IMPROVING SPEAKING VOCABULARY THROUGH AUDIO MATERIALS IN A PRIMARY EDUCATION

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Abstract: *With the advancement of technology and the growing prevalence of online learning, the focus on students' metacognitive skills has become increasingly significant. This study seeks to explore the impact of Self-Regulated Learning (SRL) on the academic performance of English students, identify the most dominant component of SRL, and investigate whether there is a correlation between the use of SRL and gender.*

The perspectives of Indonesian EFL students regarding classroom-based assessment practices during the COVID-19 pandemic and the challenges they encountered have been largely overlooked. This research aims to address that gap. Data were gathered through questionnaires and interviews involving 20 senior high school students from the eleventh and twelfth grades in Indonesia. Employing a mixed-method approach, the study found that most students favored online classroom-based assessment during the pandemic over traditional methods used prior to the outbreak. These assessments were perceived as more convenient, flexible, and less stressful, while also fostering improved self-regulated learning. However, students also highlighted several challenges, including poor internet connectivity during bad weather, the high cost of data packages, and the absence of face-to-face interaction with teachers and peers. Further exploration of classroom-based assessment practices during the pandemic is essential to enhance their effectiveness and better support EFL students and educators.

Although significant research has been conducted on interaction in online learning, faculty members often rely on replicating face-to-face interactions in the virtual environment. Interpersonal interaction remains an essential but complex concept in online education. This paper introduces a framework called Purposeful Interpersonal Interaction (PII) to evaluate the quality of such interactions in online learning. By examining interaction types identified in the literature as contributing to improved student outcomes, PII is categorized into three key types: purposeful instructional interaction, purposeful social interaction, and supportive interaction.

Introduction:

The study focused on third-semester students from the English Language Education Study Program at Universitas Mahasaraswati Denpasar. Using purposive sampling, the researchers selected a sample from a population of 80 students. A total of 26 students, consisting of 10 males and 16 females, were chosen based on their

accessibility and the available time for the study. These 26 students were considered representative of the population. The research aimed to explore the students' perceptions and challenges regarding their speaking skills, with all necessary information obtained from the respondents for this purpose.

Differences in proficiency levels pose significant challenges in learning environments. Students with varying English skills may find it difficult to express themselves with the level of complexity expected in research-focused classes. This proficiency gap can influence class participation and hinder collaborative research activities (Yusridawati; Kurniasih & Lisan; Sukmojati et al.). Additionally, psychological factors, such as the fear of making mistakes, fear of being judged, or a lack of confidence in speaking English, can create further barriers. Addressing these challenges requires providing tailored language support, incorporating culturally sensitive teaching methods, and fostering students' confidence to express themselves effectively in academic settings (Chuah & Ch'ng; Sukmojati et al.).

Previous research has highlighted various challenges students face in EFL speaking classes. One of the primary difficulties is inhibition, which includes a lack of vocabulary, unequal participation, and reliance on the mother tongue (Riadil). Beyond student-related issues, Hakim identified four key challenges for teachers in speaking classes:

Instructional materials, one-on-one student interactions, automaticity in speaking, and providing opportunities for students to practice. Similarly, Nuraini explored EFL students' speaking challenges, categorizing them into internal and external factors. Internal issues, such as a lack of motivation, require teachers to support students in finding their drive for language learning. External challenges include large class sizes, which make it difficult for teachers to address individual student needs, hindering learning outcomes.

Aryanty investigated the psychological factors affecting Indonesian students' ability to speak English, identifying anxiety, fear of making mistakes, shyness, lack of ambition, and low self-esteem as major obstacles. In another study, Mitha et al. examined student anxiety and identified three types: communication apprehension, fear of speaking tests, and fear of feedback from peers and lecturers. Among these, fear of speaking tests was the most prevalent, with students worrying about the consequences of failing.

This unique period has also led to a growing gap between students and teachers. According to the study's findings, researchers concluded that the current generation of students often exhibits a negative mindset, which can be seen as a decline in moral values. For example, many students fail to show respect to their teachers, use inappropriate language, and are more inclined to imitate content from social media rather than learning from their instructors.

Moreover, technology has partly replaced the role of teachers, yet students still rely on their presence for guidance. This situation poses a challenge, as one of the

core objectives of the national educational system is to cultivate students with strong faith in Almighty Allah. However, the desired outcomes are not always evident.

A truly effective educational process would be reflected in students' daily behaviors, serving as a testament to meaningful learning and moral development.

Literature review:

Research has demonstrated that interpersonal interaction not only enhances learning outcomes but also highlights the negative effects of its absence. A three-year study conducted by Cole, Shelley, and Swartz on graduate and undergraduate students' satisfaction with online learning revealed that the primary cause of dissatisfaction was the lack of interaction with faculty and peers. Similarly, a study by Muuro, Wagacha, Oboko, and Kihoro in Kenya found that insufficient feedback from instructors and peers was a significant challenge for students in higher education. From the students' perspective, interpersonal interaction is crucial for creating a more engaging online learning experience, while its absence can negatively affect their learning process. Both faculty and students recognize the importance of interpersonal interaction, yet they are often discouraged by the difficulties of achieving adequate levels of interaction in online learning settings.

While interpersonal interaction is generally associated with improved student outcomes, excessive interaction may not always be beneficial. Research by Castano-Munoz, Sancho-Vinuesa, and Duart revealed that in online learning environments, there is a point at which increased interaction no longer contributes positively to academic achievement, unlike in face-to-face settings. This may occur because students can feel overwhelmed by the volume of written or other forms of interaction online. Picciano highlights how tracking comments in online discussions can be more demanding than participating in face-to-face conversations, potentially causing information overload. Similarly, Northrup, Lee, and Burgess suggest there is an optimal range of interaction, with both upper and lower limits. Their study found that some students felt frustrated by an excessive number of interactive assignments within weekly modules. Downing, Lam, Kwong, Downing, and Chan propose that online interaction should be maintained only as long as it provides educational value. Their findings indicate that students may disengage from interaction once they have gathered sufficient information to complete their tasks. These studies suggest that exceeding a certain level of interaction may not only fail to benefit students but could also hinder their educational experience.

Main part: To improve speaking vocabulary using audio materials for primary education learners, it's important to follow a clear approach.

Begin by selecting age-appropriate materials. Stories, rhymes, and songs with simple, repetitive vocabulary are excellent choices. Language-learning apps with interactive audio features can also make the process engaging and effective.

When organizing the material, start with a friendly introduction and highlight key vocabulary related to the theme. Follow this with the main content, such as a short story, dialogue, or song that reinforces the vocabulary through repetition.

Conclude by summarizing what was learned and offering practice activities to help retention.

Incorporate interactive activities to make learning dynamic. Have learners listen and repeat words or phrases to practice pronunciation. Use role-play to act out parts of the story or dialogue. Engage them with questions and answers based on the audio and play games like "Simon Says" or "I Spy" to keep the learning process fun.

Regular practice is essential. Dedicate a few minutes each day to listening and speaking activities, encouraging learners to use new words in their daily conversations. Gradually introduce more challenging vocabulary as they grow more confident. This consistent approach combines listening with active speaking practice, fostering steady improvement in vocabulary skills.

Conclusion:

Implementing classroom-based assessment practices during the COVID-19 outbreak has underpinned this study. This study investigated the perceptions of Indonesian EFL students on classroom-based assessment practices and the challenges they faced during the COVID-19 outbreak. From a psychological aspect, the students feel relaxed and less anxious during the classroom-based assessment practices during the COVID-19 outbreak. It is also considered more convenient and flexible. This assessment also motivates students to improve their self-regulated learning. Furthermore, Indonesian EFL students also revealed the challenges they faced in completing the assessment, such as internet network problems when the weather was terrible, the data package they used during the learning and assessment process being extravagant, and the lack of physical interaction wit.