

English Vocabulary Enhancement Training Through Audio-Visual Media

Agus Salim Marpaung¹, Putri Suaidah Pulungan²

agussalimmarpaung@iaidu-asahan.ac.id¹, putrisuaidahpulungan@iaidu-asahan.ac.id²

Institut Agama Islam Daar Al Uluum Asahan, Indonesia

Submission : 2026-07-10

Received: 2026-07-26

Published : 2026-07-27

ABSTRAK

Penguasaan kosakata merupakan salah satu komponen utama dalam pembelajaran bahasa Inggris karena menjadi dasar bagi pengembangan keterampilan menyimak, berbicara, membaca, dan menulis. Namun, banyak siswa sekolah menengah pertama masih menghadapi kendala dalam menguasai kosakata akibat penggunaan metode pembelajaran yang kurang menarik dan minimnya pemanfaatan media pembelajaran interaktif. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa MTS Darul Falah melalui pelatihan berbasis media audio-visual. Pelatihan dilaksanakan dengan memanfaatkan video edukatif, gambar, animasi, dan audio interaktif yang dirancang untuk menciptakan pengalaman belajar yang lebih kontekstual, menarik, dan komunikatif. Metode pelaksanaan meliputi penyampaian materi, demonstrasi, praktik penggunaan media audio-visual, latihan kosakata, serta evaluasi hasil belajar melalui observasi dan umpan balik peserta. Hasil kegiatan menunjukkan bahwa penggunaan media audio-visual mampu meningkatkan partisipasi aktif, motivasi belajar, serta pemahaman dan penguasaan kosakata bahasa Inggris siswa. Selain itu, peserta menunjukkan antusiasme yang tinggi selama proses pelatihan karena materi disajikan secara menarik dan mudah dipahami. Dengan demikian, pelatihan berbasis media audio-visual dapat menjadi salah satu alternatif strategi pembelajaran yang efektif dalam meningkatkan kompetensi kosakata bahasa Inggris siswa MTS Darul Falah serta mendukung terciptanya proses pembelajaran yang lebih inovatif, interaktif, dan berpusat pada peserta didik.

Kata Kunci: pelatihan bahasa Inggris, kosakata, media audio-visual, siswa MTS, Darul Falah.a

ABSTRACT

Vocabulary mastery is one of the fundamental components of English language learning, as it serves as the foundation for developing listening, speaking, reading, and writing skills. It plays a crucial role in learners' ability to understand information, communicate effectively, and express thoughts in both oral and written forms. Extensive vocabulary knowledge enhances reading comprehension, improves listening accuracy, supports fluent speaking, and facilitates effective writing. Conversely, limited vocabulary often becomes a major barrier to language acquisition, reducing learners' confidence and restricting their ability to communicate meaningfully. Therefore, developing vocabulary is considered one of the

primary objectives of English language instruction and an essential determinant of learners' overall language proficiency. However, many junior secondary school students continue to face difficulties in acquiring English vocabulary due to the use of less engaging teaching methods and the limited utilization of interactive learning media. This community service program aimed to improve the English vocabulary mastery of students at MTs Darul Falah through audio-visual media-based training. The training employed educational videos, images, animations, and interactive audio designed to create a more contextual, engaging, and communicative learning experience. The implementation methods included material presentation, demonstrations, hands-on practice using audio-visual media, vocabulary exercises, and learning outcome evaluation through observation and participant feedback. The results demonstrated that the use of audio-visual media significantly enhanced students' active participation, learning motivation, and understanding and mastery of English vocabulary. Furthermore, participants showed high enthusiasm throughout the training process because the learning materials were presented in an interesting and easily understandable manner. Therefore, audio-visual media-based training represents a promising instructional strategy for enhancing English vocabulary mastery among MTs Darul Falah students. This approach not only facilitates more meaningful and engaging vocabulary learning through multimodal input but also encourages active learner participation and long-term vocabulary retention. In the context of pesantren education, integrating audio-visual media into English instruction can help prepare *santri* with the language competencies needed to access global knowledge, engage in intercultural communication, and contribute to international academic and religious discourse while maintaining the core values of Islamic education.

Keywords: English language training, vocabulary mastery, audio-visual media, MTs students, Darul Falah.

INTRODUCTION

English has become the primary language of international communication and plays a significant role in education, science, technology, business, and global interaction (Roshid and Kankaanranta 2025). As the world's leading lingua franca, English proficiency is considered an essential competency that enables students to access broader educational resources, communicate across cultures, participate in international academic communities, and compete in an increasingly interconnected world (Xu, Wang, and Ma 2025). Consequently, English has been incorporated into school curricula in many countries, including Indonesia, to prepare students for future academic and professional opportunities.

For students in Islamic educational institutions, including *madrasah* and *pesantren*, English proficiency is increasingly important because it provides access to international academic literature, digital learning resources, and global discussions on Islamic studies and contemporary issues. Mastery of English also enables *santri* to introduce Islamic values from a moderate perspective to international audiences, engage in cross-cultural dialogue, and

pursue higher education or career opportunities in global settings. Therefore, strengthening English language competence is not only an educational necessity but also a strategic investment in developing globally competitive graduates who remain firmly rooted in Islamic values.

Among the four language skills listening, speaking, reading, and writing vocabulary serves as the fundamental component supporting language proficiency (Ali 2022). Students with adequate vocabulary knowledge are better able to understand spoken and written texts, express ideas effectively, and participate confidently in classroom communication (Grab 2025). Conversely, limited vocabulary often becomes a major obstacle that hinders students from developing their overall English competence (Baharudin, Saifullah, and Hasan 2024). Therefore, vocabulary enhancement should receive special attention in English language instruction, particularly at the junior secondary school level. Despite the importance of vocabulary mastery, many students still encounter difficulties in learning English. Conventional teaching methods that rely heavily on memorization and textbook-based instruction frequently reduce students' motivation and classroom participation. Such approaches often fail to provide meaningful learning experiences, making it difficult for students to retain new vocabulary and apply it in authentic communication. These challenges indicate the need for more engaging instructional strategies that actively involve learners in the learning process.

One instructional approach that has demonstrated considerable potential is the use of audio-visual media (Kurniawan et al. 2026). Audio-visual materials combine images, sound, animation, and video to present learning content in a more interactive and contextual manner (Sholeh et al. 2024). Compared with traditional teaching media, audio-visual resources stimulate multiple senses simultaneously, allowing students to understand vocabulary through visual contexts and authentic pronunciation (Faya-Ornia 2026). This learning experience not only improves comprehension but also increases students' attention, curiosity, and motivation throughout the learning process. Previous studies have reported that the integration of audio-visual media into English language learning contributes positively to vocabulary acquisition and student engagement. Video-based learning, animated presentations, interactive audiovisual materials, and digital learning platforms provide meaningful contexts that enable learners to associate new words with real-life situations. Consequently, students tend to remember vocabulary more effectively and develop greater confidence in using English for communication.

These advantages are particularly relevant for students at MTs Darul Falah, where English is taught as a compulsory subject. Preliminary observations indicated that many students experienced difficulties in acquiring and retaining English vocabulary. Classroom learning was still dominated by conventional instructional methods with limited utilization of interactive learning media. As a result, students often showed low participation, limited vocabulary retention, and insufficient confidence when communicating in English. These conditions highlight the necessity of implementing

innovative learning activities that can enhance students' motivation and vocabulary mastery.

METHOD

This community service program employed a participatory training approach combining lectures, demonstrations, guided practice, and evaluation to enhance students' English vocabulary through audio-visual media. The program was designed to provide students with meaningful learning experiences by integrating interactive multimedia into English vocabulary instruction. The activity was conducted at MTs Darul Falah and involved junior high school students as the participants. The community service team consisted of lecturers from the Faculty of Tarbiyah, Islamic Religious Education Study Program, IAIDU Asahan, who collaborated with the school administration and English teachers throughout the implementation process. The collaboration ensured that the training materials were aligned with the students' learning needs and the school's English curriculum.

The implementation of the program consisted of four main stages. The first stage was the needs analysis, during which the team conducted discussions with school representatives and English teachers to identify students' difficulties in learning English vocabulary and to determine appropriate learning materials. The findings indicated that students required more engaging learning strategies supported by interactive instructional media. The second stage involved the preparation of learning materials and media. The team developed training modules and selected appropriate audio-visual learning resources, including educational videos, animated presentations, pictures, pronunciation recordings, and interactive vocabulary exercises. These materials were designed to present vocabulary in meaningful contexts and to encourage active student participation during the learning process.

The third stage was the implementation of the training program. The activities began with a brief presentation introducing the importance of English vocabulary and the benefits of audio-visual media in language learning. This session was followed by demonstrations of vocabulary learning using videos, images, and audio recordings. Students then participated in guided practice activities, including pronunciation drills, vocabulary recognition, group discussions, matching exercises, and simple oral communication tasks. Throughout the training, participants were encouraged to actively interact with instructors and peers to reinforce their understanding and use of newly acquired vocabulary.

The final stage consisted of evaluation and reflection. The evaluation was conducted through direct classroom observation, question-and-answer sessions, student participation during activities, and feedback collected from participants and teachers. The evaluation focused on students' engagement, enthusiasm, confidence, and improvement in vocabulary comprehension throughout the training sessions. Reflection was subsequently carried out by the community service team to identify the strengths of the program, address challenges encountered during implementation, and formulate recommendations for future community service activities.

The overall implementation procedure of the community service program is illustrated in Figure 1, while the detailed flow of activities from planning to evaluation is presented in Figure 2. These figures describe the systematic stages of the program, including needs analysis, preparation, implementation, evaluation, and follow-up, which collectively supported the achievement of the program objectives.

The implementation stages of this community service program are illustrated in Figure 1, while the overall implementation flow is presented in Figure 2.

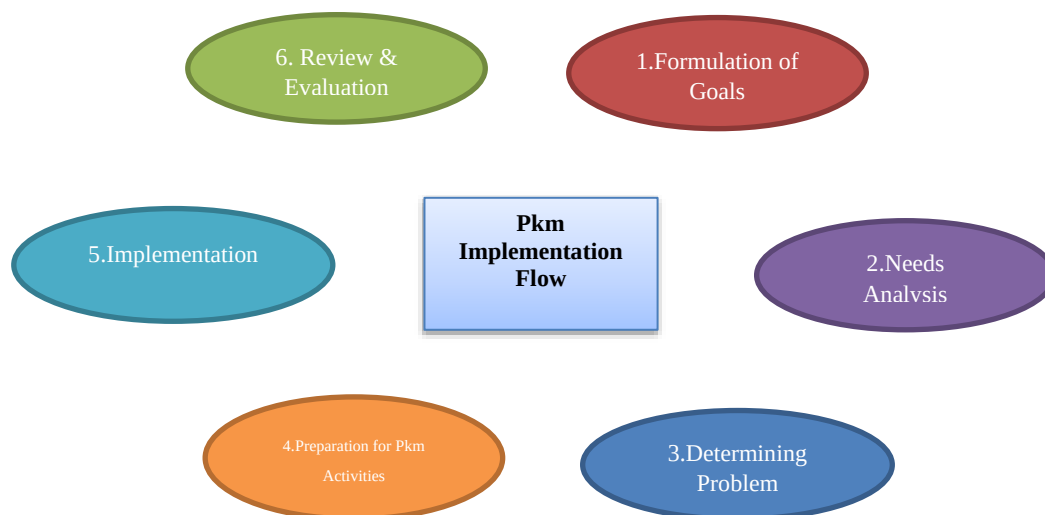


Figure 2. Flow of Community Service

The community service program began with the establishment of a PkM team consisting of two lecturers from the Faculty of Tarbiyah, Islamic Religious Education Study Program, IAIDU Asahan. The team first formulated the objectives of the program and conducted a needs analysis in collaboration with the school to identify students' difficulties in English vocabulary learning and determine the most appropriate training strategies. The analysis also included identifying the availability of learning facilities, participants, and supporting resources required for the implementation of the program.

Based on the results of the needs analysis, the team prepared learning materials and designed a vocabulary enhancement program utilizing audio-visual media. The instructional materials included training modules, educational videos, animated presentations, pictures, pronunciation recordings, and interactive vocabulary exercises. These learning resources were selected to create an engaging learning environment that would encourage students to actively participate throughout the training sessions.

The training was conducted at **MTs Darul Falah** and targeted junior high school students. During the implementation stage, participants received an introduction to the importance of English vocabulary in daily communication, followed by demonstrations of vocabulary learning through audio-visual media. Students then participated in guided

practice activities, including pronunciation exercises, vocabulary games, group discussions, and simple communicative tasks designed to reinforce newly learned vocabulary.

Following the implementation stage, the community service team conducted an evaluation through classroom observation, interactive discussions, and participant feedback to assess students' engagement, learning motivation, and vocabulary improvement. The evaluation results were then discussed during the reflection stage to identify the strengths and limitations of the program and to formulate recommendations for future community service activities. This systematic implementation process ensured that the objectives of the training program were achieved effectively while providing meaningful learning experiences for students at MTs Darul Falah.

RESULTS

At the beginning of the program, many students demonstrated limited English vocabulary and lacked confidence in using English during classroom interactions. Most participants were accustomed to conventional learning methods that emphasized memorization and textbook exercises, resulting in low motivation and limited classroom participation. These initial conditions confirmed the need for more interactive learning strategies that could improve students' vocabulary acquisition and learning engagement.

During the implementation stage, students were introduced to English vocabulary through educational videos, pictures, animations, pronunciation recordings, and interactive learning activities. The integration of audio-visual media created a more enjoyable learning atmosphere and encouraged students to actively participate in classroom discussions and vocabulary practice. Students showed greater enthusiasm when learning vocabulary through contextual visual materials compared with traditional teaching methods.

The guided practice sessions provided opportunities for students to pronounce new words, identify vocabulary from visual contexts, complete matching activities, and apply newly learned vocabulary in simple conversations. Throughout these activities, students became more confident in answering questions, expressing ideas, and communicating with their peers using English expressions. The collaborative learning environment also promoted active interaction between participants and instructors.

Observations conducted during the training indicated noticeable improvements in students' learning motivation and classroom participation. Students were more attentive, actively responded to questions, and demonstrated greater willingness to participate in vocabulary games and communicative activities. Teachers also reported that the use of audio-visual media made classroom instruction more engaging and helped students understand vocabulary more easily through contextual examples.

The evaluation conducted at the end of the program showed that the training achieved its primary objectives. Participants demonstrated better vocabulary recognition, improved pronunciation, and increased confidence in using English during simple communication activities. In addition, students expressed positive perceptions of the training and recommended that similar activities be implemented regularly as a complement to classroom learning.

Overall, the community service program demonstrated that audio-visual media can serve as an effective instructional tool for enhancing English vocabulary among junior high school students at MTs Darul Falah. The combination of visual, auditory, and interactive learning experiences contributed to higher student engagement and facilitated a more meaningful vocabulary learning process. The positive responses from both students and teachers indicate that integrating audio-visual media into English instruction has considerable potential to support more innovative, student-centered, and effective language learning practices.

DISCUSSION

The findings of this community service program indicate that the integration of audio-visual media into English vocabulary training positively influenced students' learning motivation, classroom participation, and vocabulary acquisition at MTs Darul Falah. Throughout the training sessions, students showed greater enthusiasm and confidence in learning English compared to their usual classroom experiences (Rezai et al. 2025). The combination of visual images, audio recordings, videos, and interactive activities created a more engaging learning environment that encouraged students to participate actively in vocabulary practice.

One of the most significant outcomes of the program was the improvement in students' motivation to learn English. Before the training, many participants viewed English vocabulary learning as difficult and monotonous because classroom instruction was generally dominated by conventional teaching methods. The use of audio-visual media transformed the learning atmosphere into a more enjoyable and student-centered experience. Students became more willing to answer questions, pronounce new words, and communicate with their classmates using simple English expressions. This finding supports previous studies which suggest that multimedia-based instruction enhances learners' motivation and promotes active engagement in language learning.

The use of audio-visual media also facilitated vocabulary comprehension by presenting words within meaningful visual and auditory contexts. Instead of memorizing isolated vocabulary lists, students learned new words through authentic situations illustrated in videos and images. This contextualized learning enabled participants to associate vocabulary with real-life experiences, making the learning process more meaningful and improving vocabulary retention. The integration of pronunciation models through audio recordings further assisted students in producing more accurate pronunciation while increasing their confidence in oral communication.

Another important finding was the increased interaction between students and instructors during the training sessions. Collaborative activities such as vocabulary games, matching exercises, group discussions, and simple conversation practice encouraged students to communicate more frequently in English. Such interaction is essential in communicative language learning because it provides learners with opportunities to use newly acquired vocabulary in authentic communicative situations. The active participation observed throughout the program indicates that students responded positively to interactive instructional strategies supported by audio-visual media.

The implementation of this community service program also provided practical benefits for English teachers at MTs Darul Falah. The training demonstrated that audio-visual media can be integrated into regular classroom instruction without requiring sophisticated technology. Educational videos, digital presentations, pictures, and pronunciation recordings are relatively accessible instructional resources that can enrich English learning activities and support teachers in creating more interactive lessons. Consequently, the sustainability of this approach depends not only on the availability of learning media but also on teachers' willingness to integrate technology into their instructional practices.

Despite the positive outcomes, several challenges were identified during the implementation of the program. Differences in students' initial vocabulary knowledge required instructors to provide additional guidance for some participants. Furthermore, limited instructional time restricted opportunities for more extensive communicative practice. These challenges suggest that similar training programs should be implemented continuously and integrated into the school's English learning program to achieve more sustainable improvements in students' vocabulary mastery.

Overall, the results demonstrate that audio-visual media represent an effective instructional alternative for enhancing English vocabulary among junior high school students at MTs Darul Falah. The training successfully increased students' motivation, participation, vocabulary comprehension, and confidence in using English. Therefore, continuous collaboration between higher education institutions and schools through community service activities can contribute significantly to improving the quality of English language education and promoting innovative, student-centered learning environments.

Tabel 1. Implementation Stages of the Community Service Program

Stage	Activities	Expected Outcomes
Needs Analysis	Identifying students' vocabulary learning difficulties through discussions with teachers and school representatives	Identification of students' learning needs and appropriate training materials

Preparation	Developing training modules, selecting audio-visual materials, preparing learning media and worksheets	Availability of instructional materials and learning resources
Implementation	Delivering vocabulary training through videos, pictures, pronunciation practice, games, and group activities	Increased student participation and vocabulary learning experiences
Evaluation	Classroom observation, question-and-answer sessions, and participant feedback	Evaluation of students' engagement and vocabulary improvement
Reflection	Reviewing the implementation and identifying recommendations for future programs	Improvement strategies for future community service activities

CONCLUSION

The community service program on English Vocabulary Enhancement Training Through Audio-Visual Media was successfully implemented at MTs Darul Falah and achieved its primary objective of improving students' English vocabulary learning. The integration of audio-visual media created a more engaging, interactive, and student-centered learning environment, enabling students to participate actively throughout the training activities. The use of educational videos, pictures, animations, and pronunciation exercises helped students understand new vocabulary in meaningful contexts while increasing their motivation and confidence in learning English.

The program also demonstrated that audio-visual media can serve as an effective instructional tool for supporting vocabulary acquisition among junior high school students. Students showed positive responses to the training, participated enthusiastically in classroom activities, and demonstrated improvements in vocabulary recognition, pronunciation, and classroom interaction. Furthermore, the collaboration between IAIDU Asahan lecturers and MTs Darul Falah provided practical support for the school in implementing more innovative English learning strategies.

Based on these findings, it is recommended that similar training programs be conducted regularly and integrated into English classroom instruction. Future community service activities may incorporate more interactive digital learning platforms and longer training periods to achieve greater improvements in students' communicative competence. Continuous collaboration between higher education institutions and schools is expected to strengthen the quality of English language education and promote sustainable innovation in teaching and learning practices.

ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to the Faculty of Tarbiyah, Islamic Religious Education Study Program, IAIDU Asahan, for its support in implementing this community service program. The authors also extend their appreciation to the Principal, English teachers, and students of **MTs Darul Falah** for their cooperation, enthusiasm, and active participation throughout the training activities. Special thanks are addressed to all members of the community service team whose commitment and collaboration contributed significantly to the successful implementation of the program. The authors also appreciate everyone who provided assistance, encouragement, and valuable contributions during the planning, implementation, and evaluation stages of this activity.

It is hoped that this community service program will provide sustainable benefits for improving English vocabulary learning at MTs Darul Falah and encourage future collaboration between higher education institutions and schools in promoting innovative and effective English language education.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this article. The community service program was conducted solely for educational and community development purposes, and the authors have no financial, personal, or institutional interests that could have influenced the design, implementation, analysis, or reporting of the program.

REFERENCE

- Ali, Hashim Hameed Hamudi. 2022. "The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners." *Humanities & Natural Sciences Journal* 3(2): 154–65. doi:10.53796/hnsj3210.
- Baharudin, Baharudin, Saifullah Saifullah, and Arini Alfadyah Zahra Hasan. 2024. "SECONDARY ENGLISH LANGUAGE TEACHER'S PERCEPTIONS OF STUDENTS DIFFICULTIES IN LEARNING VOCABULARY FACED BY INDONESIAN EFL STUDENTS." *English Education Journal*: 103–10. doi:10.55340/e2j.v10i2.1728.
- Faya-Ornia, Goretti. 2026. "The Impact of Multimedia and Audiovisual Tools on English Listening and Pronunciation Skills." *Language Learning in Higher Education* 16(1): 151–68. doi:10.1515/cercles-2025-0051.
- Grab, Melissa Özlem. 2025. "Improving Communication Skills through Innovative Techniques for Building Vocabulary." *International Journal of Languages' Education and Teaching* 13(1): 53–72. doi:10.71084/ijlet.1606737.
- Kurniawan, Dery, Dini Fitrianti, Fitri Nur Alya, Hasna Daiyah Islami, Putri Wardani, Sania Alifah, and Yuliyanti Yuliyanti. 2026. "A Comparison of the Effectiveness of Audio and Visual Learning Media in Improving Student Learning Outcomes."

- Journal of Contemporary Pedagogy and Learning Science* 1(2): 111–18. doi:10.65310/3c5r5361.
- Rezai, Afsheen, Reza Ahmadi, Parisa Ashkani, and Gholam Hossein Hosseini. 2025. "Implementing Active Learning Approach to Promote Motivation, Reduce Anxiety, and Shape Positive Attitudes: A Case Study of EFL Learners." *Acta Psychologica* 253: 104704. doi:10.1016/j.actpsy.2025.104704.
- Roshid, Mohammad Moninoor, and Anne Kankaanranta. 2025. "English Communication Skills in International Business: Industry Expectations Versus University Preparation." *Business and Professional Communication Quarterly* 88(1): 100–125. doi:10.1177/23294906231184814.
- Sholeh, Muh Ibnu, Mohamed Ramadan Abd Allah Mohamed, Sokip, Nur 'Azah, and Sirojuddin Abror. 2024. "Development of Audio-Visual Media to Enhance Student Comprehension in Islamic Education." *ATTARBIYAH: Journal of Islamic Culture and Education* 9(2): 145–56. doi:10.18326/attarbiyah.v9i2.145-156.
- Xu, Haochen, Yong Wang, and Ji Ma. 2025. "A Comprehensive Review of Intercultural Communicative Competence in EFL Education and Global Business." *Cogent Education* 12(1): 2557608. doi:10.1080/2331186X.2025.2557608.
- Agung, I. G. A. M., et al. (2023). Peningkatan kosakata bahasa Inggris melalui games bagi siswa SMA Negeri 1 Penebel. *Madani: Indonesian Journal of Civil Society*, 5(1), 28–34.
- Amelia, D. (2021). Upaya peningkatan kosakata bahasa Inggris melalui storytelling slide and sound. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(1), 22–26. <https://doi.org/10.33365/jsstcs.v2i1.948>
- Budianto, S. (2019). Kosakata bahasa Inggris untuk anak melalui media. 165–168. (*Data jurnal/prosiding belum lengkap*).
- Faizah, N., & Gumindari, S. (2021). Efektivitas media audio dan visual terhadap pembelajaran kosakata bahasa Inggris tingkat SD. (*Data jurnal belum lengkap*).
- Ginting, D. A., et al. (2020). Pelatihan kosa kata bahasa Inggris menggunakan media gambar untuk anak-anak Desa Jaring Halus, Kec. Secanggang, Kab. Langkat. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 13–20.
- Hasibuan, N. (2013). Kriteria pemilihan metode mengajar dalam kegiatan pembelajaran. *Ta'allum: Jurnal Pendidikan Islam*, 1(1). <https://doi.org/10.21274/taalum.2013.1.1.37-48>
- Lubis, E. (2014). *Pengaruh media audio visual terhadap peningkatan kosakata anak usia 4–5 tahun* (pp. 1–11). (*Jenis publikasi belum diketahui*).

- Misbah, D., Surya, M., & Maskur. (2017). Penggunaan media audio visual dalam pembelajaran yang berbasis PowerPoint model Pop Up untuk meningkatkan hasil belajar siswa pada materi kosakata mata pelajaran Arab. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 2, 404–417.
- Priyastuti, M. T. (2021). Pelatihan peningkatan kosakata bahasa Inggris dengan media permainan kartu domino siswa SD. *Jurnal Peduli Masyarakat*, 3(4), 515–526.
- Setyowati, L., Ambarsari, Y., & Muthoharoh, N. B. (2017). Pelatihan pelafalan kata-kata bahasa Inggris dalam rangka meningkatkan kualitas pengajaran guru-guru Sakinah English Course. *E-Dimas: Jurnal Pengabdian kepada Masyarakat*, 8(1), 1–8.
- Sitepu, T., & Rita. (2017). Bahasa Indonesia sebagai media primer komunikasi pembelajaran: Studi kasus pada TPQ Al-Huda. *Pendidikan Bahasa dan Sastra Indonesia*, 2(1), 67–73.
- Sueni, N. M. (2019). Metode, model dan bentuk model pembelajaran. *Wacana Saraswati*, 19(2), 1.