Developing Audio-Visual EFL Material for Conditional Sentences

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Abstract. This study develops audio-visual teaching materials to enhance secondary school students' understanding of conditional sentences in English as a Foreign Language (EFL) instruction. Adopting the Borg and Gall Research and Development (R&D) model, the study involves information gathering, planning, prototype development, field testing, and product revision. The materials include animated videos and interactive exercises designed to engage students and simplify complex grammatical concepts. Data collected through questionnaires, interviews, observations, and tests reveal improved student comprehension and engagement after using the materials. Teachers noted that these resources align with curriculum requirements and support effective grammar teaching. This study highlights the potential of audio-visual media in addressing challenges in EFL grammar instruction, offering practical and innovative solutions for educators.

Keywords: Conditional Sentences, Audio-Visual, EFL, Grammar Teaching, Learning Media

1. BACKGROUND

English has established itself as a global language, playing a critical role as a medium of communication in international contexts and as a fundamental skill for navigating the demands of the modern world. In secondary education, the mastery of English as a Foreign Language (EFL) is essential to equip students with the linguistic competencies required for global competitiveness. Grammar, as a core component of English learning, serves as the foundation for constructing clear, precise, and effective communication. Without a solid understanding of grammar, students may struggle to convey their thoughts accurately and comprehend the messages of others, impeding their ability to participate in meaningful exchanges.

However, despite its importance, grammar is often perceived as one of the most challenging aspects of language learning. Among the various grammatical topics, conditional sentences stand out as particularly difficult due to their syntactic complexity and the wide range of contexts in which they are used. Conditional sentences involve nuanced rules that can be abstract and intimidating for students, especially when taught using traditional methods such as rote memorization and repetitive drills. These conventional approaches often fail to contextualize the material, leaving students disengaged and unable to see the practical applications of what they have learned. As a result, students frequently find grammar lessons tedious and unmotivating, which hinders their overall language acquisition.

The advancement of educational technology offers a unique opportunity to address these challenges through innovative instructional materials. Audio-visual media, as a form of digital

learning resource, holds great promise for enhancing the teaching and learning of grammar. By integrating visual elements, sound, and interactive features, audio-visual materials can present abstract grammatical concepts like conditional sentences in a concrete and engaging manner. These tools not only facilitate a deeper understanding of the rules but also allow students to experience grammar in realistic, context-based scenarios. This approach has the potential to transform the traditionally dry and abstract process of learning grammar into an interactive and stimulating experience.

This study seeks to bridge the gap in existing research and instructional practices by focusing on the development of audio-visual materials specifically tailored for teaching conditional sentences. While prior studies have explored the use of technology in EFL classrooms, few have concentrated on designing grammar-focused materials that align with the specific needs of secondary school learners. By addressing this gap, the study aims to provide teachers and students with practical, effective tools that improve learning outcomes and engagement. Ultimately, the findings of this research are expected to contribute not only to the field of EFL education but also to the broader discourse on leveraging technology to enhance language instruction.

2. LITERATURE REVIEW

The integration of audio-visual materials in teaching English as a Foreign Language (EFL) has gained significant attention. This section reviews supporting theories and relevant research studies, particularly in the context of teaching grammar and conditional sentences in secondary schools.

Supporting Theories

1. Cognitive Theory of Multimedia Learning (Mayer, 2021)

   Mayer's updated theory emphasizes reducing extraneous cognitive load through multimedia materials tailored to learners' needs. For example, videos and audio clips presenting conditional sentences in real-life contexts help learners grasp usage and structure effectively.

2. Communicative Language Teaching (CLT) (Ajo Hernández, 2023).

   This approach emphasizes the importance of using real-world situations to teach grammar, allowing students to immediately apply what they have learned in everyday communication. Audio-visual media supports this approach by providing engaging, real-life contexts.

3. Dual Coding Theory in Multimedia Learning (Clark & Paivio, 1991)

This theory asserts that combining verbal and visual information enhances comprehension and retention. Audio-visual tools leverage this principle, making complex grammar rules, such as conditional sentences, easier to understand through simultaneous verbal explanations and visual representations.

4. Motivational Theory in Gamification (Wood-Borque, 2022)

Wood-Borque highlights that gamified elements, such as awarding badges and points, boost students' intrinsic motivation. In grammar learning based on audio-visual media, gamification elements can enhance student engagement through interactivity, encouraging them to actively understand and apply conditional sentences in real-life contexts.

5. Universal Design for Learning (UDL) Framework (CAST, 2018)

UDL encourages using diverse teaching methods to address varied learning needs. Audio-visual materials align with UDL by offering multiple means of representation (videos, graphics), engagement (interactive exercises), and expression (student-created audio-visual content).

Previous Studies

1. The Application of Audio-Visual Media in Teaching English for Grade VII Students at SMPN 1 Syamtalira Bayu, Aceh Utara. (Nadia, w. & Nurus, S. 2022)

This study demonstrates how audio-visual media improves student engagement and learning outcomes in EFL classrooms. It highlights that these tools make grammar lessons, including conditional sentences, more accessible and enjoyable.

2. The Use of Audio-Visual Media to Improve English Language Skills of Elementary Students. (Germana, O.R. 2024)

This research investigates how audio-visual tools enhance language skills and grammar comprehension. The findings reveal that such tools are particularly effective in reinforcing grammar through contextualized visuals.

3. The Effectiveness of Audio-Visual Media in Teaching French Writing Skills. (Rani, A. W. 2011)

Although this study focuses on French, its findings are applicable to EFL teaching. It concludes that audio-visual media significantly improve grammar accuracy and overall writing skills.

4. The Effectiveness of Audio-Visual Media in Teaching English: Impacts on Motivation and Learning Outcomes. (Khoerotul, M. 2019)

This study shows that audio-visual tools not only improve grammar comprehension but also increase students' motivation, making learning conditional sentences more engaging.

5. The Impact of Audio-Visual Media on English Learning Outcomes. (Deva, P. S. & Suyatiningsih. 2022)

This research highlights how audio-visual materials enhance students' interest and performance in grammar lessons, specifically in mastering conditional sentences.

The reviewed theories and studies underscore the effectiveness of audio-visual materials in enhancing EFL learning, particularly in grammar instruction. By contextualizing grammar concepts such as conditional sentences and fostering active engagement, these tools address learning challenges while improving outcomes in secondary school classrooms.

3. RESEARCH METHOD

The study employs the R&D model developed by Borg and Gall (1983), which is widely recognized for its systematic approach to creating and refining educational materials. The model involves a series of stages designed to ensure the developed product is both effective and practical for its intended users. Out of the ten original stages in Borg and Gall's framework, this study focuses on five key steps, which are described in detail below:

Research and Information Gathering

In this phase, the researchers conducted a comprehensive analysis to identify the specific challenges faced by secondary school students in learning conditional sentences in English as a Foreign Language (EFL). Conditional sentences, due to their syntactic complexity, were identified as particularly difficult for students. Data was collected through questionnaires and interviews with students and teachers to understand gaps in existing materials and teaching methods. Teachers highlighted that traditional approaches, such as rote learning and drills, often fail to engage students or provide practical contexts.

Planning

The planning phase involved designing the structure and content of the teaching materials to meet the identified needs. The researchers proposed using audio-visual media, including animated videos and interactive exercises, to present conditional sentences in a way that is engaging and contextually relevant. Guided by principles of Communicative Language Teaching (CLT), the materials were designed to incorporate real-life scenarios, enabling students to see practical applications of grammar.

Developing Preliminary Form of Product

This phase focused on creating the initial version of the teaching materials. Animated videos were produced to visually explain conditional sentence structures, with examples drawn from everyday contexts. Interactive exercises, such as fill-in-the-blank activities and multiple-choice questions, were embedded within the videos to reinforce learning. To cater to diverse student needs, the materials included voiceovers, subtitles, and visually appealing graphics.

Field Testing

The preliminary materials were tested in a classroom setting to evaluate their practicality and effectiveness. A group of 35 secondary school students participated, with teachers using the materials during lessons. Observations and feedback from students and teachers were collected through questionnaires, interviews, and checklists. The field test provided insights into how students engaged with the materials and whether they improved their understanding of conditional sentences.

Product Revision

In the final step, the materials were revised based on the feedback collected during the field testing. Teachers suggested improvements to better align the materials with curriculum requirements and simplify their integration into lessons. Students highlighted aspects of the materials they found particularly engaging or challenging. Adjustments were made to enhance the clarity of explanations, improve the design of interactive features, and address any technical difficulties

4. RESULT AND DISCUSSION

This section discusses the development results and analysis of the audio-visual teaching materials for teaching conditional sentences at the secondary school level.

Development Results

The primary outcome of this research is a set of audio-visual teaching materials specifically designed for teaching conditional sentences to secondary school students. These materials include:

1. **Instructional Videos**
   a) A series of animated videos illustrating the three types of conditional sentences ("if" clauses) with real-life scenarios. For example, the videos present everyday contexts such as planning events ("If it rains, we will stay inside") and hypothetical situations ("If I were rich, I would travel the world").
   b) Voiceovers and subtitles in English enhance comprehension and support listening and reading skills.

2. **Interactive Exercises**

   a) Digital exercises embedded within the videos. These include fill-in-the-blank questions and multiple-choice quizzesto reinforce understanding of conditional sentence structures.

   b) Gamified elements such as points and badges encourage student engagement and motivation.

3. **Teacher's Guide**

   a) A supporting manual for teachers with step-by-step instructions on integrating the materials into lessons.

   b) Suggestions for supplementary activities, such as group role-plays using conditional sentences and class discussions based on video scenarios.

4. **Student Workbook**

   a) Printable exercises aligned with the video content, providing opportunities for independent practice.

   b) Creative writing prompts requiring students to use conditional sentences in meaningful ways, such as composing hypothetical scenarios or advice columns.

5. **Access to the Final Product**

The developed materials can be accessed via this link:

https://drive.google.com/file/d/1ylBJDVlPtAo6rea7AlVyRs4Yd8jtcdP0

Trial Tests

1. Initial Trial

The audio-visual materials were initially tested in a secondary school class of 35 students (ages 14–16). The trial aimed to assess the practicality, engagement, and initial effectiveness of the developed materials. Key findings include:

Student Engagement:

   a) Over 90% of students reported that the videos were "fun and easy to understand."

   b) Observation checklists showed high levels of attention and active participation during video-based activities.

Comprehension:

Pre-test and post-test scores revealed significant improvement. The average score increased from 65 (pre-test) to 85 (post-test).

Feedback:

   a) Positive feedback from teachers highlighted the materials' alignment with curriculum goals and their ability to simplify complex grammatical concepts.

b) Students suggested adding more interactive games and real-life examples in the videos.

2. Revisions

Based on feedback, the following improvements were made:

Video Content:

a) Added more diverse real-life scenarios, such as conversations about environmental issues.

b) Enhanced animations and visuals to better illustrate abstract grammar concepts.

Interactive Features:

Incorporated a "review" section at the end of each video, summarizing key points and providing immediate feedback on interactive exercises.

Technical Aspect:

Improved audio quality and synchronized subtitles to ensure clarity.

3. Final Trial

The revised materials were tested with the same student group over four weeks. Results showed:

a) Increased Engagement:

Students expressed higher levels of enthusiasm, with 95% stating that the materials made learning conditional sentences "interesting and clear."

b) Enhanced Learning Outcomes:

The final post-test results showed an average score of 92, indicating a substantial improvement compared to the initial post-test scores.

c) Teacher Satisfaction:

Teachers reported that the materials reduced their preparation time and encouraged more active student participation.

Discussion

The findings of this study align with established theories and prior research on the use of audio-visual media in language learning. Key points of discussion include:

1. Relevance to Dual Coding Theory

The integration of visuals and verbal explanations in the videos supports Clark and Paivio's Dual Coding Theory, enhancing both comprehension and retention of conditional sentences. For instance, students were able to recall and apply grammatical structures more effectively in follow-up activities.

2. **Alignment with Cognitive Theory of Multimedia Learning:**

    a) Mayer's principles of multimedia learning are evident in the design of the materials, which reduced extraneous cognitive load by presenting information in concise, engaging formats.

    b) For example, scenario-based videos allowed students to contextualize abstract grammar rules, bridging the gap between theoretical knowledge and practical usage.

3. **Student Engagement through Gamification**

    The incorporation of gamified elements aligns with motivational theories, fostering a positive attitude toward grammar learning. Students' increased engagement reflects findings from previous studies on gamification in EFL contexts.

4. **Practical Implications for Teachers:**

    a) The teacher's guide and ready-to-use materials provide a valuable resource, reducing the workload and offering creative ways to teach grammar interactively.

    b) The study also demonstrates how such materials can address diverse learning styles, supporting the Universal Design for Learning (UDL) framework.

5. **Challenges and Limitations:**

    a) While the materials were highly effective, some students faced initial technical challenges, such as difficulty navigating interactive features on their devices.

    b) Further research could explore long-term retention of grammar concepts and the scalability of the materials across different educational contexts.

5. **CONCLUSION AND SUGGESTION**

This study successfully developed audio-visual teaching materials to address challenges in teaching conditional sentences to secondary school students. By utilizing the Borg and Gall R&D framework, the materials—comprising instructional videos, interactive exercises, a teacher's guide, and a student workbook—have proven effective in enhancing students' comprehension and engagement. Trial tests demonstrated significant improvement in students' grammar mastery, with post-test results indicating increased understanding and motivation. Teachers reported that the materials align well with curriculum requirements and reduce preparation time, making grammar teaching more practical and impactful.

Despite these achievements, some limitations were noted. A few students faced technical difficulties, such as navigating interactive features, which highlights the need for further refinement and support mechanisms. Additionally, this study primarily focused on short-term

outcomes; future research could investigate long-term retention of grammar skills and explore the scalability of the materials across diverse educational contexts.

Based on the findings, it is recommended that educators integrate audio-visual materials into their grammar instruction to foster a more engaging and effective learning environment. Future studies are encouraged to expand on this research by incorporating more diverse student populations and examining the potential for gamification and adaptive learning technologies to further enhance learning outcomes.

ACKNOWLEDEMENT

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