

AUDIOVISUAL TRANSLATION AS A MEDIA FOR TEACHING EFL VOCABULARY TO PRIMARY SCHOOL STUDENTS IN INDONESIA

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ABSTRACT

The background of this research is the use of technology as a learning medium has been widely applied in education. It is based the implementation of audiovisual translation in teaching English as a foreign language (EFL) vocabulary to primary school students in Indonesia which has not been widely examined. This study aims to fill this gap by investigating the effectiveness of using audiovisual translation to teach EFL vocabulary to primary school students. The research method was used classroom action research with a one-shot case study design. The findings showed an improvement in students' ability to remember EFL vocabulary after learning using audiovisual media compared to conventional methods. The discussion showed that integrating technology in the form of audiovisual translation can improve students' understanding and engagement in English learning. It was concluded that using audiovisual translation is effective as a medium for teaching EFL vocabulary in primary schools. The implication is that this method can be widely applied in primary schools in Indonesia and other countries facing similar challenges in English language teaching.

Keywords: *Audiovisual translation, primary school students, EFL teaching methods*

INTRODUCTION

The use of technology as a learning medium has been widely applied in education. However, the implementation of audiovisual translation in teaching English as a foreign language (EFL) vocabulary to primary school students in Indonesia has not been widely examined.

Nowadays, technology plays an important role in many aspects of life, including education. The use of technology as a learning medium is common. Audiovisual aids have been found to enhance students' understanding and motivation compared to single modality presentations (Rolandelli, 2021). When visual and audio information are presented simultaneously, children can understand information more easily (Macklin, MC 1994). Simulation media such as films and slides can also effectively provide practical experience for skills application (Twelker, 1968).

In Indonesia, English teaching in primary schools remains conventional, using static methods like teaching vocabulary written on the blackboard (Ira Miranti, 2020). This often bores and demotivates students, making them dislike English lessons. To make lessons more engaging for primary students, audiovisual techniques are effective (Suryawan, 2020). However, few studies have examined applying audiovisual EFL teaching for primary students.

Audiovisual translation, also known as multimedia translation, is a specialized field that involves transferring multimodal and multimedia texts into another language and/or culture. This process utilizes a multimedia electronic system for translation or transmission. Audiovisual translation is a suitable choice for teaching and learning activities, particularly for primary school students learning foreign languages. When Audiovisual Translation was first introduced, it was challenging to teach it evenly in schools, including in Indonesia, due to the high cost of technology. However, with the advancement of technology, it has become more flexible, accessible, and affordable.

Today, new teaching methods beyond traditional approaches have emerged, thanks to computers, interactive whiteboards, tablets, and smartphones. The growth of digital resources has been steady with the advent of the internet and Wi-Fi in educational institutions. Teachers use audiovisual (AV) resources for educational purposes, such as language learning platforms and mobile applications, as well as for general consumption, such as television programs, films, and social media platforms like Facebook and Twitter (Kristiawan et al., 2022).

The accessibility of technology has made audio-visual learning practical and convenient. In Indonesia, audio-visual learning is commonly utilized in high schools and universities. Several studies have classified audio-visual translation as a successful learning method at the university level. For instance,

Karami et al. (2021) found that the use of audio-visual media captures students' attention, preventing boredom and facilitating comprehension of the presented material (Karami et al., 2021). Another study with positive results indicates that students who participate in learning with an audio-visual media-supported learning model outperform students who participate in learning with a conventional approach (Widiastuti et al., 2014). However, the use of audio-visual media in primary schools in Indonesia is still limited. Furthermore, some primary school teachers in Indonesia remain uncertain about utilizing audiovisual translation as a means of teaching EFL to primary school students.

In general, the use of technology such as gadgets is very limited for primary school students, especially in Indonesia, and should only be used under adult supervision. This is due to the psychological capacity of children who are not yet able to control themselves from becoming addicted to gadgets. In addition to addiction, technology such as gadgets also has negative effects on children, such as speech or language delays, attention deficits, learning problems, anxiety, depression in children, and negative effects on character (Sundus, 2020). Audiovisuals are generally found in everyday life in electronic media such as gadgets, television, and computers, all of which must be under adult supervision when used with children. The use of technology such as Audiovisual Translation as a learning medium for primary school students must be accompanied by teachers or adults. Learning EFL through Audiovisual Translation is still relatively new for primary school students. Although the content displayed is guaranteed to be child-friendly, the possibility of unexpected things such as physical effects due to direct electronic radiation or due to congenital diseases, misunderstanding of the content, and addiction is still possible, considering that Audiovisual Translation is still a part of entertainment technology and can have an addictive and dependent effect due to improper usage habits.

Therefore, this study uses audiovisual translation through animation, dubbing and subtitles to teach EFL vocabulary to primary students. The purpose is to determine the effectiveness of this approach. Students' comprehension and perceptions will also be evaluated as indicators for applying audiovisual translation in EFL learning. The results will complement previous related studies while contributing to teaching innovation for primary students.

This research addresses the gap in the current literature on the application of audiovisual translation in teaching EFL vocabulary to primary school students in Indonesia. By focusing on primary education, this study contributes to the existing body of knowledge and provides insights into innovative teaching methods that can enhance vocabulary learning among

young students. Unlike previous studies that primarily focus on higher education, this research emphasizes the importance of engaging and motivating younger learners through the use of audiovisual aids, thereby offering a novel approach to EFL education in primary schools.

METHODS

The focus of group participants were selected from an primary school in Asahan, Indonesia. The group consisted of thirty sixth-grade students, chosen due to their advanced knowledge and basic English skills compared to lower grades. This was expected to guarantee the smooth running of the research. Additionally, an EFL teacher from the same school provided assistance to the authors as an assistant and organiser of the students' activities. The participants were seated in the classroom as they would be for a typical teaching and learning activity. However, the blackboard was replaced by a projector, screen, and loudspeaker as EFL learning aids through audio-visual translation. The authors acted as observers and also led the teaching and learning activities in the classroom. The audio-visual translation media takes the form of simple animated videos with interesting visuals in the form of cartoon images. Cheerful music and sound effects that appeal to children are used for sound and background music. The translation text is included at the bottom of the video in the form of subtitles. The grammar and vocabulary are kept simple to ensure that students can easily understand the content of the video (Lampai & Sukying, 2023).

This study was conducted based on the research ethics guidelines applicable in Indonesia, such as the Guidelines for Research Ethics Code established by the Indonesian Ministry of Research and Technology. In addition, the authors, the participant represented by the participant's parent, also completed a letter of consent to the Code of Ethics and Guidelines for Researcher Conduct published by the Indonesian Institute of Sciences (LIPI, 2019). Then, to ensure the anonymity of the participants, the identities of all students in the transcripts were kept confidential and represented by numbers in the quantitative frequency.

In analysing the students' understanding and ability before and after the teaching and learning activities in terms of recalling the taught vocabulary and constructing simple sentences independently, the observation used qualitative methods of classroom action research type in a pre-experimental research design of one-shot case study research design. While observing, understanding and collecting students' impressions about their experiences during EFL learning using audiovisual translation, the authors used a qualitative research method of focused interview type. For data analysis, the development of

students' understanding and proficiency before and after learning EFL using Audiovisual Translation was analysed using quantitative data analysis, while for data analysis and students' impressions about their experience of learning EFL using Audiovisual Translation, thematic analysis (Braun and Clarke, 2022) was used to group students' impressions into themes in an effort to clarify students' impression data (Siregar et al., 2021).

The classroom action research here was conducted in two cycles. In the first cycle of the engineering teaching and learning activity, the authors first asked the students to memorise 20 simple vocabulary words and their meanings in Indonesian. The authors first wrote the 20 vocabulary words on the blackboard and read them one by one. The students were then asked to write the 20 vocabulary words in their books and memorise them within 10 minutes. After that, the writers asked each student to recite the 20 vocabulary words and their meanings. After completing the first cycle, the participants were given a 10-minute break before entering the second cycle. In the second cycle, the students were still asked to do the same thing, i.e. to memorise 20 vocabulary words (Kartika et al., 2023).

However, the 20 vocabulary words in the second cycle were different from the 20 vocabulary words in the first cycle, and the 20 vocabulary words in this second cycle were taught to the students through an animated learning video in the form of Audiovisual Translation. The learning animation video lasted for 7 minutes and the students were asked to focus on paying attention and understanding the vocabulary delivered in the form of Audiovisual Translation animation video. After receiving the results, the authors recorded and analysed the data to find out how successful and how many students experienced an increase in understanding through this audio-visual translation learning. After the second cycle of teaching and learning engineering was completed, the authors conducted focused interviews with each student about their impressions and experiences of EFL learning using the audio-visual translation video animation. After collecting the students' impression data, the authors evaluated the results through thematic analysis to find the main themes of the students' impressions.

FINDINGS AND DISCUSSION

Based on classroom action research, the learning cycle was divided into two cycles to monitor progress and compare students' abilities from each cycle. In the first cycle, students were asked to memorise 20 vocabulary words through conventional teaching by direct dictation from the authors and interpreting on the blackboard. The students were given 10 minutes to memorise the 20 words. As a result, in the first cycle, it was found that overall students could only memorise 9-10 vocabulary words in detail; 9 out of 30

students could only memorise 12 out of 20 vocabulary words and their meanings, another 9 out of 30 students could memorise 10 out of 20 vocabulary words and their meanings, 7 out of 20 students could memorise 8 vocabulary words and their meanings, and the remaining 5 out of 20 students could memorise 7 out of 20 vocabulary words and their meanings. At the end of the first cycle, the participants were given a 10-minute break before continuing with the second cycle. The break was given to refresh the students' minds after the pressure of memorising the previous vocabulary. After the break, the second cycle began.

Table 1. Average number of vocabulary students could remember in the first cycle

Memorable Vocabulary	Number of Students	Student Percentage (%)
7	5	16.67
8	7	23.33
10	9	30
12	9	30
Total	30	100
Average number of vocabulary words memorised = 9 words.		

In this second cycle, the students were asked to memorise 20 new vocabulary words that were different from those in the first cycle. Unlike the first cycle, the second cycle used animated learning videos in the form of Audiovisual Translation as a medium to teach vocabulary to the students. This animated learning video dictates 20 vocabulary words and their meanings to students, accompanied by entertaining animated visuals, iconic voices, and fun and relaxing music and sound effects. Students are asked to focus on paying attention, understanding and remembering the 20 vocabulary words taught in the learning video. During the teaching of the animated learning video in the form of Audiovisual Translation, it was found that the students were very focused, happy and gave their full attention to this 7-minute learning video. At the end of the learning video, the students are given 1 minute to remember and review the vocabulary they have memorised from the learning video. As a result, it was found that in this second cycle, students were able to memorise an average of 16-17 vocabulary words in detail; 15 students were able to memorise 15 out of 20 vocabulary words, 6 students were able to memorise 17 out of 20 vocabulary words, 5 students were able to memorise 18 out of 20 vocabulary words, 1 student was able to memorise 19 out of 20 vocabulary words and 3 students were able to memorise 20 out of 20 vocabulary words (Santosa et al., 2021).

Table 2. Average number of vocabulary students could remember in the second cycle

Memorable Vocabulary	Number of Students	Student Percentage (%)
15	15	50
17	6	20
18	5	16.67
19	1	3.33
3	3	10
Total	30	100
Average number of vocabulary words memorised = 17 words.		

After evaluating the development of students' knowledge skills in learning EFL vocabulary through audio-visual translation media, the authors continued to collect impressions of students' experiences during the EFL learning process through structured interviews. The authors asks the students to give an impression of their experience through a simple question, namely: "*What do you think about learning English vocabulary with the animation video just now?*". The analysis of the data resulting from the students' impressions was evaluated using thematic analysis. From this analysis, the authors then found 4 main themes from the students' impressions: "*easy to understand*", "*interesting*", "*best way to learn*" and "*fun*". Of all the responses recorded, 8 out of 30 students answered "*easy to understand*", then 7 out of 30 students answered "*interesting*", then 5 out of 30 students answered "*best way to learn*" and 10 out of 30 students answered "*exciting*". For more detail, the authors include 4 main responses representing each theme and a summary in tabular form below:

Table 3. Four main responses representing each theme

Question	Theme	Answer
<i>"What do you think about learning English vocabulary with the animation video just now?"</i>	Easy to understand	<i>"I think the material in the video is easy to understand because there is less text and more cartoons."</i>
	Interesting	<i>"The video was very interesting! I hope teachers always teach us with videos like this!"</i>
	Best way to learn	<i>"I think learning English vocabulary with animated videos like this is the best way to learn. I saw that my friends were very enthusiastic about learning English vocabulary with animated videos."</i>
	Fun	<i>"It was so much fun! I want us to learn with animated videos every day, just like at school!"</i>

Table 4. Students' impressions according to the themes from analysis

Theme	Number of Students	Student Percentage (%)
Easy to understand	8	26.67
Interesting	7	23.33
Best way to learn	5	16.67
Fun	10	33.33
Total	30	100

Based on the results, the use of audiovisual translation in EFL vocabulary teaching is highly effective. This is supported by the increased number of vocabulary that students could remember after the second cycle compared to the first cycle which used conventional methods.

The significance of these results indicates that integrating technology in the form of audiovisual translation can improve students' understanding and engagement in English learning. Previously, vocabulary learning using conventional methods was often boring and ineffective, as shown by students' low ability to remember vocabulary in the first cycle.

Additionally, these findings also show that students are more motivated and enthusiastic when learning using audiovisual media. This is in line with previous research stating that multimedia presentations can improve students' understanding and motivation (Rolandelli, 2021). Thus, this research provides an important contribution to innovation in EFL teaching methods at primary schools, particularly in Indonesia.

However, it is important to note that the use of technology such as audiovisual translation must be done under adult supervision to avoid negative effects such as gadget addiction and other psychological issues (Sundus, 2020). Therefore, teachers and parents must play an active role in monitoring the use of technology in learning.

CONCLUSION

This study concludes that using audiovisual translation as a medium for teaching EFL vocabulary in primary schools is highly effective. The results showed a significant improvement in students' ability to remember vocabulary after using audiovisual media compared to conventional methods.

These findings have important implications for innovating EFL teaching methods, especially in Indonesia. The use of technology in the form of audiovisual translation not only improves students' understanding and engagement but also makes learning more enjoyable and interesting. However, it should be remembered that the use of technology must always be supervised by adults to avoid negative effects.

Overall, this research provides new insights into how to improve EFL vocabulary learning in primary schools through integrating technology. Thus, it is expected that this method can be widely applied in primary schools in

Indonesia and other countries facing similar challenges in English language teaching.

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