

Enhancing Vocabulary Instruction through Strategic Media Integration: A Case Study on Media Utilization at Tertiary Level

Faridawati¹, Lisna², Rahmat Nasrullah³

English Language Education, Universitas Muhammadiyah Kendari,
Indonesia^{1,2,3}

Corresponding email: faridawati@umkendari.ac.id

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ABSTRACT: Media utilization plays a crucial role in enhancing the teaching and learning process within the classroom environment. This study investigates how a lecturer teaching in a private university in Kendari, Indonesia perceives the use of teaching media in vocabulary instruction. Utilizing a qualitative descriptive approach through a case study, the research involved one lecturer and data collected from three classroom observations and two interviews. The analysis employed thematic coding across six key aspects: purpose, media selection, utilization, benefits, challenges, and effectiveness. The findings indicate that the lecturer employed a diverse range of teaching media, with multimedia resources, such as audio-books, being particularly prominent due to their integration of both audio and visual elements. Interviews data corroborates this observation, revealing the lecturer's belief that selecting appropriate media significantly enhances student engagement and aids in achieving learning objectives. Additionally, the study highlights that integrating various media types fosters a more interactive and dynamic vocabulary learning environment. The results further suggest that the lecturer demonstrates a robust understanding of media utilization, as evidenced by the absence of significant challenges in the process. Overall, the study underscores the effectiveness of diverse media in enriching vocabulary instruction and suggests that strategic media integration can greatly enhance the learning experience.

Keywords: media; tertiary level; utilization; vocabulary

ABSTRAK: Pemanfaatan media memainkan peran penting dalam meningkatkan proses belajar mengajar di dalam lingkungan kelas. Penelitian ini menyelidiki bagaimana seorang dosen di Universitas Muhammadiyah Kendari memandang penggunaan media pengajaran dalam pengajaran kosakata. Dengan menggunakan pendekatan deskriptif kualitatif melalui studi kasus, penelitian ini melibatkan satu dosen dan data yang dikumpulkan berasal dari tiga observasi kelas dan dua wawancara. Analisis menggunakan pengkodean tematik berdasarkan enam aspek utama: tujuan, pemilihan media, pemanfaatan, manfaat, tantangan, dan efektivitas. Hasil temuan menunjukkan bahwa dosen menggunakan beragam media pengajaran, dengan sumber daya multimedia, seperti buku audio, yang sangat menonjol karena integrasi elemen audio dan visual. Data wawancara menguatkan pengamatan ini, mengungkapkan keyakinan dosen bahwa memilih media yang tepat secara signifikan meningkatkan keterlibatan siswa dan membantu dalam mencapai tujuan.

pembelajaran. Selain itu, penelitian ini menyoroti bahwa mengintegrasikan berbagai jenis media menumbuhkan lingkungan belajar kosakata yang lebih interaktif dan dinamis. Hasilnya lebih lanjut menunjukkan bahwa dosen menunjukkan pemahaman yang kuat tentang pemanfaatan media, yang dibuktikan dengan tidak adanya tantangan yang signifikan dalam proses pembelajaran. Secara keseluruhan, penelitian ini menggarisbawahi keefektifan media yang beragam dalam memperkaya pengajaran kosakata dan menunjukkan bahwa integrasi media yang strategis sangat meningkatkan pengalaman belajar.

Kata Kunci: kosa kata, level tertier, media, penggunaan.

INTRODUCTION

Media use in EFL classrooms is mushrooming. Many teachers use the media as a means to assist in providing learning. The advancement of teaching media has also significantly affects the way vocabulary instruction is conducted in higher education context. Educators are necessitated to integrate such teaching media in to their vocabulary class to create an interactive learning. Therefore, various types of media have always been an inseparable part of the teaching and learning process. This present study aims to investigate how teacher perceives the integration of diverse media tools into vocabulary instruction at university.

Integrating teaching media in the EFL classroom be it a magazine picture, a short video or a tablet application, is commonly used for the purpose of bringing a piece of real world into the lesson (Slavíková, 2014). Media are the symbol systems that teachers and learners utilize in representing knowledge and technologies are the tools that allow them to share their knowledge representations with others (Reeves, 1998). Media and technology are interrelated and help facilitate learning to be more relevant and reliable (Andriyani et al., 2022). Technology has an essential role in the process of teaching (Maulina et al., 2022). With regard to teaching vocabulary, the use of media is very important to assist students during learning. As Wilkins in Thornbury (2004) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies.

Teaching media used in English learning can be categorized into four main types: visual media, audio media, audio-visual media, and multimedia. Visual media, such as pictures and flashcards, appeal to the sense of sight (Salawu, et al, 2013) and can motivate learners by capturing their attention and generating emotional responses (Smaldino, at al, 2005). Audio media, including radios and tape recorders, focus on auditory input and are used for activities like vocabulary practice and listening exercises while audio-visual media combine sight and sound, enhancing learning by engaging both senses simultaneously through tools like films and television (Salawu, et al, 2013). Lastly, multimedia integrates various media formats, such as text, audio, and video, using tools like computers and the internet to create a more interactive and effective learning experience. Each type plays a unique role in supporting and enriching the educational process.

Related to use of media in teaching vocabulary, some research have been conducted. The first study conducted by Prayogi's (2015) study on the Implementation of PowerPoint as media in teaching vocabulary to seventh grade Students of SMP concludes that using PowerPoint effectively enhances vocabulary teaching and helps students learn new words more effectively.

Another similar study was conducted by Binhomran & Altalhab (2021) which sought to determine the usefulness of augmented reality (AR) in EFL vocabulary learning for young learners. The experimental study involved 73 grade six students assigned to 2 groups; experimental group (38) and control group (35). The result showed that AR led to better understanding and higher level of motivation among students.

As discussed, researches on the use of teaching media in vocabulary teaching have mostly focused on the experimentation nature i.e. to find out the effectiveness of such media to teach vocabulary. However, media use in vocabulary class from the lecturers' perspective is still scarce. Therefore, the current study was conducted to investigate how lecturer perceives the media use in teaching vocabulary at university. By understanding the rationale of integrating teaching media in vocabulary class, it can give insight into what the most effective media used and how the teaching media are utilized to increase students' engagement and enhance teacher educational experience.

METHOD

This research employed a qualitative descriptive approach with case study design to explore lecturer's perception of media utilization in teaching vocabulary. Qualitative approach was employed to gain in-depth understanding of lecturer's belief toward media utilization in teaching vocabulary. The case study design allows researchers to examine real-process of media utilization in vocabulary classroom.

This study was conducted in one of private universities in Kendari, South-east Sulawesi, Indonesia. The study involved one lecturer chosen purposively. The lecturer held a master of education degree and has been teaching vocabulary course for three years.

To collect the data, the researchers conducted three classroom observations, each lasting approximately 100 minutes and focusing on the lecturer's media use during vocabulary instruction. Additionally, two semi-structured interviews were conducted with the lecturer, each lasting around 45-60 minutes, guided by questions related to media selection, utilization, and challenges.

The data were analyzed based on Miles, et al., (2014) namely data condensation, data display and conclusion drawing. During data condensation stage, thematic analysis using code was used to analyze the two data, namely data from observations and interviews. For classroom observation, the coding process were at the beginning, middle, and end of the lesson. The beginning of the lesson is coded in blue, the middle of the lesson is coded in red and the end of the lesson is coded in green. For interviews data, code based on six aspects, namely objective, media selection, utilization, benefit, challenge, and

effectiveness. Objective is coded in yellow, media selection is coded in gray, utilization is coded in purple, benefit is coded in green, challenge is coded in blue, and effectiveness is coded in red.

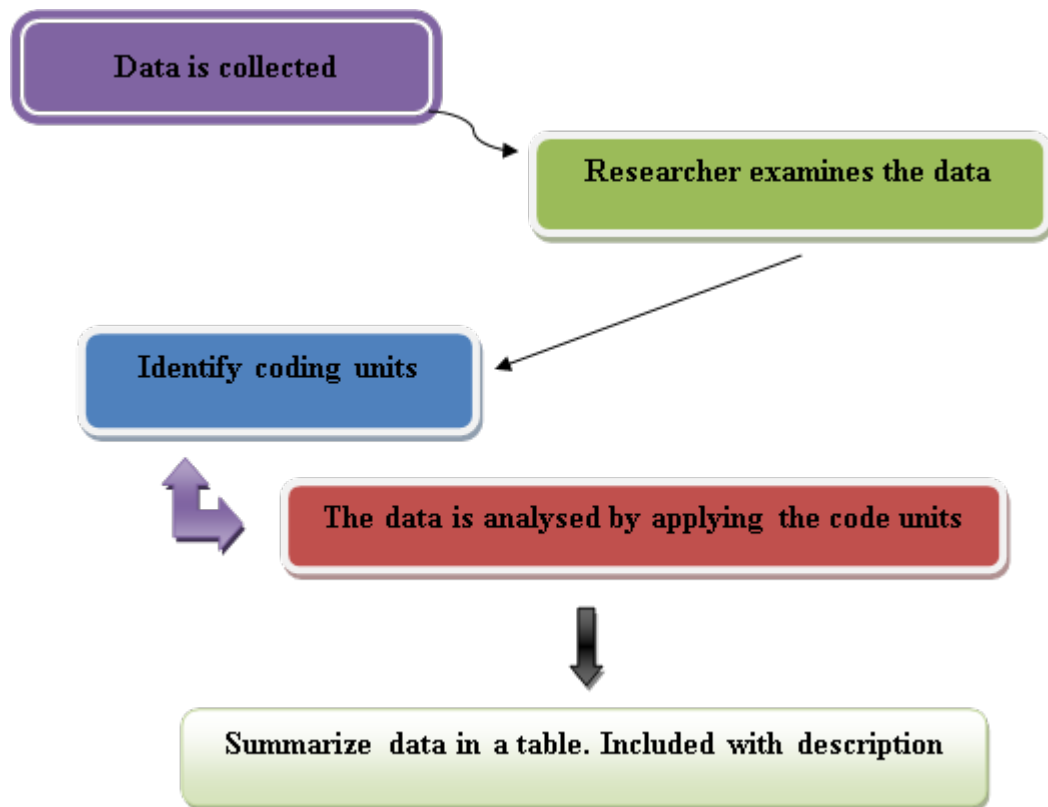


Figure 1. Data Analysis Process

The condensed data were categorized into two distinct types: observational data and interviews data. These categories were then organized into tabular formats to facilitate clear and systematic presentation. Each table was accompanied by detailed narratives or descriptive summaries to provide context and interpretation. Subsequently, the selected data were synthesized to ensure they were thoroughly supported by evidence. This synthesis process also involved evaluating the data's relevance and implications concerning the research objectives.

To ensure the credibility and trustworthiness of the data, the researchers used two different methods to collect the data. Triangulation was used to cross-checking the findings through multiple data collection methods including classroom observation and interviews. This approach enables researchers to obtain a comprehensive data. Additionally, peer-debriefing was also done with colleagues to maintain the objectivity of the analysis.

FINDING AND DISCUSSION

The findings are presented into two categories of data namely observations and interviews.

Findings from Observation

Meeting 1

The learning topic was vowel and consonant sounds, with the learning objective “students are able to distinguish the sounds and spelling of vowels, diphthongs, and consonants”. The results of the research on the first observation can be seen in the following table.

Table 1. Observation Meeting 1

Media	Activity	Example of Activity
Picture	Reviewing Materials	The lecturer asked several questions related to the previous lesson, even mentioning the material two weeks ago. Students answered the questions given by the lecturer. The question then led to follow-up questions, for example, the lecturer asks what we discussed last week? And the answer is part of speech mam, and the lecturer will ask again, “what is part of speech?”
Picture	Lead-in	The lecturer displayed some pictures in sequence and gave some questions and after that wrote down some things related to the core material.
Audiobook	Explaining Materials	Displayed the material in the form of a PDF file on the class TV monitor and explained the material after playing the audio related to the material, the audio was played not only once.
Audiobook	Checking Understanding	Lecturer allowed students to ask questions if they did not understand the learning material and continued with students answering the exercises in the printed material.
	Closing	The lecturer mentioned the material that was going to be discussed for the next meeting and informed the students that the learning material would be sent in the form of a file in the class WhatsApp group so they could study it before class.



Figure 2. Picture utilization meeting 1

Meeting 2

A week before, the students studied independently and worked on the given project base. The learning topic is still the same as the previous two weeks on vowel and consonant sounds, with the aim of learning “students are able to distinguish the sounds and spelling of vowels, diphthongs, and consonants”, the learning time is 105 minutes. The results of the research on the second observation can be seen in the following table.

Table 2. Observation Meeting 2

Media	Activity	Example of Activity
Picture	Reviewing Materials	In this meeting, learning was done by means of discussion, the previous week online learning was carried out and the group was divided into 9 groups who would make presentations with the same material but different discussions, the material was about vowel and consonant sounds, each group discussed some letters that had been assigned.
	Lead-in	In this meeting, no lead-in method was used because it focused on the presentation of each group of students.
Poster	Explaining Materials	For group that did presentation, the lecturer helped in explaining the material if there was an error in the delivery process and after the

		presentation ended, the lecturer re-explained some important points.
Poster	Checking Understanding	After each group presentation ended, the lecture checked the understanding of the other students by asking some questions related to the group material that had been presented.
	Closing	The class was concluded only with greetings because the learning time had run out for each group's presentation.



Figure 3. Poster utilization meeting 2

Meeting 3

The learning topic was word formation and affixes, with the learning objective "students are able to understand and analyze the word formation". The learning time was 105 minutes. The results of the research on the first observation can be seen in the following table.

Table 3. Observation Meeting 3

Media	Activity	Example of Activity
Picture	Reviewing Materials	The ways of reviewing it were the same as the first meeting, asking some questions that had been discussed in the previous meeting.
Picture	Lead-in	Before the lecturer started the explanation about the

		material, she gave a question related to learning activities, but the students were still unfamiliar with the material, so the lecturer asked them to look for references or read articles that discussed the material.
PowerPoint	Explaining Materials	Displayed the material in the form of a PPT file on the class TV monitor and explained all the material on the slide.
PowerPoint	Checking Understanding	After explaining the material as a whole, the lecturer allowed students to ask questions if there was an explanation that was still not understood then the lecturer gave assignments.
	Closing	Because the last meeting was before the mid-test, at the end of the lesson the lecturer told them what material they had to learn to prepare for the mid-test.



Picture 4. PowerPoint utilization meeting 3

Utilization of Media in Teaching English Vocabulary and Pronunciation: Findings from Interviews with an EFL Lecturer

The findings from the interviews provide an in-depth look at how media is utilized in teaching vocabulary and pronunciation, particularly in an English as a Foreign Language (EFL) context. These insights cover various aspects of media use in the classroom, including its purpose, selection, utilization, benefits, challenges, and overall effectiveness. Through these interviews, it becomes clear that the strategic use of multiple media types plays a crucial role in supporting both the teaching process and the students' learning outcomes.

One of the key purposes identified in the interviews was the use of media to enhance students' understanding of how to pronounce vocabulary correctly. The lecturer noted that audiobooks, pictures, posters, and PowerPoint presentations were integral to helping students grasp the material. Audiobooks, in particular, served a dual purpose. First, they allowed students to hear the correct pronunciation of words, which is essential in language acquisition. Hearing native-like pronunciation helps learners develop their phonetic awareness and ability to reproduce the sounds of the target language. The lecturer explained that the audiobooks were used to aid students in learning how to pronounce words from their handbooks accurately. This auditory input is vital in helping learners bridge the gap between written and spoken language, especially when it comes to pronunciation challenges, such as differentiating between similar sounds or mastering new phonemes that may not exist in their native language.

In addition to audiobooks, the lecturer also utilized other media, such as pictures and PowerPoint, to help clarify the learning material. Pictures served as a visual aid to illustrate key concepts or vocabulary words, which can be particularly beneficial in language learning. The use of visuals in conjunction with auditory media allows for a multimodal learning experience, which can cater to different learning styles and preferences. Visual learners, for instance, may find that pictures help them better understand and retain new vocabulary, as the images create a mental link between the word and its meaning. Additionally, PowerPoint presentations were used to highlight important points from the lesson and to structure the learning content in a way that made it easier for students to follow along and take notes. These combined approaches ensured that students were engaged and that the material was presented in a variety of ways to reinforce understanding.

The selection of media was another crucial aspect discussed in the interviews. The lecturer emphasized that media selection was not arbitrary but rather carefully aligned with the lesson topic and learning objectives. Different types of media were chosen depending on the focus of the lesson, with audiobooks being particularly useful for lessons centered on pronunciation. The lecturer explained that she did not use the same media for every class, as the course focused on both vocabulary and pronunciation, and the media needed to be adapted accordingly. For example, on days when the lesson focused more on vocabulary acquisition, visual aids such as pictures might be more heavily used to

help students connect words with their meanings. In contrast, when the lesson focused on pronunciation, audiobooks would take center stage to provide students with clear models of how to pronounce the words they were learning. This careful selection of media ensured that the learning objectives were met, as the media used directly supported the material being taught.

The interviews also shed light on how the lecturer utilized media to facilitate learning. The lecturer pointed out that the use of media was a deliberate strategy to help deliver the lesson content more effectively. By using audiobooks, students were able to hear the correct pronunciation of words as they appeared in their textbooks. This was especially helpful for auditory learners, who benefit from listening to the target language spoken fluently. Furthermore, pictures were used to attract students' attention and to make abstract concepts more concrete. For example, when teaching vocabulary related to objects, animals, or actions, pictures provided a clear and direct representation of the word, making it easier for students to understand and remember. According to the Cognitive Theory of Multimedia Learning (CTML), students understand material better when it combines images and words rather than using words alone (Mayer, 2014). Additionally, PowerPoint presentations helped guide the lesson by outlining key points and providing a visual structure that students could follow, thereby enhancing their ability to absorb and organize information.

The benefits of using media in the classroom were evident from the interviews. The lecturer emphasized that media played a significant role in making the lessons more engaging and accessible for students. Audiobooks, for instance, allowed students to engage in multiple tasks simultaneously. While listening to the correct pronunciation of words, students could also look up the meanings of the words or try to form sentences using the new vocabulary. This active engagement helped reinforce their learning. Similarly, the use of PowerPoint presentations helped students focus on the most important aspects of the lesson, as it highlighted key information that they could refer back to during study sessions. Images were particularly effective in grabbing students' attention and making abstract or unfamiliar vocabulary more relatable by providing a visual representation. This multimodal approach to teaching supported various learning styles and made the content more accessible to a wider range of students.

Interestingly, the lecturer reported no significant challenges in using media during lessons. She explained that the combination of different media types, such as audiobooks, pictures, and PowerPoint presentations, worked together seamlessly to support the learning process. Because these media complemented each other, the lecturer did not encounter any difficulties in achieving the lesson objectives. This suggests that when media is thoughtfully integrated into the curriculum and carefully selected to match the lesson content, it can greatly enhance the teaching and learning experience without adding unnecessary complexity or challenges.

In terms of effectiveness, the use of media in the vocabulary and pronunciation lessons was deemed highly successful. The lecturer noted that audiobooks were particularly effective in helping students improve their pronunciation skills. By listening to the correct pronunciation of vowel and consonant sounds, students were able to practice and refine their pronunciation more accurately. Visual aids, such as pictures, also played a crucial role in helping students understand and retain new vocabulary. By providing a visual representation of the words being taught, the pictures helped students form stronger connections between the word and its meaning, thereby expanding their vocabulary.

The interviews revealed that the use of media in teaching vocabulary and pronunciation is a highly effective strategy. By carefully selecting and utilizing various types of media, such as audiobooks, pictures, and PowerPoint presentations, the lecturer was able to create a dynamic and engaging learning environment that supported students in achieving their learning objectives. The strategic combination of auditory and visual media not only helped students improve their pronunciation and vocabulary but also made the learning process more enjoyable and accessible. This approach highlights the importance of using diverse media types in language teaching to cater to different learning styles and ensure a comprehensive understanding of the material.

Enhancing Vocabulary and Pronunciation Learning through the Effective Use of Media in the Classroom

The results of the study regarding the use of media in teaching vocabulary and pronunciation were divided into six aspects: purpose, media selection, utilization, benefit, challenges, and effectiveness. The primary purpose of using media in teaching is to assist lecturers in explaining material and help students understand the content more effectively. Smaldino et al. (2005) argue that media becomes instructional when it is designed to facilitate communication and learning, ultimately helping students and teachers achieve their educational goals. In terms of media selection, the lecturer carefully chose media based on the material being taught and combined different types to meet learning objectives. Audiobooks were used to help students hear correct pronunciation, while pictures, posters, and PowerPoint were utilized to visually highlight important points. Teng (2023) noted that incorporating visual and auditory media can make vocabulary learning more engaging, reinforcing the learning process.

The media used by the lecturer was consistently combined with other types to enhance the teaching process. Audiobooks, for example, were displayed as PDF files while audio was played to clarify pronunciation, although they could be used in various other ways. According to Hodgson (2016), audiobooks improve vocabulary and boost students' confidence, contributing to better fluency in English. Audiobooks offer examples from native speakers, helping students learn the correct pronunciation of words (Assiddiqhi and Rosa, 2021). Additionally, visual media such as posters and pictures were found to engage

students and enhance their creativity in the learning process. Ulva (2018) showed that posters help maintain student interest, making learning more interactive. Similarly, PowerPoint presentations served as a concise summary of key points, making the material easier to digest for students, as supported by Prayogi (2015).

The benefits of using media in teaching were evident in both the interviews and observational data. Audiobooks were particularly useful in clarifying pronunciation, and pictures and posters attracted students' attention, helping to illustrate information. Serafini (2004) argued that audiobooks not only improve vocabulary but also demonstrate fluent reading and appropriate articulation. The use of pictures and posters helped students retain new vocabulary, making the lessons more dynamic and memorable. Reilly (2007) also supported the use of posters, stating that they foster oral practice and increase students' confidence. Moreover, PowerPoint presentations helped students easily review the material, especially when accessed on mobile devices, which according to Hao et al. (2021), enhances vocabulary learning by providing more flexible access to content.

In terms of challenges, the use of media in teaching presented no significant difficulties for the lecturer. According to the interviews, the media was easy to apply and facilitated the achievement of learning objectives. Rintaningrum (2023) notes that one of the challenges in integrating technology in English language teaching is the ability to use it effectively, but Sudirman (1991) points out that a deep understanding of media characteristics helps overcome such obstacles. The lecturer's familiarity with the media used ensured a smooth teaching process without major hurdles.

The media was also found to be highly effective in engaging students and helping them understand the learning material. Observational data revealed that students were active and attentive during the lessons, demonstrating the effectiveness of the chosen media. Teng (2023) stated that multimedia inputs improve comprehension and assist in acquiring new vocabulary. Ultimately, the use of media in the classroom helped the lecturer teach more reflectively while enabling students to grasp concepts more effectively, contributing to a more productive learning environment.

CONCLUSION

The study investigates how lecturer perceives the media utilization in teaching vocabulary by examining six key aspects: purpose, media selection, utilization, benefits, challenges, and effectiveness. The lecturer believes that using appropriate media can improve student's engagement and achieve desired learning goals. The findings also suggest that multimedia such as audiobook prove to be effective in creating an interactive learning atmosphere. Audiobook brings about clarity in terms of audio and visual material which supports the process of learning new vocabulary.

The findings of this study emphasize the use of technology-based multimedia in learning process, not only in learning vocabulary but in all English

skills. By using appropriate combination of teaching media, lecturer can create a more engaging learning process. The findings of this study also provide information on how to combine appropriate media for vocabulary class. Furthermore, it is suggested that the media is not only used to explain the material but can also be developed as assessment tools. Further research could investigate more about the students' attitude and motivation towards use of media in the classroom.

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