The implication of audio-visual materials for enhancing student's language skills near border area of Thailand

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Abstract

English as a second language (ESL) students often perceive English as a subject to pass their examinations and are reluctant to speak the language as they fear making mistakes in pronunciation. Audio-visual tools are useful in attracting the attention of the students and making them interested in learning the language. This research aimed to: 1) comprehend the effectiveness of contextualize Audio-Visual Material (AVM) in enhancing the oral language fluency of the university students to improve their communication skill. 2) determine the entry level of proficiency that students had towards the English language speaking before and after the utilization of AVM . 3) develop an engaging interaction and to make the process of learning more practical, engaging, and interactive. The sampling group were 24 university students located in border area of Thailand, using quasi-experimental research approach with 3 phases: Pre-testing and planning, Implementing and Post treatment. The findings indicate that there is a discernible change in the level of English proficiency possessed by the respondents between the time period before and after the use of contextualized audio-visual materials. Research shows that videos can be an excellent tool to promote the listening skills of ESL students. The audio-visual aids help in improving the vocabulary and thinking ability of the students which improves their English skills.

Keywords: audio-visual materials, English language, pronunciation, border area

Introduction

English language teaching has changed significantly during the last decade. Learners have been under pressure during the learning process, which includes studying and grasping materials as well as absorbing important information from prescribed texts. Teachers use various audio-visual tools such as YouTube to make the learning process interesting and explain challenging topics. These aids help students with lower proficiency levels, gain better clarity of difficult concepts. Audio-visual aids have a strong impact on the learning process and empower the students by creating a language environment for them (Singh, et al. 2021). As a

result, a change in the trend, particularly in terms of imparting knowledge and polishing English language teaching methods, is required for better results. Person's personality and attitude, as well as seasonal fluctuations. However, it is discouraging to see that English education has barely changed in the recent century (Kessler, 2018). In fact, according to Khabir et al. (2022), some lecturers still utilize the traditional form of teaching, such as textbooks, as an assistance to build and foster the teaching and learning process due to a lack of materials in the field of instruction. As a result, numerous occurrences of issues in the oral production process have increased, particularly in students' oral English language fluency, resulting in sluggish interaction and insufficient oral output of all learners. According to Pratiwi et al. (2021), communication refers to the ability to comprehend and be understood, which is why he advocated for the teaching and learning of any language in order to train students to talk in the target language. If this is the case, communication is an important phrase to define. He explains concisely that pronunciation teaching allows students to acquire new sounds and sound possibilities while also improving their speaking abilities. It's possible that if students focus on sounds, they'll remember where words should be stressed and gain more information about spoken English, which will help them improve their comprehension skills. According to a recent study (Leaño et al., 2019), small issues develop as a result of a lack of preparation and arrangement of the materials needed to improve students' abilities and knowledge. It also covers the deathly influence of Covid 19 in our society, which has caused and brought our lives to a halt, particularly in the area of education. According to (Muñoz et al., 2023), the crises provided a wealth of recommendations on how to update their teaching tools and materials to suit and serve the needs of each student, as well as how to replace face-to-face engagement with something unique. Technology cannot be divorced from the interplay between teaching and learning. To assist their students, learn better, teachers should select appropriate technology for their teaching-learning circumstances. When a teacher wants to improve the students' speaking skills, for example, audiovisual tools make the learning process more practical, interesting, and participatory. Audio-Visual tools, such as films and photographs, are instructional and instructive materials that target both the hearing and visual senses. The usage of audio-visual brings the educational environment to life. The teacher can use media like films, images, and recorded materials with audio-visual. Audio-visual tools has the ability to encourage ESL students in their lessons. According to Harsa et al. (2020), audio-visual procedures encourage and accelerate learning more than verbal explanations alone. On the other hand, his capacity to derive abstract notions from perceptual experience is a phenomena that hasn't been well studied and could not even have an explanation. The use of audiovisual aids is essential in the development of student abilities such as speaking, enunciation, vocabulary, reading, writing, and listening, as well as the development of student creativity and productive skills by presenting vibrant materials and motivating works of literature. These strategies, which include a combination of realistic graphics, sound, and intelligible text, can help students enhance their communicative skills in the English language. It is well understood that audio-visual materials are beneficial to all teachers who wish to make their classrooms more alive and fascinating. The utilization of audio-visual tools in the delivery of knowledge is becoming increasingly popular among language teachers these days. It is obvious that when a teacher employs engaging and authentic audio-visual content, the students' attention will be piqued, and they will be able to connect their learning to their everyday lives (Al Aqad et al., 2021). Because almost all students are familiar with technology, online learning will make it simple for them to improve their speaking abilities. Students nowadays are heavily exposed to Tiktok, a new trend in social and educational media. TikTok is a video-based social media platform founded by Zhang Yiming in 2016 and owned by ByteDance. With the use of well-known tracks and effects, you can create an eye-catching film in around 2-5 minutes. Furthermore, because of their interesting content and effects, you can publish videos on social

media and other applications such as Twitter or Instagram to entertain, inform, and educate people. According to Xiuwen and Razali (2021), Tik Tok provides advantages and alternatives for video compilation to utilize and share a variety of English videos, such as bilingual subtitles with important words in conveying deep meaning or English video clips and talks. All of these tools can be used by both English teachers and students to make the classroom more dynamic. These original materials have been edited into short movies and posted on tiktok as teaching aids that will not only help students' English abilities, but also spark their interest in the subject matter. As a result, the goal of this study is to learn how students can practice their pronunciation skills through application. The researcher uses TikTok as a medium to see how effective social media is for learning English, particularly pronunciation.

Research based on border areas of Kenya revealed that the audio-visual tools may not be aligned with the curriculum, and there may be limited information concerning the implementation of these aids in the classrooms (Nyambura, et al. 2019). Research on Malaysian ESL students shows that the learners have limited exposure to English outside their classroom, which does not promote their speaking skills (Kq athirvel & Hashim 2020). Teachers find it difficult to teach students to speak in English so they often overlook it. The students focus more on reading and writing skills for their English examinations. Audio-visual materials are helpful in such situations as they enhance the teaching capacity and offer a practical approach to helping students acquire speaking skills. These materials help the students acquire new vocabulary. English teachers in Pakistan have a more supportive society, where speaking in English is considered a social status (Hussain, et al. 2019). Such an environment has a positive effect on the learning ability of the students, as the teachers are aware of such social expectations and make their teaching patterns accordingly. The ESL students who have limited access to English, acquiring listening skills is difficult (Namaziandost & Nasri 2019). Under such circumstances, audio-video materials can be helpful. The students can watch videos that have subtitles, which will help them to follow the audio and acquire new speaking abilities (Anas & Zakaria, 2019).

The objective of employing audiovisual elements in teaching foreign language to students was stated by Barus et al. (2022). It stimulates and motivates them to learn, and it is manageable because it clarifies the message quickly and precisely, lecturers can update and improve their own English knowledge, and students can gain new experiences while learning English. Finally, it relieves the teacher's pressure and easily captures the listener's attention while introducing the lesson. Kathirvel and Hashim (2020) argued that virtual implementation of audiovisual materials is one of the effective approaches to improve a student's oral language abilities. Furthermore, including audiovisual elements into the teaching and learning process will engage students and boost their interest. Lectures utilizing multimedia elements provide many opportunities for students to speak and interact during the class, as well as helping them improve their language proficiency. This review study seeks to provide trustworthy information on the use of audiovisual materials to help learners with below-average competence levels improve their speaking skills.

Objectives of the Study

This research assessed how well audio-visual material can improved students' spoken language proficiency at a border area of a university. This research specifically aimed to: 1) Describe the student's entry level of proficiency in speaking as revealed by the Pre-Test before the utilization of the audio-visual materials (AVM). 2) Describe the gained level speaking proficiency of the students after the utilization of the AVM in enhancing their oral language fluency. 3) Identify any significant differences in the students' spoken language fluency scores

on the pre- and post-tests and 4) Assess the significant difference in the pre-test and post-test students' attitude towards oral fluency on the utilization of AVM.

This research study tested the following hypotheses in null form:

A1)   There is significant difference in the respondents' level of proficiency in speaking before and after the implementation of contextualized-audio visual materials in language learning.

A2)   There is no significant difference in respondents' level of proficiency before and after using AVM.

A3)   There is an excellent strategy for improving the respondents' English language speaking skills.

Research Methodology

A quasi-experimental research approach in specifically, the pre-test-post-test experimental study method was used. This method, which is a standard method for educational research, is deemed excellent for examining the effects of innovations in an educational setting (Kamelia, 2019; Handley et al., 2018). The oral fluency of students was compared before and after including the graphic-based presentation converted to video in this study (Tiktok). The change in Oral language fluency was measured using a pre-test-post-test design. The target participants were the students in a university with 24 respondents: 15 female and 9 male. According to their teacher the students have difficulties in speaking skills which affect their communication skills. They are all eager to learn and improve their oral language fluency.

Procedure and Treatment Phases

The researchers used a three-phase treatment technique that was based on the Pre-test and Post-test research design in order to accomplish the objectives of the study. Their fluency was evaluated at the pre-test phase, then again during the implementation phase, and finally during the evaluation phase.

Phase I Pre-testing and planning

In Phase I the researcher used Messenger to find all of the replies and obtain their names and phone numbers. After acquiring their personal information, the researcher made a phone call to assess the respondents' pre-oral fluency using rubrics to determine their level.

Phase II Implementing

The researchers created a Group chat exclusively to the students for the purpose of communication and implementation of the design and development of audio-visual materials in enhancing the oral language fluency of the student. To help the students enhance their oral language fluency, the researcher constructed an audiovisual material that suggest ways on how to improve their oral language fluency.

Phase III Post Treatment

The researchers recommended that in order to successfully utilize the AVM as learning tool in enhancing the oral language fluency, the students will test again their oral language fluency through making Tiktok video using English language to serve as their medium of communication, to test if there is an improvement on their pre-test oral language fluency.

Results and Discussions

When it came to the scoring and interpretation of the data that had been acquired, descriptive statistics such as frequency, mean, and standard deviation were used. The achievement scores from both the pre-test and post-test were examined, and the following point scale was used: 4.21-5.00: Excellent; 3.41-4.20: Outstanding;2.61-3.40: Acceptable;1.81-2.60: Less Acceptable;1:00-1.80: Inadequate. Meanwhile, to analyze and interpret the attitudes of the respondents before and after their exposure to AVM, the following scale was adopted: 4.21-5.00: Strongly Agree; 3.41-4.20: Agree;2.61-3.40: Neutral;1.81-2.60: Disagree and 1:00-1.80: Strongly Disagree.

This research was carried out with the intention of defining the AVM that the researcher used in the course of this investigation.

Table 1. *Students' entry level and proficiency in speaking as revealed by the Pre-Test before the utilization of the AVM.*

Proficiency Statement	Mean Score	SD	Interpretation
It easy for me to deliver my message when I use English.	2.91	.90	Neutral
I can't pronouns well if I speak English.	3.26	.91	Neutral
I'm afraid to speak English publicly.	3.43	1.0	Agree
I always study to improve my speaking skills.	4.13	.81	Strongly agree
Category mean	3.45	.50	Strongly agree

Legends 4.21-5.00: Very High/ Strongly Agree; 3.41-4.20: High/ Agree; 2.61-3.40: Neutral; 1.81-2.60: Low/ Disagree; 1:00-1.80: Very Low/ Strongly Disagree

Table 1 shows the respondents' level and proficiency in speaking before utilizing the AVM. Based on the table, the respondents' perception with their ease to deliver message when using English is neutral as the obtained mean is 2.91; the respondents' pronunciation of pronouns is neutral as it resulted to a mean of 3.26 while respondents agree that they are afraid to use English in publicity as the obtained mean is 3.43 which is interpreted as agreeable. Moreover, results also show that most of the students are always studying to improve their speaking skills as the obtained mean is 4.18 which is interpreted as strongly agree. Overall, the category mean obtained for the respondents' perception with their attitude towards English is 3.45 which is interpreted as high/agreeable as based on the legend.

Table 2. *Gained level and speaking proficiency of the students after the utilization of the AVM in enhancing their oral language fluency.*

Proficiency Statement	Mean Score	SD	Interpretation
It easy for me to deliver my message when I use AVM as my guide.	3.69	.55	Agree
My proficiency in speaking strengthens with the help of AVM	3.87	.45	Agree
I was encouraged to speak English publicly using the AVM	3.82	.57	Agree
There is a positive effect of AVM in honing my language fluency	4.08	.51	Agree
AVM increases my interest and motivate me to enhance my speaking skills	4.08	.41	Agree
Category mean	3.91	.41	Agree

Legends: 4.21-5.00: Strongly Agree; 3.41-4.20: Agree; 2.61-3.40: Neutral; 1.81-2.60: Disagree; 1:00-1.80: Strongly Disagree

Table 2 shows the level of proficiency towards English language speaking after utilizing the AVM. Based on the results obtained it can be said that the respondents agree that it is easy for them to deliver their message when they use AVM as their guide as based on the obtained mean of 3.69. Respondents also said that their proficiency in speaking was strengthened with the help of AVM after obtaining a mean of 3.87. Respondents also agree that they are encouraged to speak English publicly using the AVM after obtaining a mean of 3.82. The respondents also said that AVM have a positive effect in honing their language fluency as it resulted to a mean of 4.08. Moreover, respondents said that AVM increased their interest and have motivated them to enhance their speaking skills as it resulted to a mean of 4.08. Overall, it can be said that the proficiency of the respondents towards English language have improved as it resulted to a mean of 3.91 which is interpreted as agreeable.

Table 3. *Significant difference in the pre-test and post-test performances of the students in oral language fluency before and after the AVM.*

Proficiency score	Mean Score	SD	Interpretation	Mean Difference	t-value	Df	p-value
Pre- proficiency	3.45	.50	High	-.453	-3.92	22	.001**
Post- proficiency	3.91	.35	High				

Note: *- significant at 0.05 level; **- significant at 0.01 level; ns= not significant

From table 3, it shows the difference on the level of proficiency of the respondents before and after the use of AVM. The result shows that there is significant difference on the level of proficiency towards speaking of the respondents before and after the implementation of contextualized-audio visual materials in language learning as evidenced with the computed t-value of -3.92 and p value of 0.001 which is equal to the alpha level of 0.01. Hence, the null hypothesis of the study stating that there is no significant difference on the level of proficiency of the respondents before and after the use of AVM is rejected. This implies that after the utilization of AVM, the respondents' level of proficiency in speaking significantly increased. This finding is attributed to Chamba et al. (2019), that Audiovisual materials are one of the methods that will help learners to revamp their speaking skills. He also added that, audiovisual materials promote sound and sight teaching- learning process as it provides more than one sensory channel. Michelsanti et al. (2021) in Peters (2019) also said that audiovisual materials are essential in learning English because through the use of it, students will easily grasp or acquire the knowledge that they desire and fill their uncertainty through the support of audio-visual materials.

Table 4. *Speaking Level test for student*

Speaking test	Mean Score	SD	Interpretation
Pronunciation and accent	3.17	.51	Acceptable
Fluency	3.21	.49	Acceptable
Grammar	3.21	.49	Acceptable
Communication	3.21	.49	Acceptable
Category mean	3.20	.46	Acceptable

Legends: 4.21-5.00: Excellent; 3.41-4.20: Outstanding; 2.61-3.40: Acceptable; 1.81-2.60: Less Acceptable; 1:00-1.80: Inadequate

Table 4, shows the speaking level of the respondents after the test given. Based on the table it can be inferred that the pronunciation and accent of the respondents is interpreted as acceptable as it obtained a mean of 3.17; their performance for fluency, grammar and communication are also acceptable as all have resulted with a mean of 3.21. Overall, it can be said that the speaking performance of the respondents is acceptable as it obtained a category mean of 3.20 and can be therefore concluded that their speaking skills have improved with the utilization of AVM. The audio-visual materials help ESL students beyond their classrooms. Research shows that audio-video materials are appreciated by both students and teachers. The teachers choose these learning materials according to the learning levels and proficiencies of the students.

Conclusion

With the rapid evaluation of technology, audio-visual materials are more widely available. ESL students close to the borders can use these tools to make their learning of English easier and more interesting. However, the teachers need to be prepared and help them choose the materials according to the learning levels of the students. These tools are excellent to develop listening skills, reading skills and speaking skills. The students can learn the native form of English speaking from the subtitles of the videos. At the completion of this research, it is possible to draw the conclusion that the respondents had problems communicating in English since they had a mean score of 3.7, which, according to the legend, is considered to be high or acceptable. It is possible to deduce that the respondents' proficiency in English has increased after reviewing the findings of the survey regarding the respondents' level of competence in speaking English using the AVM. This is because the survey produced a mean score of 3.91, which is considered to be pleasing. It is also possible to draw the conclusion that there is a significant difference between the respondents' level of proficiency in speaking before and after the implementation of contextualized-audio visual materials in language learning, as shown by the computed t-value of 3.92 and the p-value of 0.001. (alpha level of 0.01). As a consequence of this, the study's null hypothesis, which stated that there is no significant change in the level of proficiency of the respondents both before and after using AVM, is refuted. This indicates that after using AVM, the respondents had a significant increase in their level of speaking skill. Additionally, the respondents' performance in speaking is satisfactory, with a category mean of 3.20, and it is possible to claim that their speaking abilities have improved as a consequence of utilizing AVM. As a result of the positive results obtained, it is possible to assert that the use of AVM is an outstanding technique for enhancing the respondents' English language speaking abilities.

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