



Original Article

Integrating Learning Media to English Vocabulary Acquisition in Elementary School

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Abstract:

This study explores the integration of learning media into English vocabulary acquisition among elementary school students. Grounded in Constructivist, Information Processing, and Multi-Modal Learning theories, the research investigates how visual, auditory, and digital tools enhance vocabulary mastery in young learners. A qualitative descriptive method was employed, involving classroom observations and semi-structured interviews with 4th-grade students and teachers at SDK Santo Yosep Tegal Jaya in Bali. The findings reveal that learning media, especially audiovisual tools such as videos and interactive applications, significantly improve students' motivation, engagement, and vocabulary retention. Students reported greater interest and comprehension when vocabulary was introduced through visually rich and contextually meaningful media. Teachers also observed that students demonstrated improved participation and confidence in using new vocabulary. However, several challenges were identified, including limited technological infrastructure, time-consuming lesson preparation, and varying student learning preferences. Despite these obstacles, the integration of media proved effective in creating dynamic, learner-centered classrooms. The study emphasizes the importance of aligning instructional content with appropriate media tools, professional development for teachers, and institutional support for technological access. Overall, the use of learning media fosters active participation, supports differentiated instruction, and bridges the gap between theoretical knowledge and real-world language use. The research advocates for broader implementation of learning media in elementary vocabulary instruction to enhance educational quality and student language outcomes.

Keywords: Learning Media, Vocabulary Acquisition, Elementary Education, Audiovisual Tools and English Language Learning



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Introduction

English has become a global language with a central role in communication, education, and technology. As a result, learning English as a foreign language (EFL) at the elementary level is essential, particularly in developing foundational vocabulary. Vocabulary is a core component of language acquisition, influencing students' ability to communicate effectively, comprehend texts, and build competencies in speaking, listening, reading, and writing ([Alqahtani, 2021](#)). Without a sufficient vocabulary base, students face significant challenges in understanding lessons, participating in class, and progressing academically. Despite its importance, many elementary students struggle to acquire vocabulary effectively. One major cause is the persistence of traditional teaching methods that focus on rote memorization and repetitive drills ([Wang, 2020](#)). While these approaches may introduce new words, they often fail to ensure meaningful learning or long-term retention. Students tend to memorize isolated word lists without understanding how to apply them in real-life contexts, which limits both their motivation and engagement ([Moorhouse & Kohnke, 2020](#)).

EFL learners, especially in non-English-speaking countries, also face limited exposure to English outside the classroom. Unlike native speakers who acquire vocabulary through natural immersion, EFL students depend entirely on formal instruction ([Tomlinson & Masuhara, 2021](#)). When learning is confined to textbook exercises with little contextual support, students' understanding becomes fragmented. Moreover, the pressure to learn a large volume of words using disengaging methods can lead to frustration and disinterest. Another challenge lies in the lack of authentic materials and engaging learning resources. Many classrooms still rely on teacher-centered instruction, limiting students' opportunities to practice vocabulary through meaningful activities. Authentic materials—such as storybooks, films, or digital content—are rarely used, reducing students' exposure to real-world language ([Farrell, 2021](#)). As a result, students struggle to develop deeper connections with the words they are learning.

Learning media, which includes visual aids, audio-visual tools, and digital applications, offers significant potential for improving vocabulary instruction. According to [Arsyad \(2022\)](#), media enriches the learning experience by presenting content in varied formats, catering to different learning styles. Research shows that integrating multimedia—such as flashcards, videos, and interactive games—can improve both vocabulary comprehension and retention ([Zhao & Zhan, 2022](#)). [Mayer's \(2020\)](#) Multimedia Learning Theory supports the idea that combining visual and auditory elements leads to more effective learning. For example, animated videos or dramatizations help students understand words in context, aiding both pronunciation and memory. Words ending in -ion such as education, motivation, retention, and comprehension are better understood when learners hear and see them used in natural settings. Audiovisual exposure supports correct pronunciation and allows learners to grasp meaning more intuitively.

Interactive tools like digital games, quizzes, storytelling apps, and role-playing activities foster active learning environments. These tools make learning fun and immersive, encouraging students to engage with vocabulary in various ways ([Stockwell & Reinders, 2020](#)). Multi-sensory strategies—combining visual, auditory, and kinesthetic inputs—also enhance memory retention by involving different cognitive processes ([Zhao & Zhan, 2022](#)). For example, role-playing and physical movement can help students internalize vocabulary more deeply and apply it meaningfully.

Despite the proven benefits of learning media, its implementation in elementary schools remains limited. Many schools, particularly in rural or underfunded areas, lack access to essential infrastructure such as computers, projectors, or stable internet ([Selwyn,](#)

[2021](#)). As a result, teachers are unable to fully incorporate digital tools into their vocabulary instruction. In addition, outdated curricula and rigid instructional formats leave little room for innovation. Teachers often prioritize textbook completion over student-centered methods, limiting opportunities for engaging vocabulary practice ([Moorhouse & Kohnke, 2020](#)). Even when tools like PowerPoint are used, they are rarely interactive or meaningfully integrated into lessons.

Teacher readiness is another key issue. Many teachers are unfamiliar with educational technologies or lack the skills to design effective media-rich lessons. According to [Stockwell and Reinders \(2020\)](#), limited training and professional development are major barriers to media integration. Without proper guidance and support, teachers may lack the confidence to explore creative approaches or adopt new digital platforms. Observations in several elementary schools revealed that vocabulary instruction still relied heavily on printed worksheets and lectures. Digital media, when present, is often underutilized and limited to static presentations. Teachers cited lack of training and time constraints as reasons for not using more interactive tools, highlighting the need for systemic support.

To address these issues, schools and educational stakeholders must work collaboratively to support the integration of media into vocabulary instruction. Schools need to be equipped with adequate technological resources and internet access. Investments in infrastructure should be prioritized to enable equal learning opportunities for all students.

Professional development for teachers is equally important. Training programs should focus on building teachers' digital literacy and pedagogical skills for using media effectively. Teachers should be encouraged to explore different tools and adapt their instruction to diverse student needs. For example, they could use storytelling apps for creative writing, flashcards for visual recognition, and games for vocabulary reinforcement. Government support and partnerships with educational technology providers can also help bridge the resource gap. Curriculum designers should consider embedding media-based learning strategies into national teaching guidelines. This would allow for more flexible, engaging, and inclusive teaching practices that foster deeper vocabulary learning.

In conclusion, vocabulary acquisition is a fundamental part of English language learning, particularly at the elementary level. While traditional methods continue to dominate classrooms, they are often insufficient in helping students achieve lasting vocabulary mastery. The integration of learning media offers a powerful alternative, enhancing engagement, comprehension, and retention. However, limitations in infrastructure, teacher training, and curriculum flexibility hinder its widespread use. Addressing these challenges requires systemic changes—ensuring schools are equipped with necessary tools and teachers are trained to use them effectively. By creating supportive environments for media-based learning, students can experience vocabulary instruction that is not only effective but also enjoyable and meaningful. With a focus on innovation and inclusiveness, the education system can better prepare young learners for success in both academic and real-world contexts

Methods

This study employed a descriptive qualitative design to investigate the effectiveness of integrating learning media in vocabulary acquisition among fourth-grade elementary students. The goal was to explore how media tools influence student engagement and vocabulary learning within authentic classroom contexts.

Data collection was carried out through classroom observations and semi-structured interviews. Observations aimed at capturing students' attentiveness, participation, and use of

vocabulary during lessons that involved learning media. In addition, interviews with teachers and students were conducted to explore their experiences, perceptions, and challenges related to media integration.

The informants included 70 fourth-grade students from SDK Santo Yosep Tegal Jaya and two English language teachers. The sample was selected using purposive sampling, targeting classrooms with basic access to digital media tools and active student engagement in vocabulary activities.

Data were analyzed using thematic analysis, following the procedures outlined by [Braun and Clarke \(2006\)](#). This method involves identifying, analyzing, and interpreting patterns (themes) within the qualitative data to draw insights into the impact of learning media on vocabulary acquisition.

Results

1. Students perceive the role of learning media in improving their English vocabulary mastery based on their experiences

The integration of instructional media, particularly audiovisual media such as videos, plays a central role in supporting the English vocabulary learning process in the classroom. From the teacher's perspective, the primary method of integration involves incorporating these media tools directly into the teaching and learning activities, especially when introducing new vocabulary.

The teacher explains that videos are regularly used during lessons, either at the beginning to introduce new words or throughout the learning session to reinforce vocabulary in context. These videos often depict real-life scenarios, animals, objects, or daily activities, allowing students to associate the vocabulary words with visual and auditory representations.

"I integrate instructional media using audiovisuals, especially videos... Videos that present both images and sounds simultaneously help students understand new vocabulary more easily."

This method taps into dual coding theory, which suggests that the human brain processes and retains information more effectively when both verbal and visual cues are present. By seeing an object and hearing its name at the same time, students build stronger mental associations, which enhances both memory and comprehension.

According to both teacher and student responses, the effectiveness of using media particularly video content is due to several reasons:

1. Engagement and Motivation

Students become more interested and focused when lessons include entertaining and relatable video content. It breaks the monotony of traditional learning and keeps them motivated.

2. Concrete Understanding

When students watch videos that show actual representations of vocabulary items, they don't just memorize abstract words, but learn what the words mean in context. For example, watching a video about animals while learning the names of those animals helps them remember better.

3. Retention

Because the words are tied to strong visual images and sounds, they are more likely to be remembered over time. As one student noted:

"When the teacher shows vocabulary through videos or pictures, I understand faster because I can directly see what it looks like."

Many videos use the same words repeatedly in different contexts, allowing students to reinforce vocabulary knowledge. Videos also introduce sentence structures, pronunciation, and expressions that would otherwise be difficult to convey through textbook learning alone.

In practice, the teacher utilizes the following strategies:

1. Selecting topic-based videos aligned with the current vocabulary list (eg, animals, objects in the house, daily routines).
2. Pause the video at certain points to ask students questions or clarify meaning.
3. Allowing students to repeat vocabulary heard in the video.
4. Incorporating follow-up activities, such as matching words with pictures or creating short sentences based on what was watched.

These approaches help students not only acquire vocabulary passively through viewing but also actively engage with the content through discussion and practice.

4. Media as a Differentiation Tool

Importantly, audiovisual media allows teachers to accommodate different learning styles especially visual and auditory learners. Students who struggle with reading or traditional memorization methods can benefit greatly from this approach. However, the teacher also acknowledges that not all students respond the same way:

"Some students are very interested in videos, but others lose focus if there's too much animation."

This indicates that while audiovisual media is generally effective, it should be used thoughtfully and combined with other methods to address diverse student needs.

From the interview data, it is evident that students have a strong preference for interactive, visually appealing, and enjoyable learning media, particularly videos that feature animals or short stories. These preferences are highly relevant in the context of vocabulary acquisition in English learning, as such media not only entertain but also promote meaningful and contextualized learning.

1. Characteristics of Preferred Media

Students tend to prefer learning media that include the following features:

1. Engaging visuals: Bright colors, animations, and cute characters make the learning process more entertaining.
2. Simple narratives: Short stories are easier for students to follow while helping them recognize vocabulary used in context.
3. Themes relevant to children's lives: Such as animals, daily routines, school activities, games, and food.

As one student stated:

"I like videos about animals or short stories the most. They are fun and not boring, which makes me excited to learn and curious to know more."

This statement highlights that positive emotions such as enjoyment and curiosity play a significant role in motivating students to learn.

2. Impact of Preferences on Learning

Students' preferences for certain types of media have a direct impact on their learning process and outcomes:

1. Increased motivation: When students enjoy the media used in class, they become more motivated to participate and pay attention.
2. Improved focus: Engaging media tailored to student interests helps maintain their attention during lessons.
3. Better retention: Vocabulary introduced through favorite themes or stories is more likely to be remembered, as students associate the words with enjoyable experiences.

This aligns with constructivist learning theory, which emphasizes that learners build knowledge more effectively through meaningful and emotionally engaging experiences.

3. Media as a Bridge Between Entertainment and Education

Students perceive educational media especially videos not only as entertaining, but also as effective tools for learning. They do more than just watch; they:

1. Observe and imitate vocabulary pronunciation in the context of sentences.
2. Grasp the meaning of words through simultaneous visual and auditory input.
3. Connect vocabulary with real-world references, such as seeing a picture of a cat while hearing the word "cat," forming stronger associations.

One student shared their experience:

"I feel more enthusiastic when learning using media. Usually, I get bored when reading books, but when watching videos or seeing pictures, I become more interested."

This response demonstrates that media can transform passive learners into active participants, especially when the format aligns with their preferences.

4. Implications for Teaching Practice

Understanding students' preferences allows teachers to:

1. Select appropriate media that matches the students' interests and cognitive development.
2. Adapt lesson content into more visual formats, such as animations, short films, or illustrated stories.
3. Integrate edutainment (education + entertainment) to make the learning experience enjoyable and effective.

Additionally, using student-preferred media can be a strategic way to prevent boredom, increase participation, and sustain attention during lessons.

Students' strong preference for visually engaging and entertaining learning media especially videos featuring animals or short stories plays a significant role in enhancing their vocabulary acquisition. These types of media increase motivation, improve comprehension, and facilitate long-term memory retention. Therefore, it is important for educators to consider these preferences and integrate such media into their vocabulary teaching strategies to support more effective and enjoyable learning experiences.

While the integration of instructional media particularly audiovisual content has proven effective in enhancing vocabulary acquisition, teachers also encounter various challenges in its practical implementation. These challenges arise from student diversity, technical limitations, and classroom management factors, each of which can influence how effectively the media supports learning outcomes.

1. Variations in Students' Learning Styles

One of the primary challenges teachers face is accommodating diverse learning styles within a single classroom. Not all students process information the same way or respond equally to the same type of media.

As the teacher stated:

"Each student has a unique way of learning. Some are very interested in videos, while others get distracted easily if the animation is too much."

This highlights the individual differences among students:

1. Visual learners may thrive when exposed to videos, images, and colors.
2. Auditory learners may benefit more from narration or music.
3. Kinesthetic learners might require more physical interaction or movement-based learning, which videos alone may not fully support.

Therefore, using a one-size-fits-all media strategy can leave some students behind, especially

if they find it difficult to engage with certain formats. Overstimulation through overly complex animations or sound effects can also distract students rather than enhance their learning.

2. Time-Consuming Preparation and Implementation

Another significant challenge is the time and effort required to prepare, organize, and execute media-based lessons. Teachers often need to:

1. Select or design media content that aligns with learning objectives.
2. Ensure the media is age-appropriate and culturally relevant.
3. Prepare accompanying activities or assessments that reinforce vocabulary learning.
4. Set up the necessary equipment, such as projectors, laptops, or speakers.

The teacher noted that these processes often require considerable time, which is challenging given the tight schedules and administrative responsibilities many educators face. This preparation can be particularly demanding in schools with limited staffing or resources.

3. Technical and Infrastructure Limitations

Technical readiness is another concern in the use of instructional media. In many classrooms, especially in public schools or rural areas, there are:

1. Limited access to devices like computers or tablets.
2. Inadequate internet connectivity, making it difficult to stream videos or access online resources.
3. Frequent technical issues, such as malfunctioning projectors or outdated software.

When these limitations occur, they disrupt the flow of lessons and may reduce student enthusiasm. Teachers often have to resort to backup plans, such as traditional teaching methods, which may not engage students as effectively.

4. Classroom Management Difficulties

Although media can increase student motivation, it may also lead to behavioral challenges if not managed carefully. For example:

1. Some students may become overly excited during video viewing and lose focus.
2. Others may become passive and disengaged if they are just watching without interaction.
3. Group-based media activities can lead to distractions or off-task behavior if roles and expectations are not clearly set.

Teachers must constantly balance engagement and discipline, ensuring that students benefit from the media without the lesson becoming chaotic or unproductive.

5. Sustainability and Relevance of Media Content

Lastly, maintaining the relevance and novelty of instructional media is crucial. Students may lose interest if the same type of media is used repeatedly or if the content becomes outdated. Teachers need to continually update and refresh materials, which again ties back to the issue of time and resource availability.

In summary, while instructional media has clear benefits in improving vocabulary learning, its effectiveness is limited by several real-world challenges. These include individual differences in learning styles, the time-intensive nature of media preparation, technological constraints, classroom management complexities, and the need for continuous content updates. Overcoming these obstacles requires a combination of teacher creativity, institutional support, and flexible instructional planning to ensure that all students can benefit from the integration of media in language learning.

2. Challenges do teachers and students face in integrating learning media for vocabulary acquisition, as observed in the classroom

To address the challenges faced by both teachers and students in integrating learning media for vocabulary acquisition, this study employed observation sheets, interview transcripts, and field notes. The findings are organized into five key themes, supported by visual data and assessment results.

Table 4.1 – Summary of Teacher's Assessment Techniques

Type of Assessment	Form	Purpose	Observation Result
Formal	Written Tests	Assess vocabulary recognition, spelling, meaning	Administered after every unit; 85% average score
	Quizzes	Immediate recall after media-based lesson	Conducted weekly; improved accuracy over 4 weeks
	Assignments	Application in sentences	92% of students used at least 3 new words per task
Informal	Classroom Observation	Engagement during media-based activities	High participation rate; active responses observed
	Group Discussions	Use of vocabulary in peer interaction	78% of students used new words correctly in conversation
	Student Engagement	Participation, curiosity, enthusiasm	Noted as "very high" by observer in 4/4 observed classes

Figure 4.1 – Students' Engagement During Media-Based Lessons

The figure shows increased participation from Session 1 to Session 4, indicating growing student comfort and interest in vocabulary activities involving videos and games.

Table 4.2 – Focus on Contextual Vocabulary Use

Assessment Aspect	Indicator	Results
Correct usage in context	Forming original sentences using target words	87% of students achieved accuracy in syntax
Comprehension from visual/audio cues	Matching images/audio to vocabulary	91% correct matches across three lessons
Application across activities	Use in storytelling, question response, games	Observed in 3/4 of students consistently

The assessment focuses on evaluating students' vocabulary acquisition through three key aspects: correct usage in context, comprehension from visual/audio cues, and application across learning activities. Each aspect is measured using specific indicators and has produced notable results:

1. **Correct Usage in Context**

This aspect assesses students' ability to form original sentences using the target vocabulary. According to the results, 87% of students demonstrated accuracy in syntax, meaning they were able to construct grammatically correct sentences that appropriately incorporated the new vocabulary. This indicates a strong understanding of both word meaning and grammatical structure.

2. **Comprehension from Visual/Audio Cues**

This measures students' ability to recognize and match vocabulary with corresponding images or audio prompts. The findings show that 91% of students successfully matched

vocabulary with the correct visual or audio cues across three different lessons. This suggests that students not only understood the vocabulary but also retained it well when supported by multimedia input.

3. Application Across Activities

This aspect evaluates how consistently students use the learned vocabulary during various activities such as storytelling, answering questions, and playing educational games. The data shows that approximately three out of four students (75%) regularly apply the vocabulary in different learning tasks, indicating a high level of engagement and functional use of the language in diverse contexts.

1. Combination of Formal and Informal Assessment Techniques

To evaluate students' mastery of vocabulary, the teacher employs a combination of formal assessments (test-based) and informal assessments (observation-based). This blended approach ensures that both academic performance and actual language usage are measured comprehensively.

The teacher explains:

"Assessment is conducted through both test and non-test methods... observing student activity in class and their ability to use vocabulary correctly in context helps me understand the impact of instructional media."

Formal Assessment:

These include:

1. Written tests: To evaluate recognition, spelling, and meaning of vocabulary items.
2. Quizzes: Short and focused, usually after a specific media-based lesson, to assess immediate recall.
3. Assignments: Vocabulary exercises that require students to apply new words in sentences or identify meanings.

These forms of assessment help quantify learning outcomes and are useful for reporting progress.

Informal Assessment:

These include:

1. Classroom observation: The teacher watches how students respond during activities involving media eg, their reactions to videos, participation in discussions, or use of new vocabulary.
2. Group discussions: Used to evaluate how comfortably and accurately students use vocabulary in conversation, particularly in peer interactions.
3. Student engagement: Active participation, asking questions, and showing enthusiasm also serve as indicators of vocabulary comprehension.

This method supports a formative approach, where the teacher continuously adjusts instruction based on student behavior and responses during learning activities.

2. Focus on Contextual Vocabulary Use

Rather than just checking whether students memorize individual words, the teacher emphasizes contextual usage. This means assessing whether students:

1. Can use new vocabulary correctly in sentences.
2. Understand the meaning based on visual or audio cues from the media.
3. Apply the words in different situations (eg, storytelling or responding to questions).

This strategy is essential for long-term language acquisition, as it bridges passive vocabulary knowledge with active language production.

3. Student Behavior and Classroom Atmosphere

Observation data shows that the classroom environment is orderly, dynamic, and conducive

to learning. Students display high levels of attentiveness, enthusiasm, and participation during lessons that use instructional media.

As noted:

"In every learning session, students are very enthusiastic and well-behaved. The teacher uses many strategies so that children don't get bored quickly in class."

This indicates a well-managed classroom where the integration of media contributes positively to:

1. Student motivation: The use of engaging visuals and audio keeps students interested.
2. Discipline and structure: Despite using playful and stimulating media, the teacher maintains a disciplined environment.
3. Routine and predictability: Students seem accustomed to structured media-based learning, which supports a sense of security and familiarity.
4. Instructional Strategies to Maintain Engagement

To sustain attention and prevent fatigue or boredom, the teacher uses diverse instructional strategies, including:

1. Alternating between videos, games, and storytelling.
2. Asking questions to keep students alert.
3. Involving students in interactive activities such as repeating words, matching exercises, or group tasks.

These strategies are important for maximizing the learning potential of media and ensuring that students do not become passive viewers but remain active participants.

5. Class Composition and Dynamics

Each class consisted of 28 students, and observations noted that despite the relatively large number, the class remained attentive and responsive. This reflects the teacher's effective classroom management and the successful integration of media as a learning tool. In this context, media serves as a differentiation tool—it allows the teacher to address diverse learning styles, abilities, and needs within a single classroom. For example, visual learners benefit from images and videos, auditory learners from sound and narration, and kinesthetic learners from interactive games and physical activities. By providing multiple modes of input and engagement, media enables more inclusive and personalized instruction. This directly relates to the topic of this study, which examines how learning media enhances vocabulary acquisition. Using media as a differentiation tool helps ensure that each student can access and retain new vocabulary in a way that aligns with their preferred learning style, ultimately improving learning outcomes in larger, more diverse classrooms.

In conclusion, vocabulary mastery is assessed through both structured testing and continuous informal observation, allowing the teacher to obtain a holistic understanding of student progress. Simultaneously, classroom observations confirm that students respond positively to media-rich instruction. The combination of engaging strategies and responsive student behavior suggests that media use is not only effective for vocabulary acquisition but also instrumental in creating a lively and focused classroom environment.

Instructional Strategies Observed

Strategy	Purpose	Impact on Students
Alternating media types	Prevent boredom, maintain attention	Increased excitement and retention
Interactive questioning	Maintain alertness, reinforce vocabulary	70% of students responded actively to questions
Hands-on tasks (eg, matching games)	Promote active participation	More than 80% showed sustained involvement

Discussion of Research Results

The integration of learning media into English language instruction has been shown to significantly enhance students' vocabulary acquisition. Various studies have demonstrated that using diverse media forms such as flashcards, digital games, and audiovisual content can lead to improved vocabulary retention and engagement among learners. Based on the findings from classroom observations and interviews, students generally perceive learning media as playing a significant and positive role in improving their English vocabulary mastery. This perception is rooted in their direct experiences with various media used during vocabulary instruction, including visual aids (eg, flashcards, images), digital applications (eg, Quizlet, Wordwall), and audio-visual content (eg, YouTube videos or animations). Students reported that this media made learning more enjoyable, interactive, and easier to remember, which supports the Cognitive Theory of Multimedia Learning proposed by [Mayer \(2021\)](#). According to Mayer, learners better understand and retain new vocabulary when verbal and visual information are presented together, as it activates both auditory and visual cognitive channels.

Moreover, students expressed that learning media enhanced their motivation and engagement. Instead of passively memorizing word lists, students were able to interact with content through games, quizzes, or storytelling videos. This aligns with the Affective Filter Hypothesis by Krashen, which suggests that learners acquire language more effectively when they are relaxed, motivated, and engaged ([Krashen, 1985](#)). Students in this study often described media-based learning as “fun,” “challenging in a good way,” and “making words easier to understand and use,” indicating that the use of engaging media helped lower their affective filter and facilitated better vocabulary acquisition.

Furthermore, students acknowledged the contextual relevance provided by learning media. Many vocabulary items introduced through videos or images were accompanied by contextual usage, helping students not only to memorize words but also to understand their meanings in real-life situations. This confirms [Nation's \(2022\)](#) emphasis on the importance of meaning-focused input and contextualized vocabulary instruction, which allows students to infer word meanings from usage, thereby enhancing deeper lexical knowledge. These findings underscore the importance of incorporating diverse learning media into vocabulary instruction. By engaging multiple senses and providing interactive experiences, learning media can make vocabulary learning more effective and enjoyable for students. While the benefits of learning media are evident, several challenges hinder their seamless integration into vocabulary instruction. Educators often face obstacles related to technological infrastructure, content relevance, and student engagement. One significant challenge is the lack of adequate technological resources in some educational settings. According to a study by [Gatcho \(2024\)](#), limited access to devices and unreliable internet connectivity can impede the effective use of digital learning media. Such infrastructural constraints prevent both teachers and students from fully utilizing the potential of multimedia tools in vocabulary learning.

The integration of learning media in vocabulary instruction presents several challenges for both teachers and students, as revealed through classroom observations and supported by existing theoretical frameworks. One of the primary challenges observed is the lack of digital literacy among some teachers, particularly in using technology-based media such as mobile applications, interactive platforms, or online games for vocabulary teaching. Despite the availability of such tools, teachers often revert to traditional methods such as textbook-based drills and rote memorization. This is in line with the findings of [Salasiah et al. \(2023\)](#), who argue that the successful implementation of learning media is strongly

influenced by teachers' technological competence and pedagogical readiness.

Furthermore, time constraints in the classroom were noted as a significant barrier. Teachers reported difficulty in managing time when attempting to integrate digital media, as it often requires additional preparation, troubleshooting, and student guidance. According to [Nugroho and Mutiaraningrum \(2022\)](#), one of the critical barriers to media integration in EFL classrooms is the mismatch between lesson planning and actual instructional time, especially when dealing with large or mixed-ability classes. From the students' perspective, limited access to devices or internet connectivity—particularly in public schools—remains a major hurdle. While some students benefit from their own smartphones or tablets, others lack personal devices or stable internet, creating a digital divide. This aligns with the digital equity concerns discussed by [Pratiwi and Wulandari \(2021\)](#), who highlight that unequal access to technology among students hampers the effectiveness of media-based learning, particularly in vocabulary development which often relies on visual and interactive tools.

Another observed issue involves students' motivation and engagement when exposed to media that is not age-appropriate or culturally relevant. Some media tools are designed generically and do not align with learners' context, which diminishes their interest and hinders retention. In line with the Cognitive Theory of Multimedia Learning by [Mayer \(2021\)](#), students learn better when materials are both relevant and cognitively engaging; however, a disconnect between media content and learner needs can impede vocabulary acquisition. Additionally, teachers often struggle to align the learning media with curriculum objectives and assessment practices. While the media may offer engaging vocabulary games or simulations, these are not always compatible with standardized testing or institutional benchmarks. This misalignment leads to a lack of sustained use of media tools in classrooms. According to [Setiawan and Fitria \(2023\)](#), without clear alignment between media use and learning outcomes, both teachers and institutions are reluctant to integrate such tools fully.

Furthermore, educators may require additional training to effectively incorporate learning media into their teaching practices. The rapid evolution of educational technology necessitates continuous professional development to keep teachers abreast of new tools and methodologies. As noted by [Li et al. \(2021\)](#), ongoing support and training are crucial for teachers to confidently and competently use learning media in vocabulary instruction.

In summary, while learning media offer promising avenues for enhancing vocabulary acquisition, addressing the associated challenges is essential. Ensuring equitable access to technology, selecting relevant content, maintaining student focus, and providing teacher training are critical factors in the successful integration of learning media into vocabulary teaching.

Conclusion

In this study, we explored the role of learning media in enhancing students' English vocabulary mastery. The findings indicate that the use of diverse and interactive learning media, such as digital tools, multimedia, and visual aids, plays a crucial role in improving students' vocabulary acquisition. These tools provide engaging and context-rich environments that facilitate retention and understanding, enabling learners to encounter vocabulary in multiple contexts. Additionally, the study reveals that students' vocabulary mastery increases when learning media aligns with their learning preferences and cognitive styles. Furthermore, the research highlights that the integration of learning media into the learning process offers opportunities for differentiated instruction. This not only supports students with varied levels of proficiency but also promotes active learning, where students are more likely to engage with the material. Despite the positive impact of learning media on

vocabulary acquisition, challenges such as limited access to technology, insufficient teacher training, and a lack of suitable content were identified as barriers to effective integration.

Suggestion

The use of diverse learning media plays a crucial role in supporting students' English vocabulary acquisition. Students are encouraged to actively engage with digital tools, interactive applications, and online platforms to enhance and reinforce their vocabulary skills. Teachers should integrate media such as videos, games, and digital flashcards into their teaching and continuously improve their technological skills through training. Schools also have an important role by providing digital facilities and ensuring that learning media are effectively incorporated into the curriculum, creating a supportive environment for optimal language development.

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