



Similarity Report

Metadata

Name of the organization

Universitas Muhammadiyah Sidoarjo

Title

Radit+Yuli+DKK (1)

Author(s)Coordinator

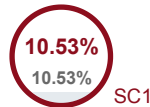
PBI pbi

Organizational unit

FPIP

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

**5443**






Length in words

39320

Length in characters

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet		0
Spreads		0
Micro spaces		0
Hidden characters		0
Paraphrases (SmartMarks)		18

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	https://jele.ejournal.unsri.ac.id/index.php/jele/article/download/58/40/747	46 0.85 %
2	https://www.immi.se/index.php/intercultural/article/view/Alhums-i-2024-2	40 0.73 %
3	Pendalaman Penggunaan Tensis bahasa Inggris dalam Kalimat Sederhana bagi Pelajar Usia Muda Fidyati Fidyati, Assyfa Khairani, M. Reza, Idaryani Idaryani;	36 0.66 %
4	https://icsejournal.com/index.php/JPKMI/article/view/780	34 0.62 %

5	https://journal.binus.ac.id/index.php/Lingua/article/view/7731	33 0.61 %
6	Taṭwīr Mawād Ta'īlm Mahārah al-Kalām li as-Siyāḥah fī ɗau` al-Ma'āyir al-Waṭaniyyah li al-Kafā`ah al-Mihniyyah Wa. Muna,Wicaksono Meidias Abror, Ahmad Ab Halim;	30 0.55 %
7	https://dspace.unl.edu.ec/jspui/bitstream/123456789/28096/1/AndreaCarolina_PalacioSerrano.pdf	29 0.53 %
8	https://ejournal.uhn.ac.id/index.php/explora/article/view/2477	27 0.50 %
9	REFERENCES.docx 3/23/2025 Tartu Ülikool (University of Tartu)	27 0.50 %
10	Total Physical Response with Communicative Approach (TPRCA) Method in Primary School English Learning Purwono Prahoro Yudo;	24 0.44 %

from RefBooks database (3.49 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

Source: Paperity

1	HUBUNGAN PERHATIAN ORANG TUA DENGAN MINAT BELAJAR SISWA KELAS V SD NEGERI 17 SINGKAWANG Wasis Suprpto,Mariana Mariana, Insan Suwanto;	49 (4) 0.90 %
2	Pendalaman Penggunaan Tensis bahasa Inggris dalam Kalimat Sederhana bagi Pelajar Usia Muda Fidyati Fidyati, Assyfa Khairani, M. Reza,Idaryani Idaryani;	36 (1) 0.66 %
3	Taṭwīr Mawād Ta'īlm Mahārah al-Kalām li as-Siyāḥah fī ɗau` al-Ma'āyir al-Waṭaniyyah li al-Kafā`ah al-Mihniyyah Wa. Muna,Wicaksono Meidias Abror, Ahmad Ab Halim;	30 (1) 0.55 %
4	Total Physical Response with Communicative Approach (TPRCA) Method in Primary School English Learning Purwono Prahoro Yudo;	24 (1) 0.44 %
5	Transitional woes: On the impact of L2 input continuity from primary to secondary school Lendl Johanna,Simone E. Pfenninger;	20 (1) 0.37 %
6	KDSI: Pengembangan Kamus Digital Signalong Indonesia Berbasis Multimedia Interaktif Bagi Anak Dengan Hambatan Komunikasi Rofiah Khofidotur,Aliyah Fi Jannatin;	18 (1) 0.33 %
7	MOTIVASI INOVASI DAN KREATIVITAS DALAM PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS KEARIFAN LOKAL GURU – GURU PAUD KB BANDAR HINALANG KECATAMATAN PURBA KABUPATEN SIMALUNGUN Purba Anita, Purba Ridwin, Damanik Indra Jayanti,Mardin Silalahi, Benarita Benarita, Girsang Semaria Eva, Sialalahi Tiodora Fermiska, Sipayung Rohdearni Wati, Matondang Marhaeni K.D., Saragih Natanael, Sibuea Bismar;	7 (1) 0.13 %
8	Students' Perception on the Use of Audio Visual Materials in Learning English at Senior High School Redha Shafira, Nur Rosita;	6 (1) 0.11 %

from the home database (0.00 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

from the Database Exchange Program (0.50 %)

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	-------	---------------------------------------

1 REFERENCES.docx 27 (1) 0.50 %
 3/23/2025
 Tartu Ülikool (University of Tartu)

from the Internet (6.54 %)

NO	SOURCE URL	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	https://dspace.unl.edu.ec/jspui/bitstream/123456789/28096/1/AndreaCarolina_PalacioSerrano.pdf	59 (4) 1.08 %
2	https://link.springer.com/article/10.1007/s10857-021-09504-5	46 (3) 0.85 %
3	https://jele.ejournal.unsri.ac.id/index.php/jele/article/download/58/40/747	46 (1) 0.85 %
4	https://www.immi.se/index.php/intercultural/article/view/Alhumsi-2024-2	40 (1) 0.73 %
5	https://icsejournal.com/index.php/JPKMI/article/view/780	34 (1) 0.62 %
6	https://journal.binus.ac.id/index.php/Lingua/article/view/7731	33 (1) 0.61 %
7	https://ejournal.uhn.ac.id/index.php/explora/article/view/2477	27 (1) 0.50 %
8	https://journals.openedition.org/lexis/4512	21 (2) 0.39 %
9	http://repository.unmuhjember.ac.id/12606/9/i.%20References.pdf	19 (1) 0.35 %
10	https://www.cambridge.org/core/journals/recall/article/abs/effects-of-audiovisual-support-on-efl-learners-productive-vocabulary/405D96954E513C5BB7231E03921482A0	18 (1) 0.33 %
11	https://www.frontiersin.org/articles/10.3389/fenvs.2024.1368125/full	13 (1) 0.24 %

List of accepted fragments (no accepted fragments)

NO	CONTENTS	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
----	----------	---------------------------------------

Integrating Animated Videos, Songs, and Games to Enhance Young Learners' Vocabulary Learning in EFL Classrooms: A Descriptive Study in Thai Elementary School

Raditya Ferdi Riyanto¹), Yuli Astutik²), Sheila Agustina³), Nantana Mongboon⁴), Imam Pribadi⁵)

^{1,2,3})English Education Department, University of Muhammadiyah Sidoarjo, Indonesia

⁴)Anuban Chumchon Phukradueng school, Thailand

⁵)University of Muhammadiyah Palopo, Indonesia

*Corresponding author: yuliasutik@umsida.ac.id

Abstract

In English as a Foreign Language (EFL) settings, maintaining student attention and fostering meaningful vocabulary learning remain persistent challenges, particularly at the elementary level. Young learners often disengage from traditional textbook-based instruction due to limited exposure to interactive language use. While prior research has examined individual audiovisual tools, few studies have explored how a combination of media forms can enhance engagement and comprehension in a real classroom context. This study aimed to explore how animated educational videos, song clips, and audiovisual game-based learning support vocabulary acquisition, interaction, and active participation among fourth-grade students in an EFL classroom. Using a descriptive qualitative design, the research was conducted in a Thai elementary school with 22 students aged 9-10. Data were collected over seven English lessons through structured non-participant observations and detailed field notes, focusing on behavioral indicators of engagement, understanding, and peer collaboration. Research findings revealed that animated videos helped clarify abstract vocabulary through visual storytelling and repetition, while song clips promoted memorability and emotional involvement through rhythm and movement. Audiovisual games, on the other hand, encouraged sustained focus, classroom interaction, and vocabulary application through playful, feedback-rich activities. Each tool contributed uniquely to different stages of learning, highlighting the value of varied, multimodal media use. This study offers practical insights into how thoughtfully integrated audiovisual tools can enrich English instruction for young learners. It encourages educators to strategically align media types with lesson goals and learner characteristics, particularly in environments with limited access to authentic English use.

Keywords - audiovisual media; EFL classroom; young learners; English vocabulary learning

To achieve international relations through communication, education, business, and technology worldwide, English plays a crucial role (Garcia-Marchena, 2020). As a result, effective English communication has become a vital skill in today's interconnected world. Through mastering English, individuals can access a wealth of information, resources, and opportunities not as readily available in other languages. However, in EFL countries, the challenge is ensuring that students not only learn English but also retain and use it effectively. This requires designing engaging and meaningful lessons that promote

active participation and sustained motivation.

Focusing on elementary school students is essential because early exposure to language learning tends to yield better long-term outcomes. Research has shown that young learners are more likely to acquire a second language naturally and intuitively (Pfenninger & Singleton, 2017). Elementary education serves as the foundation of future learning and is considered a critical period for developing both interpersonal communication and academic language proficiency (Pfenninger & Singleton, 2017). Despite this potential, many elementary students face difficulties in speaking English, often due to fear of making mistakes, limited exposure, and a lack of meaningful practice opportunities (Brown & Lee, 2015). Traditional teacher-centered approaches, such as extended grammar-focused instruction, often fail to capture students' interest. Instead, students respond better to interactive, media-supported learning that fosters participation (Coşkun & Yüksel, 2021). Various factors such as classroom environment, teaching style, student personality, and curriculum design have been linked to boredom in EFL classrooms (Mousavian Rad et al., 2022). Prior studies indicate that many young learners find English classes unengaging due to lengthy lectures and limited use of stimulating media (Coşkun, 2023). Therefore, improving the quality of learning media is crucial in enhancing student motivation and classroom engagement (Teo & Zhou, 2017). Introducing interactive media can make previously uninteresting content more accessible and enjoyable (Ricardo & Meilani, 2017).

Technology-enhanced tools such as audiovisual media offer one possible solution. Combining visual, auditory, and contextual elements allows students to learn through eyes and ears simultaneously (Irmawati et al., 2020), (Mayer, 2020). For young learners, this multi-sensory input is especially helpful in reinforcing language concepts that may otherwise remain abstract. Moreover, audiovisual materials are also known to promote collaboration and peer discussion, helping to create more socially interactive classrooms (Rahmati et al., 2021). When well-integrated, audiovisual tools can align with students' developmental needs by embedding vocabulary and grammar into visual narratives, rhythm, and games, thus improving engagement and comprehension (Yulian et al., 2022), (Dalimunthe & Yogo Purnomo, 2022).

Based on preliminary observations, English instruction at the research site predominantly relied on visual aids and textbook-based activities, with limited incorporation of audiovisual media. This approach did not sufficiently stimulate student engagement or meet the learning needs of diverse learners. Furthermore, while past research often focused on individual types of audiovisual media (e.g., only videos or only songs), few have explored a combination of animated videos, song clips, and game-based media in a single classroom context (Budianto et al., 2022). To address this gap, this study aimed to explore how integrating various audiovisual tools can help improve young learners' participation and understanding in English classes. This study was guided by the following research question: How do animated educational videos, song clips, and audiovisual game-based learning enhance student engagement, comprehension, and interaction in EFL classrooms?

METHOD

1. Research Design

This study employed a descriptive qualitative design to explore how audiovisual tools, namely animated educational videos, song clips, and game-based learning, enhance young learners' engagement, comprehension, and interaction in EFL classrooms. A qualitative approach was appropriate because the focus was on documenting and interpreting authentic classroom behaviors rather than quantifying learning outcomes. The design enabled the researchers to capture the complexity of student responses to audiovisual stimuli in real-time educational contexts.

2. Research Setting and Participants

This study was carried out at Anuban Chumchon Phukradueng School, a public elementary school located in Loei province, Thailand, during the second semester of the 2024-2025 academic year. The participants were 22 fourth-grade students aged 9 to 10 years. This age group was chosen because they were at a stage where visual and interactive learning methods are especially effective in supporting vocabulary acquisition. The school provided a typical EFL classroom setting, allowing the researcher to observe student responses to audiovisual media in a natural and familiar learning environment.

3. Data Collection Techniques and Instruments

Data were collected through structured non-participant observations carried out across seven classroom sessions over three months. The researchers used an observation table based on Cohen et al.'s systematic observation framework, refined to capture indicators of engagement, comprehension, and interaction. To provide deeper insights, qualitative field notes were also used, guided by Creswell's indicators such as student attention, participation, responsiveness, peer interaction, and media relevance (Creswell & Poth, 2016). No direct involvement or intervention was introduced by the observer, ensuring that classroom dynamics remained undisturbed.

4. Data Analysis

A thematic analysis approach was applied to the observation data and field notes. Researchers grouped the findings into thematic categories aligned with the study's objectives: engagement, comprehension, and interaction. Recurrent patterns were coded and interpreted in relation to each audiovisual tool used during instruction. This qualitative analysis allowed for an in-depth understanding of how animated videos, songs, and games individually and collectively influenced the students' learning processes.

RESEARCH RESULTS

The following findings are based on structured classroom observations using tables that captured students' responses to three types of audiovisual tools: animated educational videos, song clips, and game-based media. Each tool was observed during classroom implementation to identify patterns of student engagement, comprehension, and interaction.

Table 1. Animated educational videos

Date	Audiovisual Implementation	Examples	Benefits
09/07/24	Educational videos about hobbies from YouTube	The teacher showed a video introducing hobbies and their benefits, such as sports and drawing.	Encourages vocabulary building and relates hobbies to students' daily lives.
16/07/24	Educational videos about transportation from YouTube	The teacher used a video showing different modes of transportation. For example, cars, trains, boats, planes, etc.	Helps students visualize and differentiate types of transportation.
06/08/24	Educational videos about parts of the body from YouTube	The teacher presented a video of an animated character naming body parts interactively, such as head, shoulders, hand, etc.	Engages students with visuals and improves pronunciation through repetition.
20/08/24	Educational videos about emotions from YouTube	A video illustrated characters expressing emotions in daily situations, such as happiness, sadness, anger, etc.	Builds emotional vocabulary and context understanding.
27/08/24	Educational videos about school subjects from YouTube	The teacher shows a video with fun animations explaining school subjects, such as math, science, history, etc.	Simplifies complex terms and creates interest in various subjects.

The use of animated educational videos in the English lessons provided more than just visual stimuli, it transformed passive vocabulary instruction into

an interactive and emotionally resonant experience for young learners (table 1). Across five different sessions, each video served a dual function: introducing core vocabulary while also embedding it in relatable, real-life contexts that aligned with children's interests and developmental needs. In the lesson on hobbies, the animated video went beyond listing vocabulary like drawing or playing sports, it visually represented those activities through characters and scenarios that mirrored the students' own experiences. This relevance to their daily lives helped trigger personal associations, making the vocabulary not just memorable but meaningful. Students appeared more engaged and willing to share their own hobbies afterward, indicating the video's role in sparking both comprehension and peer interaction.

The transportation video helped visualize abstract categories through movement and colorful illustrations, allowing learners to distinguish between different types of vehicles. Instead of simply hearing the word "airplane," students saw it in action, flying across the screen, accompanied by sound effects. This multi-sensory input reinforced their ability to remember and differentiate vocabulary, especially for those who were visual or auditory learners. During observation, students pointed and mimicked sounds or gestures associated with the vehicles, illustrating how engagement was reinforced by embodied interaction.

In the body parts lesson, the video's animated character was physically labeled, and its head, shoulders, and knees were moved in sync with spoken English. This repetition of words and movement aligned with Total Physical Response (TPR) principles and prompted many students to unconsciously mimic the actions, creating a kinesthetic connection to the vocabulary. The teacher's choice to replay specific sections further allowed for scaffolded learning tailored to students' pace, supporting comprehension in a developmentally appropriate way.

The session on emotions uniquely addressed the affective dimension of language learning. Through characters showing facial expressions and emotional reactions in narrative settings, students not only learned the terms happy, sad, or angry, but they also internalized the context in which those emotions are expressed. This emotional narrative structure created empathy and identification, enabling students to use the vocabulary meaningfully in classroom discussion.

Finally, the video about school subjects introduced more cognitively demanding vocabulary (e.g., geography, science), which might be abstract in a traditional textbook. However, animated scenes depicting classroom activities or students interacting with subject matter made the concepts concrete. While students initially struggled with unfamiliar terms, the repetition and visual cues led to improved comprehension, especially when paired with teacher-led clarification and peer discussion during video pauses. In sum, animated educational videos enhanced the learning experience by:

1. Capturing attention through color, motion, and sound, resulting in high levels of student engagement
2. Providing clear, contextualized examples of vocabulary in action, improving comprehension
3. Encouraging verbal and non-verbal responses, peer sharing, and spontaneous discussion, facilitating interaction

Rather than functioning as mere supplementary material, these videos acted as central instructional tools that supported differentiated learning. Their success lay in aligning with the cognitive, emotional, and social needs of fourth-grade learners in EFL settings, bringing abstract language to life and inviting learners to become active participants in their own meaning-making.

Table 2. Song clips

Date	Audiovisual Implementation	Examples	Benefits
09/07/24	A song clip from YouTube about the hobby's song	The teacher played a song about hobbies in the middle of the lesson. For example, "What do you like to do?" song.	Captures attention and reinforces vocabulary through a fun medium.
16/07/24	A song clip from YouTube about a transportation song	To start the lesson, the teacher played the song "A Wheels on the Bus," and in the middle of the lesson, the teacher played a song about transportation.	Simplifies learning transportation vocabulary through repetition and melody.
06/08/24	A song clip from YouTube about parts of the body	The teacher used the song "Me!" in the middle of the lesson, and the "Head, Shoulders, Knees and Toes" song in the lesson's last phase to engage students physically.	Combining movement learning, and facilitates students' engagement with a fun medium.
20/08/24	Song clips from YouTube about emotions	The teacher introduces the song "If You're Happy and You Know It" in the first phase of the lesson, and the "If You're Happy" song in the middle of the lesson to teach feelings like happy, sad, etc.	Helps students associate emotions with actions, making learning interactive.
27/08/24	A song clip from YouTube about school subjects	The teacher used a "School Subjects" song to refresh the students' attention in the middle of the lesson.	Encourages interest in subjects and helps build a subject-related vocabulary base.

The use of song clips in English lessons offered a powerful multimodal approach that bridged language learning with rhythm, movement, and emotional engagement (table 2). These audiovisual tools were not only used to entertain but to structure vocabulary learning in a way that was accessible, memorable, and interactive. Song clips supported young EFL learners by embedding English vocabulary into musical contexts, which made language both more understandable and more enjoyable.

Each song clip was selected based on the lesson theme, such as hobbies, transportation, parts of the body, emotions, and school subjects, and was placed strategically during the beginning, middle, or final phase of the lesson to stimulate attention and reinforce key vocabulary. For instance, songs related to hobbies and transportation were introduced to energize students and introduce thematic words in a rhythmic and repetitive format. The repeated exposure to vocabulary in chorus lines allowed learners to become familiar with word sounds and meanings through music, enhancing auditory comprehension.

The engagement level during song sessions was notably high. Students often sang along spontaneously, clapped, or performed hand movements aligned with the lyrics. This physical and emotional response showed that learners were not only cognitively focused but also enjoying the activity. Even students who were typically passive during other parts of the lesson became visibly more active when music was introduced. Songs thus served as emotional connectors that increased students' willingness to participate.

In terms of comprehension, songs facilitated vocabulary retention by embedding words within structured, predictable lyrical patterns. In songs like those for parts of the body or emotions, learners demonstrated better recall due to the repetitive nature of the lyrics and the physical gestures associated with them. For example, when learning body part vocabulary, students could associate the word "shoulder" with touching that body part while singing. This blending of visual, auditory, and kinesthetic elements supported multi-sensory learning, which is particularly helpful for younger learners to learn English. The implementation of songs also contributed significantly to student interaction. Singing as a group created a shared classroom rhythm and encouraged social learning. Students often corrected each other's lyrics, laughed together, or gestured in unison, creating a sense of belonging and reducing anxiety related to speaking in English. In several cases, students-initiated side conversations about the song topics, showing how music opened opportunities for authentic peer interaction around language. Overall, the strategic use of song clips enriched the language learning environment by:

1. Increasing engagement through rhythm, melody, and physical movement

2. Enhancing comprehension via repeated, contextualized vocabulary exposure
3. Fostering interaction through group singing, peer feedback, and expressive gestures

These findings show that song clips are not merely supplementary materials, but pedagogically powerful tools that promote active, embodied, and collaborative language learning. In EFL classrooms where verbal participation can be inhibited by low proficiency or lack of confidence, songs provide a joyful way for developing vocabulary, pronunciation, and communicative competence.

Table 3. Audiovisual game-based learning

Date	Audiovisual Implementation	Examples	Benefits
09/07/24	Utilizing an interactive game platform for hobbies	The teacher used an online quiz game and designed a multiple-choice game about hobbies. The teacher utilizes the Quiz.com platform as a medium to design the game.	Encourages vocabulary application through engaging activities.
16/07/24	Utilizing an interactive game platform for transportation	The teacher designed a multiple-choice and checkbox game where the students identified transportation names from picture cues and mentioned some transportation names based on their types.	Reinforces vocabulary recognition and reading comprehension.
06/08/24	Utilizing an interactive game platform for the parts of the body	The teacher designed a multiple-choice game where the students identify the names of the body parts from picture cues.	Enhances understanding of body parts through interactive and visual reinforcement.
20/08/24	Utilizing an interactive game platform for emotions	The teacher designed a multiple-choice and checkboxes game where the students identify emotion types from picture cues.	helps students associate vocabulary with visual and contextual cues.
27/08/24	Utilizing an interactive game platform for school subjects	The teacher designed a multiple-choice game where the students identify the school subjects from picture cues.	Develops vocabulary and links it to real-life contexts.

The integration of audiovisual game-based learning in English classrooms created a dynamic and interactive environment that encouraged students to engage with vocabulary in ways that were both cognitively challenging and emotionally motivating. By utilizing online quiz platforms such as Quiz.com, teachers transformed traditional vocabulary exercises into playful, technology-enhanced learning experiences that combined visuals, sound, and immediate feedback (table 3).

Each game-based activity was thematically aligned with lesson content covering topics such as hobbies, transportation, parts of the body, emotions, and school subjects. The game formats typically included multiple-choice and checkbox questions that required students to identify vocabulary based on picture cues, read short prompts, or match terms with images. This setup allowed students to interact directly with the target vocabulary while receiving immediate confirmation of their answers, fostering an active learning process rooted in trial, feedback, and repetition.

The impact on student engagement was particularly pronounced. The competitive nature of the games, whether through scoring, time limits, or class-wide participation, generated excitement and focus. Students frequently displayed eagerness to participate, volunteered to answer questions, and showed visible enthusiasm when their answers were correct. These observations indicate that game-based media sustained attention more helpful than conventional drills, especially for students with lower motivation in standard classroom formats.

In terms of comprehension, the games provided an opportunity for students to apply vocabulary knowledge in a meaningful context. When presented with images of, for example, various body parts or school subjects, learners had to actively recall and match terms. The visual cues served as cognitive anchors, helping them associate words with concrete representations. Moreover, the interactive format allowed teachers to adjust difficulty levels, giving learners with different proficiency levels the opportunity to participate without fear of failure. This approach encouraged individualized learning paths while still maintaining group cohesion.

The games also created ample opportunities for interaction, both among students and between students and teachers. Students were observed discussing options with peers, celebrating correct answers, and laughing at shared mistakes, all of which promoted social bonding and peer-to-peer support. Teachers also used the game results as a springboard for follow-up discussion or clarification, which added pedagogical depth to the activity. The feedback-rich environment nurtured collaborative dialogue, turning mistakes into learning moments and fostering classroom trust. Overall, the implementation of game-based audiovisual tools contributed to:

1. High engagement, driven by competition, novelty, and active participation
2. Improved comprehension, through contextual application and visual reinforcement
3. Meaningful interaction, enabled by peer collaboration and teacher-guided reflection

This finding affirms that audiovisual games are more than entertainment; they serve as structured, goal-oriented learning experiences that align with how children process information. In EFL settings, where learners may have limited exposure to English outside the classroom, these tools provide valuable opportunities to practice language use authentically and repeatedly in an encouraging environment. Their ability to combine learning with play also makes them highly suitable for the developmental characteristics of young learners.

DISCUSSION

The findings of this study confirm that the integration of audiovisual media, such as animated educational videos, song clips, and game-based learning, plays a significant role in enhancing student engagement, comprehension, and interaction. The research results reveal that the path of implementing these tools is quite important in assisting students in learning English, where each tool has its contributions. Animated educational videos played a significant role in introducing new vocabulary and concepts by providing clear visual context and structured input (Kleftodimos, 2024). This approach was utilized to give the stimuli to students to help them understand the concepts of the materials that were given (Astutik et al., 2022). The ability to pause and replay videos allowed the teacher to adjust the pace to students' comprehension level, supporting differentiated learning approaches. Moreover, this approach was aligned with Total Physical Response (TPR) principles and influenced many students to unconsciously follow the activities with actions, creating a kinesthetic connection to the vocabulary (Astutik & Aulina, 2017). This flexibility in content delivery proved especially valuable in accommodating diverse learning paces within the classroom (Laksmi et al., 2021). When students are better able to grasp the content, audiovisual aids provide them with clear examples of real-life context (Irmawati et al., 2020). Moreover, Song clips emerged as powerful tools for maintaining student engagement and reinforcing vocabulary through repetition (Kholidya & Rofiah, 2019), (Budianto et al., 2022). The combination of melody, rhythm, and movement created a multi-sensory learning experience that supported students' retention of information, transforming potentially monotonous vocabulary practice into a more engaging activity (Feng & Guo, 2025). Furthermore, audiovisual game-based learning fostered active participation and immediate feedback, creating an interactive environment that motivated students to participate in their learning (Satria et al., 2017), (Regina & Christopher Rajasekaran, 2023). Furthermore, audiovisual materials within game-based contexts can reinforce learning by providing visual and auditory stimuli that are appropriate to different learning styles (Kartika et al., 2023). The competitive yet collaborative nature of these games encouraged peer

learning and reduced anxiety about making mistakes, creating a more comfortable learning atmosphere (Vnucko et al., 2024).

These findings have significant implications for English language instruction at both pedagogical and institutional levels. Teachers should consider incorporating a mix of audiovisual tools rather than relying on a single approach, as each tool brings unique benefits to the learning process (Budianto et al., 2022). The timing of audiovisual implementation, whether at the beginning, middle, or end of lessons, has a noticeable influence on how students respond, suggesting the need for strategic planning in lesson delivery. Future studies should explore longitudinal impacts and hybrid approaches, such as games and writing, to enhance the students' comprehension and provide them with the opportunity to learn English easily. Additionally, schools are expected to invest in appropriate technological infrastructure to support audiovisual implementation. At the same time, teacher training programs should include guidance on how to integrate these tools into daily teaching activities, especially when incorporating mixed audiovisual media for students with diverse learning styles. Through the existence of technology, teachers are expected to be more advanced in mastering technology to assist the students in their learning activities (Astutik et al., 2023).

The importance of these findings is particularly relevant given the study's scope and context within a Thai elementary school setting. This context provides valuable insights into how audiovisual tools can assist English learning in EFL environments, where the implementation of the target language is often limited to classroom settings. Moreover, the proposed media makes it possible to engage fourth-grade students as it suits the lesson objectives (Satria et al., 2017). The focus on fourth-grade students captures a critical period in language development, while the three-month observation period allowed for thorough documentation of both immediate and sustained effects of audiovisual implementation.

However, several limitations should be acknowledged in this research. Technical constraints, including occasional technical issues, limited access to high-quality audiovisual resources, and variable internet connectivity, affected the implementation of these tools. Critically, the study's confinement to a single classroom within one Thai public school limits the generalizability of findings. Methodological limitations include the study's focus on one grade level in a single school, the relatively short observation period of three months, and the absence of quantitative assessment of learning outcomes. Furthermore, the reliance on observational data alone limits the ability to triangulate findings; future research should incorporate direct measures such as student feedback, interviews and surveys, and standardized vocabulary tests to strengthen validity and provide a more comprehensive understanding of learning outcomes. These limitations suggest areas for improvement in future research design. In addition, previous research found that the teacher's ability to implement these tools influenced how well the media supported the learning process. (Irmawati et al., 2020). The quality of teaching materials and the teacher's approach to engaging students and explaining content clearly are important elements that influence how these tools function in the classroom setting (Sanjaya, 2023).

Based on these findings, **future research should consider conducting longitudinal studies to assess the sustained impact of audiovisual tools on language acquisition and track student progress across multiple grade levels.** Comparative studies examining how these tools function across different age groups and in varied combinations could inform better strategies for integrating audiovisual media into instruction. Additionally, developing a standardized method to measure the impact of audiovisual tools on language learning outcomes, incorporating both qualitative and quantitative methods, would provide more comprehensive evaluation data. Future studies should also investigate the role of emerging technologies in audiovisual language learning and explore solutions for technical challenges in resource-limited settings.

The research underscores the potential of audiovisual tools to transform English language teaching in elementary settings while highlighting the need for careful consideration of implementation strategies and resource requirements. The findings suggest that when thoughtfully integrated, audiovisual tools can create a more engaging, interactive, and supportive learning environment for young English language learners. However, a successful learning environment requires careful planning, adequate resources, and ongoing reflection to ensure these tools serve their intended pedagogical purposes. Future research building on these insights will be crucial for developing more informed approaches to language education and for exploring how to optimize the use of audiovisual tools in various educational contexts.

CONCLUSION

In conclusion, this study highlights the pedagogical value of integrating multiple forms of audiovisual media into English language instruction for young learners. By observing how animated videos, musical content, and interactive games shaped classroom participation, the research provides insights into how these tools support vocabulary acquisition, student engagement, and social interaction in a natural learning setting. The classroom-based evidence suggests that thoughtfully combining audiovisual resources according to lesson phases and learner needs contributes to a more responsive and inclusive instructional approach. While the findings are context-specific, they offer relevant considerations for educators seeking to enrich language learning environments, especially in EFL settings where exposure to authentic English use is limited. As technology continues to evolve, further exploration into media-based strategies may help refine instructional practices that are not only engaging but also aligned with the developmental characteristics of early language learners.

REFERENCES

- Astutik, Y., Agustina, S., Megawati, F., & Anggraini, R. (2023). Increasing English teachers' innovation through training on teaching modules development with digital technology integration. *Journal of Community Service and Empowerment*, 4(3), 459-466. <https://doi.org/10.22219/jcse.v4i3.27579>
- Astutik, Y., & Aulina, C. N. (2017). Metode total physical response (TPR) pada pengajaran bahasa Inggris Siswa Taman Kanak-Kanak. *Metode Total Physical Response (TPR) Pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak*, 17(2), 9-23.
- Astutik, Y., Setiawan, S., Anam, S., & Suhartono. (2022). "I Can Teach With My Videos": How Do Teachers Teach English to Young Learners in a Technology-Limited Environment? *International Journal of Learning, Teaching and Educational Research*, 21(7), 158-177. <https://doi.org/10.26803/ijlter.21.7.9>
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Budianto, S., Sayidah, N., Sucipto, S., & Mustofa, A. (2022). Young Learners Preferences on Using Games and Songs for Learning English in EFL Context. *Education Quarterly Reviews*, 5(4), 90-95. <https://doi.org/10.31014/aior.1993.05.04.574>
- Coşkun, A. (2023). Perception of Boredom in Young Learners' English Language Classes. *Educatione*, 2(2), 196-217. <https://doi.org/10.58650/educatione.1331880>
- Coşkun, A., & Yüksel, Y. (2021). Examining English as a Foreign Language Students' Boredom in terms of Different Variables. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 7(1), 19-36. <https://doi.org/10.35974/acuity.v7i2.2539>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Dalimunthe, L., & Yogo Purnomo, S. (2022). the Effect of Using Audio Visual Media on Students' English Speaking Ability. 1(2), 38-42. <http://lingua.educationis>
- Feng, Q., & Guo, Z. (2025). A Case Study: Investigating High School English Student Engagement in Language Learning through YouTube Music Videos. *Forum for Linguistic Studies*, 7(1), 260-271. <https://doi.org/10.30564/fls.v7i1.7631>

- Garcia-Marchena, O. (2020). *David Crystal, The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2019, 506 pages. *Lexis. Journal in English Lexicology*.
- Irmawati, I., Ihsan, M., & Rasmidi, R. (2020). Utilizing Audio Visual Aids To Improve English Speaking Skill for the Eight Grade Students of Smp Negeri 3 Banawa. *Datokarama English Education Journal*, 1(1), 61-72. <https://doi.org/10.24239/dee.v1i1.6>
- Kartika, dewi, Siahaan, S., Herman, H., Rumapea, E. L., Fermiska Silalahi, T., Hkbp, U., Pematangsiantar, N., Tinggi, S., Ekonomi, I., & Bitung, P. (2023). Implementation of Audio-Visual Teaching Media in Improving Students' Listening Comprehension: A Case on Teaching Method. *Print). Journal of English Language and Education*, 8(2), 2023.
- Kholidiya, C. F., & Rofiah, K. (2019). *Mr. Mustache and Friends: A Song Animation Video Development Based on Signalong Indonesia*. *Social Sciences, Humanities and Education* Conference (SoSHEC 2019), 102-105.
- Kleftodimos, A. (2024). Computer-Animated Videos in Education: A Comprehensive Review and Teacher Experiences from Animation Creation. *Digital*, 4(3), 613-647. <https://doi.org/10.3390/digital4030031>
- Laksmi, N. K. ., Yasa, I. K. ., & Mirayani, K. A. M. (2021). The use of animation video as learning media for young. *Universitas Pendidikan Ganesha*, 42-52.
- Mayer, R. E. (2020). *Multimedia Learning* (3rd ed.). Cambridge University Press. <https://doi.org/DOI: 10.1017/9781316941355>
- Mousavian Rad, S. E., Roohani, A., & Mirzaei, A. (2022). Developing and validating precursors of students' boredom in EFL classes: An exploratory sequential mixed-methods study. *Journal of Multilingual and Multicultural Development*, 1-18.
- Fenninger, S. E., & Singleton, D. (2017). Beyond age effects in instructional L2 learning: Revisiting the age factor. (Vol. 113). *Multilingual Matters*.
- Rahmati, J., Izadpanah, S., & Shahnava, A. (2021). A meta-analysis on educational technology in English language teaching. *Language Testing in Asia*, 11(1). <https://doi.org/10.1186/s40468-021-00121-w>
- Regina, D., & Christopher Rajasekaran, W. (2023). A Study on Understanding the Effectiveness of Audiovisual Aids in Improving English Vocabulary in ESL Classrooms. *World Journal of English Language*, 13(8), 446-452. <https://doi.org/10.5430/wjel.v13n8p446>
- Ricardo, R., & Meilani, R. I. (2017). TRicardo, R., & Meilani, R. I. (2017). The impacts of students' learning interest and motivation on their learning outcomes. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 79-92. he impacts of students' learning interest and motivation on their learning ou. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 79-92.
- Sanjaya, I. E. (2023). The Benefits and Challenge of Implementing Audiovisual Material to Improve Students' English Skills for Junior High SCHOOL STUDENTS. Universitas Kristen Duta Wacana.
- Satria, F., Aditra, H., Wibowo, M. D. A., Luthfiansyah, H., Suryani, M., Paulus, E., & Suryana, I. (2017). EFL learning media for early childhood through speech recognition application. *Proceeding - 2017 3rd International Conference on Science in Information Technology: Theory and Application of IT for Education, Industry and Society in Big Data Era, ICSITech 2017, 2018-Janua*, 568-572. <https://doi.org/10.1109/ICSITech.2017.8257177>
- Teo, T., & Zhou, M. (2017). TTeo, T., & Zhou, M. (2017). The influence of teachers' conceptions of teaching and learning on their technology acceptance. *Interactive Learning Environments*, 25(4), 513-527. he influence of teachers' conceptions of teaching and learning on their technolo. *Interactive Learning Environments*, 25(4), 513-527.
- Vnucko, G., Kralova, Z., & Tirkakova, A. (2024). Exploring the relationship between digital gaming, language attitudes, and academic success in EFL university students. *Heliyon*, 10(13), e33301. <https://doi.org/10.1016/j.heliyon.2024.e33301>
- Yulian, R., Ruhama', U., & Utami, P. Y. (2022). EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning. *International Journal of Language Education*, 6(2), 183-195. <https://doi.org/10.26858/ijole.v6i2.21511>