LEARNING TOOLS AN INTERACTIVE AUDIO-VISUAL ON THE BOOK ENGLISH FOR SPECIFIC PURPOSES AS SUPPORTING ENGLISH LANGUAGE TEACHING FOR STUDENTS

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Conflict of interest statement:
Author(s) reported no conflict of interest

ABSTRACT

Objective: The objective of this research is to design and test an audio-visual-based ESP (English for Specific Purposes) book as an interactive learning media that addresses the specific language needs of students in professional or academic contexts. This study aims to develop a product that enhances learning through multimedia integration, improving the effectiveness of ESP teaching.

Research Design & Methods: This research follows a product design approach, including several stages: (1) Identifying the learning plan, (2) Determining learning objectives aligned with competencies, (3) Compiling materials and embedding learning video barcodes that students can scan and access, and (4) Designing the book to enhance its appeal. The product was then tested in a real classroom environment, with pretest and posttest assessments used to evaluate its effectiveness and suitability

Findings: The findings show that implementing audio-visual ESP books is proven to be effective in improving learning outcomes and student engagement, so educational institutions should consider adopting multimedia materials with interactive features to enrich ESP learning.

Implications & Recommendations: The study suggests that the integration of audio-visual media in ESP textbooks effectively improves student engagement and learning outcomes. Therefore, educational institutions are advised to adopt multimedia materials with interactive features to meet the specific needs of learners in the professional field.

Contribution & Value Added: This study shows that audio-visual media is effective in improving language acquisition, thus offering a practical solution and innovative model for the development of interactive ESP teaching materials in the future.

Keywords: English for Specific Purpose (ESP), Audio-visual learning media, Digital learning materials

JEL codes: I20, I21, O33

Article type: research paper

INTRODUCTION

English has become the primary language of international academia, enabling communication across cultures and disciplines. English plays a central role in facilitating the dissemination of knowledge and expanding academic influence around the world. Mastery of the language is also a prerequisite for integration into an increasingly connected and competitive global academic community. In Indonesia, the use of English is increasingly prevalent, although it is still officially considered a foreign language. Nowadays, English is starting to act as a second language

and language of instruction in various situations and sectors, especially in education and international communication. In the world of education, especially in non-English speaking countries including Indonesia, the need for academic English is increasingly urgent. This is driven by Indonesia's need to participate in international forums and strengthen its position in the global world (Alrajafi, 2021).

English language learning in the world of education including in college can be categorized as English for Specific Purpose or commonly abbreviated as ESP. English for Specific Purpose (ESP) is an approach to teaching English that focuses on meeting the specific language needs of learners related to their professional or academic fields. ESP was developed as a subfield of applied linguistics that emerged in the 1960s to meet the global demand for faster and more targeted language training, especially in professional and academic settings (Hyland, 2022). ESP focuses on language use and skills in specific contexts, such as business, medicine, and engineering, rather than the teaching of grammar or general language structures (Santos, 2020; Rohaizat & Abdul Aziz, 2021). ESP is designed to meet specific needs to help students in a particular discipline or profession to achieve specific communication goals in an academic or professional setting (Sekhar & Chakravorty, 2017). Therefore, ESP is essential in higher education and the world of work, where good communication skills are necessary for success.

English language proficiency in Indonesia faces several challenges, especially in the context of higher education institutions. One of the main obstacles in learning English is motivating students who often find the language difficult and uninteresting. In higher education, students struggle with language proficiency for effective business presentations, facing constraints in vocabulary, pronunciation, and overall communication effectiveness. Research shows that the main challenges in learning English in vocational colleges include linguistic factors such as difficulty choosing the right words, correct use of grammar, as well as psychological issues such as fear of making mistakes, nervousness, and lack of confidence when speaking in English (Rohaizat & Abdul Aziz, 2021).

The use of audio-visual interactive media such as video tutorials or movies can help increase students' interest in the subject. Studies show that the application of videos as learning aids not only strengthens students' understanding of English, but also increases their confidence in using the language in real situations (Mousa, 2022). A study found that students often lack interest in English, perceive it as a subject to fulfill exam requirements, and show reluctance to speak for fear of making pronunciation mistakes (Yanguen, 2023). This makes teachers update and adapt different learning techniques, from using traditional methods to using audio-visual aids in teaching English that are more interesting (Waad & Younus, 2022). The trend of English language learning among university students is growing significantly, with mobile technology and online platforms for English language learning improving listening and communication skills, while increasing autonomy and self-evaluation (Aziz et al., 2018). For example, undergraduate students in Malaysia have implemented smartphone apps to improve their English language skills, particularly learning related to vocabulary, listening, speaking, reading and writing (Annamalai et al., 2022). Advances in digital technology play an important role in sparking students' interest and motivation in learning English. Various platforms such as social media, television, and online programs are now increasingly used as learning tools. Studies show that the utilization of digital media makes a significant contribution to improving students' English language skills, especially in an increasingly connected global context (Harjanto, 2021).

The research background related to innovative audio-visual tools as English language media for university students includes several studies and research that explored the effectiveness of various media tools examining the effect of audio-visual tools on students' speaking skills and found that these tools, combined with traditional teaching methods, were effective in improving speaking skills. In addition, An-Nur & Suryaman (2020) research focused on developing computer-based interactive learning media specifically for English listening and speaking, which was deemed suitable for university students and highly rated by experts and users. Nurfauzan et al., (2022) also argued for the development of learning media using an interactive video model to teach pronunciation, which proved to be highly suitable and effective. Imaginative teaching strategies have been shown to significantly improve speaking skills in students (Al-Mahasnah, 2022).

Audio-visual tools have been proven to be effective in enriching students' learning experience especially as a medium for learning English as a second language (ESL). A study showed that audio-visual tools, such as animations, movies and YouTube videos, significantly improved students' listening and speaking skills. One of the web-based platforms as a medium of learning English for students, i.e. Aniaker, has developed interactive and engaging audio-visual teaching materials whose implementation showed positive results, with high feasibility scores (Paino & Hutagalung, 2022). Various creative and effective teaching approaches by utilizing media technology that combines text, images, audio, and video can integrate teachers to help students develop English language skills, especially in listening and speaking. This is similar to the results of research by Zou (2023) that the use of multimedia technology can not only broaden students' horizons, but can encourage their participation in the learning process.

Multimedia and network technologies have developed into effective tools for the improvement of English language teaching. These technologies can create a more engaging and interactive learning environment that encourages student initiative and active participation (Cheng, 2016; Li & Xiong, 2021). Despite the existence of multimedia tools with various benefits, some studies highlight the integrity and support of using traditional or conventional learning methods and appropriate interactive environments (Cheng, 2016). With this audiovisual tool, it has answered the need for English vocabulary learning as a more effective means. The development of interactive learning tools based on ESP books is one of the innovative solutions that bridge the needs of academia and the world of work. Previous research shows that the integration of visual tools, online applications, and digital collaboration can significantly improve students' language skills (Kulamikhina et al., 2021; Sukmawati et al., 2023).

LITERATURE REVIEW

The involvement of digital technology, especially in English for Specific Purpose (ESP) teaching materials, is increasingly common, which focuses on creating immersive and interactive learning materials and experiences (Zaman, 2024). The integration of visual literacy teaching into ESP learning can improve students' intellectual understanding in understanding and projecting ideas virtually; besides that, it can also improve skills in communicating English according to the context of their respective professions (Kulamikhina et al., 2021). Based on these studies show that audiovisual as an interactive learning tool based on ESP has significant potential in supporting and developing English language teaching.

Teaching English

Teaching is the way in which teachers transfer knowledge and information effectively to achieve learning objectives. The process involves careful planning, implementation, and evaluation so that the learner can understand the material well and implement it in a relevant way. Effective teaching not only relies on the delivery of information but also includes active interaction between the teacher and the learner, as well as the application of learning methods that suit the learner's learning style. In teaching English, there are four English skills, including 1) Listening, 2) Speaking, 3) Reading, and 4) Writing. These skills require good delivery skills in interesting ways because effective English teaching involves a variety of innovative approaches and adjustments to student needs. The main goal of teaching English is to improve students' language skills, especially in areas such as speaking, listening, and interactive skills (Dhany Triwibowo, 2023).

In teaching English, teachers play an important role in improving students' competence in using English, both verbally and non-verbally. English language teaching at universities also aims to help students better adapt to the needs of work in an increasingly globalized world (Sun, 2019). Particularly in ESP learning, teachers play a role in designing the course, setting learning objectives, and evaluating students' progress. This teaching focuses on specific professional or academic contexts so that students can master the language required in their work or study. In the context of higher education, English language teaching encourages student engagement, can help them use their grammar and vocabulary knowledge actively, and improve communication skills in a professional environment. This provides a solid foundation for future academic and professional

success. English language teaching is more than just language acquisition, and it also encompasses broader personal and professional development goals. Benefits include improved communication skills, enhanced employability and increased cultural awareness. To maximize these benefits, it is important to apply effective teaching methodologies such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content-Based Teaching (CBI), while also integrating technology and cultural context into language teaching (Alhajiri & Alshuraiaan, 2023; E Madhavi et al., 2023; Kuvandykova, 2024).

English Skill

Basic skills in learning English include listening, speaking, reading, and writing. The four skills are interrelated and become an important foundation in learning a foreign language. According to the integrated competence theory, an effective language learning process must cover all aspects of language competence simultaneously.

a. Listening

Listening skill is one of the four basic skills in English language learning and is considered a receptive skill that plays an important role in spoken language comprehension. Good listening skills enable learners to understand the conversational context, information, and cultural nuances contained in the language. Listening comprehension is an important language skill that can be developed and improved in English language learning through teacher assistance, appropriate materials, and diligent practice (Gilakjani & Sabouri, 2016). Active listening helps improve vocabulary, grammar, and pronunciation comprehension, which in turn supports speaking, writing, and reading skills. Effective strategies for developing and improving comprehension of basic listening skills include active listening, expanding vocabulary, exposure to authentic materials, and targeted practice (Сейтниязова & Пердебаева, 2024). In addition, it can also be done through listening to music, which has been proven to improve understanding and speaking skills in general (Devitriani & Djoko Sutrisno, 2024). This listening ability aims to provide information or direct students to various types of messages such as sounds, directions, songs, and so on. So, in the process of learning English, especially this basic listening skill, teachers or lecturers only need to prepare authentic audio and find creative ways to design activities to motivate them.

b. Speaking

English language skills are an important part of language proficiency and are often a measure of a person's language ability. The development of such skills includes the ability to express ideas, participate in conversations, and communicate effectively with native and non-native speakers. The implementation of communication-based learning techniques, such as simulated conversations and group discussions, can accelerate the development of speaking skills in university students. In addition, it can show that interactive video technology facilitates learners in practicing pronunciation and intonation effectively (Hassan Mahmoud, 2022). English speaking skills are an important aspect of communication. Some techniques, such as classroom-based activities, can improve speaking skills, helping students communicate more confidently (Bui, 2023). It also requires a holistic approach, with continuous practice and a supportive environment to develop well. The more frequent contact with English through activities such as reading articles or watching English movies, the better their speaking skills. This shows that more intense interaction with English can improve English speaking skills (Husna, 2021).

c. Reading

Reading is an act of comprehending meaning from written text. Reading skills are considered one of the four key skills in English language learning and are essential for effective comprehension. It is an important skill that affects language learning and academic achievement and can help learners understand and process information in the context of English as a foreign language. Reading is not only a receptive skill but an active communicative skill. Where the reading process requires the reader to think critically and have an understanding of the text being read. Reading comprehension is very important in the academic process and is closely related to

other skills such as writing, speaking, and listening. In English language learning, reading is one of the indicators of how well a learner understands a language. Reading skills play an important role in expanding student's vocabulary, especially through reading techniques that allow learners to interact with more texts at their level of ability, thus improving reading comprehension and vocabulary acquisition. Effective reading strategies and literature instruction can help learners improve their understanding of texts and improve academic outcomes.

d. Writing

Liu (2023) defines writing ability as an important skill that not only enhances communication and critical thinking, but also helps in students' analytical development and self-confidence. Research studies show that the Extended Writing Project method can improve students' writing skills in terms of content, organization, vocabulary, grammar, and writing mechanics (Kadar et al., 2023). Rizqiyani (2023) defines writing as the activity of expressing and communicating ideas in the form of words. The more often a person writes, the better his thinking skills. Writing is also defined as the act of conveying information, thoughts, experiences, and ideas to others (Sipayung et al., 2021). In writing, you must also pay attention to writing rules. There are several aspects that need to be considered in writing, such as grammar, spelling, punctuation, and vocabulary, which of course all affect the content of the writing (Dwifadjrin & Pamungkas, 2020). So it is necessary to have the right approach to learning to write and produce good writing. Because the success of writing learning is highly dependent on the teacher's contribution in supporting students in achieving effective writing competencies. In this case, of course, the teacher has an important role in the learning process by providing the right strategies, constructive feedback, and creating a supportive learning environment.

Learning Media

Learning media are tools or means used in the teaching and learning process to facilitate the achievement of educational goals. Learning media serves as a means to convey messages or information to students (Leon et al., 2021). Nurfadhillah et al., (2021) define that learning media is an instrument that is used to assist the teaching and learning process. The main purpose of this learning media is to support and improve the learning process, as well as to facilitate interaction and communication between teachers and learners. Learning media can also be adapted to various student learning styles, thus helping to achieve more effective learning outcomes. Learning media plays an important role in the teaching and learning process. Learning media is very helpful for teachers in transferring knowledge and explaining material in a unique and not monotonous way. In this case, the learning process involves the relationship of several components, such as students, teachers, teaching materials, learning media, and the learning environment (Sofiana & Mubarok, 2020).

Interestingly, learning media can be made from various sources, including waste and garbage, which shows the versatility and potential for innovation in this field (Wahyuni et al., 2022). In addition, the use of technology-based learning media, such as mobile learning, videos, and educational games, has shown promising results in improving student engagement and learning outcomes (Irmawan et al., 2021; Maharani et al., 2024; Oktaviani et al., 2024). In the learning process, there are several types of learning media that can be implemented in the teaching and learning process. According to Brigfs, in Tafonao (2018) there are 13 types of learning media, including: 1) Objects, 2) Models 3) Live sound, 4) Audio recordings, 5) Print media, 6) Programmed learning, 7) Blackboard, 8) Transparent media, 9) Series film, 10) Frame film, 11) Film, 12) Television, 13) Picture.

Audio Visual Media

Audio visual media is defined as media that combines audio and visual elements to convey information and messages. According to Rusnawati (2022), audio visual media is used as an intermediary to achieve the concept of ideas and experiences so that they can be captured by the senses of sight and hearing. This definition emphasizes the dual sensory nature of audio-visual
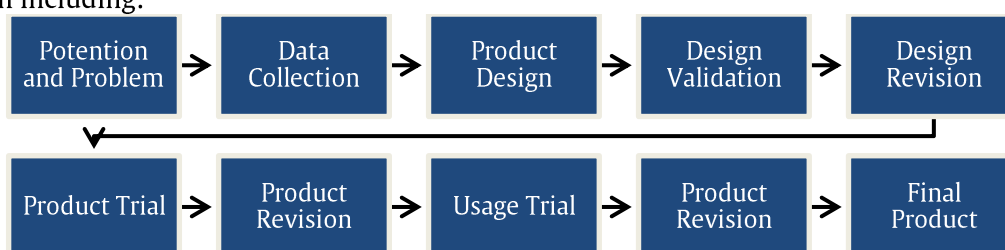
media, which involves the eyes and ears. Audio-visual media serves as a powerful tool to convey information by involving multiple senses simultaneously. Its versatility is seen in its various forms, ranging from animated videos and presentations using PowerPoint Maulida & Hadi (2022) to movies and photographs (Fuchs & Butler, 2023). Lanipi et al., (2021) define audiovisual media as media used to convey information with clearer audio (sound) and visual (image) characteristics. This media provides an interesting experience that facilitates the delivery of messages from communicator to communicant, so that it can help in understanding complex concepts.

In the context of education, audiovisual media is used as a learning tool that combines images and sound to help students more easily understand concepts in learning. Research shows that this media is effective in accelerating students' understanding of more measurable learning concepts (Ratnaningsih et al., 2020). It can also help present information sequentially and proportionally, clarify objects being studied, and facilitate learning of two different languages, for example Indonesian-English (Savka & Yakymovych, 2020). Audiovisual media is used effectively in language learning, including the improvement of students' writing and speaking skills. The use of video and sound in teaching encourages student engagement and improves learning outcomes, especially in the field of English (Wandira & Hadiansyah, 2022). The use of new technologies in audiovisual media enables more effective information distribution.

Audio-visual media plays an important role in English language learning, especially in the context of English for Specific Purposes (ESP). The results research of Syahnita (2021) state that the use of audiovisual media in English classes is proven to improve students' speaking and listening skills, making learning more interesting and effective. This is equivalent to the results research of Dimova et al., (2018), audiovisual media is also proven to improve English learning outcomes, especially in vocabulary acquisition and writing skills, by providing real examples from everyday life that are relevant to the context of English learning.

METHODS

This research uses a Research and Development (R&D) approach. The R&D approach according to Sugiyono (2019) is a research method used to produce certain products and test the effectiveness of these products. In the context of education, R&D is often used to design and test learning tools or media to be effective and in accordance with user needs. This approach includes several stages, from problem identification, planning, development, testing, to product implementation. This method follows the stages in the R&D approach adapted from Sugiyono (2019) research including:

Potention and Problem → Data Collection → Product Design → Design Validation → Design Revision → Product Trial → Product Revision → Usage Trial → Product Revision → Final Product

1. Potention and Problem

This is a very important initial stage in the entire R&D process. Researchers identify needs, opportunities, and problems in the field that require solutions through product development or new innovations. This analysis ensures that product development is in accordance with real needs.

2. Data Collection

At this stage, researchers collect strong and relevant information needed to support the product development process through literature studies, interviews, and observations to understand more deeply the potential problems that have been identified. The data collected serves as the basis for designing and developing products that are effective and in accordance with user needs. In obtaining information, this study distributed questionnaires, there were 15 questionnaire

questions. This was used to find out the variety of media and methods used in class, the completeness and innovation of English materials, and learning evaluation.

3. Product Design

Based on the data collected, the researcher begins to design the product or initial prototype. This design must be in accordance with the needs and problems that have been identified. This research designs a product, namely audio-visual based on English for Specific Purpose (ESP) books, which has several steps, including: 1) Identifying the learning plan, 2) Determining learning objectives in accordance with competencies, 3) Arranging materials and inserting learning video barcodes so that students can scan and access them, 4) Designing books to make them more attractive.

4. Design Validation

The product design is validated by experts to ensure that the product is suitable for testing. This validation also involves assessing the technical and practical aspects of the product. This study uses three aspects: 1) aspects of content feasibility, 2) Presentation feasibility aspect, and 3) Language assessment.

5. Design Revision

After validation, the product design is revised based on feedback received from experts. This revision is carried out to revise weaknesses and improve or enhance certain aspects of the product.

6. Product Trial

The revised product is then tested in a real environment to measure its effectiveness for students who get English for Specific Purpose (ESP) courses. This study used a pre-experimental design by 1) Giving a pre-test before implementing audiovisual as a learning tool, 2) Experimenting with audio-visual media (treatment), and 3) Giving a post-test. Pre-test and post-test are used for comparison of English test results.

7. Product Revision

Based on the trial results, the product is revised again to improve the weaknesses identified during the trial.

8. Usage Trial

After revision, the product is tested again on a larger scale to ensure the product is really ready for widespread implementation. The main purpose of this stage is to evaluate the effectiveness, practicality, and suitability of the product before it is widely implemented or produced. This stage is often referred to as field testing or trial implementation.

9. Product Revision

Through revisions, researchers can ensure that the product not only functions well but also optimally meets the needs of users. This stage helps ensure that the final product is high quality, reliable, and ready for implementation.

10. Final Product

The Final Product stage in this research is the last step that ensures that the interactive audio-visual learning tools developed are ready to be used by students and lecturers. Through feature finalization, to final testing. The final product produced is expected to support English teaching that is more effective, relevant, and in accordance with the specific needs of students in the context of English for Specific Purposes (ESP).

RESULT

Traditional English language teaching in universities, especially in developing countries like Indonesia, is still centered on lectures and textbooks, with minimal student involvement. This

method is less interactive and does not provide many opportunities for students to practice communication skills, so graduates often master the theory, but lack the ability to use English effectively. In the digital era, a more dynamic approach is needed, such as the use of technology and visual media. Interactive and customized English for Specific Purpose (ESP) book-based learning can increase student engagement, motivation, and English proficiency in the specific context required.

In collecting this research data by distributing 15 questionnaire statements related to aspects of methods and media, learning materials and sources, and learning evaluation, in conducting validation using a 5-level assessment scale, namely very good, good, sufficient, lacking, and very lacking. Among them are as follows:

Table 1. Result of Questionnaire

No.	Statement	5	4	3	2	1
1.	The diversity of methods used by teachers in learning English	16,1%	50%	25%	5,4%	3,6%
2.	The diversity of media used by teachers in learning English	7,1%	44,6%	42,9%	6,4%	0%
3.	The ease of methods and media used by teachers in learning English	14,3%	48,2%	33,9%	3,6%	0%
4.	The completeness of English textbooks	1,8%	28,6%	21,4%	46,6%	1,8%
5.	The innovation and creativity in English book	1,8%	25%	19,6%	53,6%	0%
6.	The diversity of English learning resources (print, video, softfile)	7,1%	35,7%	41,1%	12,5%	3,6%
7.	The completeness of listening material in the English book	3,6%	32,1%	41,1%	19,6%	3,6%
8.	The completeness of reading material in the English book	0%	41,1%	35,7%	21,4%	1,8%
9.	The completeness of speaking material in the English book	8,9%	35,7%	48,2%	5,4%	8,9%
10.	The completeness of writing material in the English book	8,9%	41,1%	39,3%	8,9%	1,8%
11.	The ease of understanding English material	5,4%	37,5%	42,9%	14,3%	0%
12.	The suitability of the English material in the handbook with the majors	5,4%	30,4%	28,6%	33,9%	1,8%
13.	The ease of questions in the English handbook for all skills (listening, speaking, reading, writing)	3,6%	33,9%	50%	12,5%	0%
14.	The completeness of the questions in the English handbook (listening, speaking, reading, writing)	3,6%	39,3%	42,9%	12,5%	1,8%
15.	The innovation in English tasks (paper-based, web-based, internet-based)	5,4%	39,3%	42,9%	10,7%	1,8%

Source: Data processed.

From the table above, it can be seen that the aspect of innovation and creativity has the highest percentage in English books, which is 53.6% or more than 50%. It can be concluded that students need innovation and creativity when using English books. In order to fulfill students' needs for innovation and creativity in the English books they use, the researcher developed audiovisual learning media based on English books for English language teaching.

After understanding the problems and potentials based on the data that has been collected, researchers can start designing audio-visual books based on English for Specific Purpose (ESP). This book will be designed to meet the needs of English in a specific context that is relevant to learners, with a focus on the practical use of English according to their specific fields. With this ESP approach, the material in the audio-visual book is expected to help improve English language skills effectively and relevantly, according to the academic or professional needs of its users.

In the product trial stage, the developed interactive audio-visual learning tool is tested in a real environment to evaluate its effectiveness and suitability in teaching English for Specific Purposes (ESP)-based English to students. There are three stages, including:

a. Pretest

A pretest was conducted to determine the initial level of students' understanding of ESP materials before using interactive audio-visual learning tools.

Table 2. Result Pretest

Student's Score	Total Student's	SUM
60	4	240
65	8	520
70	9	630
75	9	675
80	5	400
Total		2.465
Average		70,4

Source: Data processed

b. Treatment

Students are given access to use audio-visual learning tools based on English for Specific Purpose. In this treatment, students learn ESP materials through interactive videos, practice questions, simulations, and quizzes. Students were asked to scan barcodes to do exercises and then asked to speak English in front of the class.

c. Posttest

The posttest was conducted to measure the extent to which students' comprehension improved after being treated using the ESP-based interactive audio-visual learning tool. After the treatment was completed, students took a posttest that was similar to the pretest, but rearranged to evaluate the effectiveness of the tool in improving the specific English language understanding that had been learned.

Table 3. Result Posttest

Student's Score	Total Student's	SUM
70	1	70
75	5	375
80	11	880
85	12	1.020
90	5	450
95	1	95
Total		2.890
Average		82,6

Source: Data processed

After conducting tests and experiments, the next stage is to revise. This stage aims to make improvements and refinements to the learning tool. The research results regarding the final product on the development of interactive audio-visual learning tools based on English for Specific Purposes (ESP) books include interactive features and advanced technology, which have been validated through feasibility tests with positive results.

DISCUSSION

This research aims to answer several problems related to audio-visual learning media based on English for Specific Purpose books for students. The focus of the research includes three main aspects: the media design process, its feasibility, and the effectiveness of its use. The effectiveness

of the developed product can be known by analyzing the results of the pre-test and post-test to measure the improvement of students' abilities after using the learning media.

The findings of this study show that there is a significant difference before and after learning using audio visual based on English for Specific Purpose book, clearly visible based on the difference between pretest and posttest results. This confirms that the use of relevant learning media can improve students' English understanding and skills. In addition, the audio-visual-based learning method helps students to absorb the material better, as the combination of visual and audio elements provides more stimulation to various learning styles, such as visual, auditory, and kinesthetic. The implications of these results indicate that teachers and instructors need to implement more learning approaches that integrate technology and specific materials according to students' learning needs. The integration of audio-visual media, especially in the field of ESP, can be optimized to improve English language skills in the required professional or vocational-specific context.

CONCLUSION

English plays an important role in the global dissemination of knowledge and academic influence. In non-English speaking countries such as Indonesia, the need for academic English mastery is increasingly urgent to strengthen participation in international forums. English language learning in higher education, often categorized as English for Specific Purpose (ESP), faces special challenges, especially in vocational education. One of the main challenges is the motivation of students who often find English difficult and uninteresting, thus requiring a more effective learning approach. This study concludes that the use of audio-visual-based interactive learning media, especially those based on English for Specific Purpose (ESP) books, significantly improves students' English understanding and skills, especially in vocational education. The striking difference between pretest and posttest results confirms that relevant and contextualized media are able to motivate students, overcome the obstacle of the perception that English is difficult, and accommodate various learning styles. Thus, the integration of audio-visual technology into English language learning in higher education can be an effective solution to the challenges of language learning in Indonesia.

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