For Primary Students of Silo Baru Village Dusun X Asahan District

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ABSTRACT

When it is done appropriately, the transition from traditional classroom instruction to technology-based instruction in English language instruction has a lot of potential advantages. A few crucial aspects of its implementation to consider include selecting appropriate technology and emphasizing vocabulary expansion. There is a great chance that training targeted at increasing students' vocabulary following the use of audio-visuals in English language learning will boost their motivation even more. Participants from Silo Baru Village's coastal primary schools will have the chance to learn more about this technology in particular. It is hoped that by using audio-visual media to enhance vocabulary acquisition, students will become more intrinsically motivated as a result of this training activity. It is thought that since kids are really interested in studying, they would be able to concentrate more on improving their mastery of vocabulary in English. It is important to monitor and evaluate the impact of this training, both in terms of increasing vocabulary and in students' learning motivation. The data and feedback obtained from this activity will be key to assessing the effectiveness of audio-visual technology in improving the English language skills of coastal elementary schools in the new silo village of Asahan Regency.

Keywords *English Learning, Vocabulary, Audio-Visual*

INTRODUCTION

English is one of the most widely spoken languages in the world. Officially, this language comes from the Germanic language family that developed in England. Currently, English is globally recognized as an international language, used in business communication, diplomacy, science, technology and media. In general, English consists of vocabulary, grammar, and rules for arranging words into meaningful sentences. In its development, English has spread throughout the world and has many different dialect variations and accents depending on the region or country that uses it. Learning English is not just about learning words and grammar, but also involves understanding the culture associated with the language. This includes social norms, conventions, and ways of communicating that are appropriate to the native speaker's community.

English is also an international language that is studied by almost every country because it considers English to be a unifying language. Each country has a different language which shows their characteristics and culture. However, there is one language that has been chosen as an international language, namely English. Language is a system of symbols, like sounds which have an arbitrary nature that is used by each member of a social group to work together, communicate themselves, while the main function of language is as a means of communication between humans (Sitepu & Rita, 2017).

Chomsky in 2005 stated that English (like other languages) is a complex formal system with certain rules that govern how words are arranged into meaningful sentences. Chomsky, in his famous works, also often highlights the concept of universal grammar or basic grammatical structures found in every human language. It is worth remembering that Chomsky's views on language evolved over time and changed in several aspects. Each specific statement or quote from a particular year must be considered in the context of linguistic theory and its broader development.

The use of media in learning, especially in the context of mastering English vocabulary, plays an important role. According to Sultan & Subair (2005), media is a communication tool that facilitates the learning process. In this case, the use of audio-visual media has proven effective in increasing enthusiasm for learning and facilitating a more relaxed learning process. Early childhood is often considered the golden age because during this period, children's memory is very strong. Therefore, teaching English vocabulary from an early age is considered very important. However, challenges arise when some students feel that learning English is difficult because the grammar sometimes seems complicated.

The use of audio-visual media, as stated by Ratminingsih (2016), can overcome some of these challenges. This media can create a more relaxed and enjoyable learning atmosphere, which in turn increases interest and enthusiasm for learning. This helps students to learn English more happily and thus, helps them to improve their vocabulary mastery without feeling burdened by complicated grammar. In this context, audio-visual media helps in facilitating more interactive, enjoyable and more effective learning for students, especially in expanding their English vocabulary.

By having good English skills, you will certainly get the opportunity to gain more appropriate knowledge. To be able to understand English well, of course you have to balance it with sufficient vocabulary mastery. In learning English, the initial learning process that must be carried out starts with the smallest thing, namely vocabulary. The use of interesting and attractive media

is very necessary in learning to increase vocabulary. Learning English in this digital era should also follow developments in media that are used as tools that help simplify the learning process, one of which is audio-visual. The use of audio-visual media is able to provide solutions for students in learning English, especially in acquiring vocabulary (Faizah & Gumiandari, 2021). The first step to being able to communicate in English is that students must master a lot of vocabulary because vocabulary can make someone speak fluently. Thus, training needs to be held as a basis for introducing increased vocabulary to students. This training will also make it easier to choose learning methods. There are many learning methods used by a teacher such as reading methods,

Writing, listening, and watching (Hasibuan, 2013). However, most students prefer listening. Meanwhile, an educator should be clever in determining attractive learning methods. One of the most effective and interesting methods is using audio-visual media to introduce vocabulary (Sueni, 2019). It is hoped that holding this training can produce students with sufficient interest and English language skills. English is a mandatory subject given by every school so that female students have enough skills to continue to a higher level later.

Therefore, due to the minimal use of learning methods used, especially in mastering English vocabulary at the Coastal Primary School, Silo Baru Village, Asahan District, as a form of attention, IAIDU Lecturers carry out service from the Tarbiyah Faculty of the Islamic Religious Education study program, namely carrying out service to convey methods interesting English language learning and providing training in the use of this learning method with the service title "Training to Improve English Vocabulary Through Audio-Visual Media for Elementary Students in Silo Baru Village, Dusun X, Asahan Regency".

METHOD

In this community service activity (PkM), the method used is a combination of lecture and practicum methods to determine the extent to which this training has an impact on increasing vocabulary for students. The aim of using the lecture method is to provide a stimulus for the students regarding what the team will then do in this activity, An understanding of audio-visuals and their use, and material regarding vocabulary used in this activity is adjusted to the student's future needs. Then the practice method is used to provide opportunities for students to practice directly on how to use English vocabulary in everyday life.

Community Service Activities (PkM) carried out by English Lecturers at the Tarbiyah Faculty of Islamic Religious Education Study Program, IAIDU,

namely conducting training for students who live in Silo Baru Dsn X Village, Silau Laut District, Asahan Regency. The PkM activity for IAIDU Asahan English Lecturers was held on December 10 2023, at the Silo Baru Village Elementary School DSN X, Silau Laut District, Asahan Regency.

Figure 1.
Process flow of PkM implementation activities by IAIDU Asahan English Lecturers as seen in Figure 2 below.
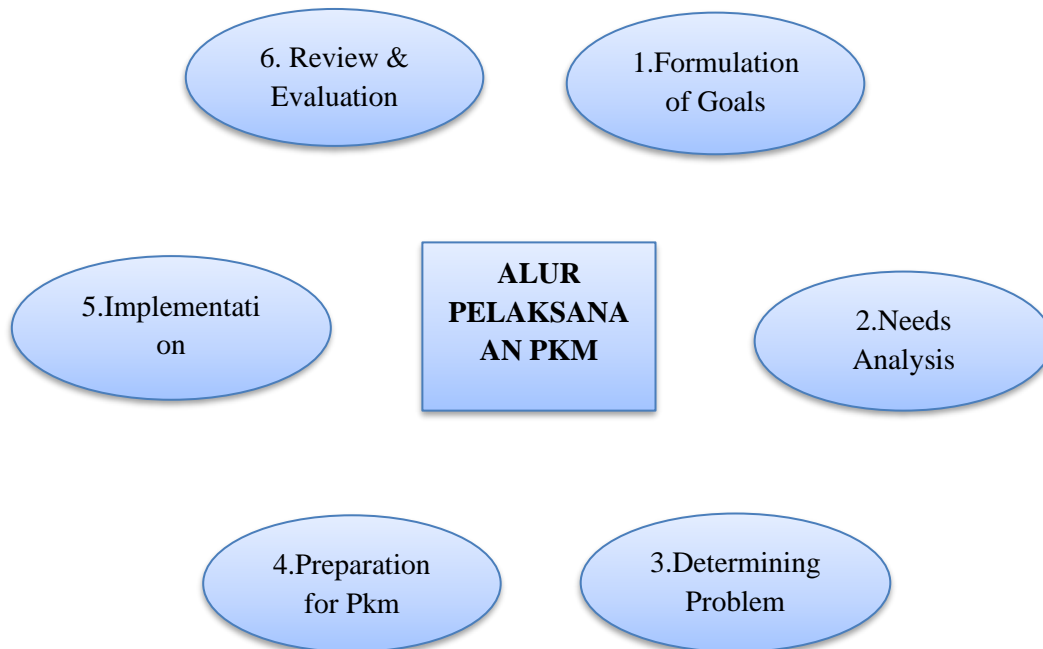

Figure 2.
Flow of Community Service

PkM activities began with the formation of a PkM team consisting of 2 permanent IAIDU Asahan lecturers. Then formulate objectives, and analyze

PkM needs such as the availability of places that will be used when activities take place. After that, determine the solution to the problem that will be offered, the process of preparing vocabulary training materials for coastal elementary school students by preparing training modules, appropriate audio-visuals (short films), and others. The implementation stage of the training event is held in the village elementary school room. New Silo DSN X Asahan Regency. and assistance was provided by the principal of the elementary school, Ibuk Ainun S.Pd., in determining training materials that were appropriate to the needs of students at the elementary school in Silo Baru Dsn X Village, Asahan Regency. Then, after the PkM activities were completed in the form of vocabulary training, the team reviewed the PkM activities and evaluated to determine solutions to the problems faced by the ongoing PkM activities.

RESULT AND DISCUSSION

To launch this PkM activity, the IAIDU Asahan permanent lecturers as a community service team first coordinated with the supervising lecturers and the IAIDU Asahan LP2M to make a cover letter for partners regarding the time for the service to be carried out. After getting an agreement, we then asked for permission from the elementary school. Dsn X New Silo Asahan Regency. to use empty classes and borrow LCDs to facilitate the PkM activity process. The process of service activities can be seen in Figure 3

Figure 3.
Vocabulary Training Process for Students

The process of increasing English vocabulary is in the form of training activities carried out in class through audio-visual media in the form of short English films where female students are allowed to listen to and listen to the English vocabulary contained in the short film and write down the vocabulary

they have just learned into. in a notebook and then the female students are given the task of interpreting (translating) based on the dictionary and then the female students are asked to pronounce it in front of the class. After it is believed that the female students have been able to listen and listen to the vocabulary in the short film so that the female students can find vocabulary that they have never known before, then the team guides the students so that they can find out the meaning by helping the female students interpret the vocabulary they have just learned based on the dictionary so that, in It is clear that students' English vocabulary will increase individually.

Then students are asked to recite vocabulary words that they already know the meaning of in a loud voice in front of the class. Then other students are asked to write in their respective books and then follow what they have said earlier. In this way, all students who take part in this training activity can easily improve their English vocabulary properly and correctly. The next stage, pay attention to the students being able to repeat some of the vocabulary presented by the team, then the team tells each meaning of the vocabulary. Then, after showing the short film, students are given the opportunity to mention each meaning of the audio-visual English vocabulary. Delivering English language learning messages using audio-visual media for students has seen results in increasing new vocabulary that was never known before (Misbah, Surya, & Maskur, 2017).

Figure 4.
Process of practicing vocabulary repetition

At the end of the training, the service team provided a question-and-answer session to hone the students' knowledge. The activities that we carried out were very well appreciated by the students. This can be proven by the fact that during the activity process, the students were very enthusiastic in participating in this activity process.

DISCUSSION

Observation and evaluation activities on students are carried out to determine the development of students after the service activities. The purpose of this observation activity is to observe the level of sensitivity of students toward English learning material that has been provided using audio-visual media. However in reality, not all students can grasp all the material that has been given due to the service process carried out by IAIDU Asahan lecturers. Because it is limited by the time that has been set. At the end of the service activity give verbal questions and answers (feedback) to students regarding the vocabulary that has been given (Budianto, 2019).

The follow-up to the evaluation was then discussed thoroughly with the stakeholders involved, especially the administrators of the Coastal Elementary School located in Silo Baru DSN X Village. The results of discussions related to the evaluation of service activities are then provided with solutions to any weaknesses faced by students in increasing vocabulary through audio-visuals. So this community service activity has had quite a big influence in increasing the vocabulary in English among students at the Pesisir Elementary School, Silo Baru Village Dsn X, Asahan Regency.

CONCLUSION

Regarding the use of audio-visual media for English vocabulary training for children at Pesisir Elementary School, Silo Baru Village Dsn X, Asahan Regency, can be made based on the activity's outcomes. The use of audio-visual materials to teach English vocabulary to kids at Pesisir Elementary School in Silo Baru Village, Dsn X, Asahan Regency, has gone smoothly. A group of instructors from IAIDU Asahan have been performing community service in accordance with the plan, which includes carrying out tasks and monitoring each student's growth and vocabulary acquisition skills in English. It is intended that by engaging pupils in this vocabulary enhancement training activity, Pesisir Elementary School, Silo Baru Village Dsn X Regency students will become more enthusiastic about learning English.

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