

**THE USE OF AUDIOVISUAL MEDIA TO INCREASE THE STUDENTS'
VOCABULARY: A CASE OF THE TENTH GRADE STUDENTS OF SMA N 1
CEPIRING KENDAL**

by
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ABSTRACT

This study is concerned with teaching vocabulary by using audiovisual media. The objectives of this final project are 1) to find out the students' vocabulary taught without using audiovisual media, 2) to find out the students' vocabulary taught using audiovisual media, 3) to find out significance difference between the students' vocabulary who are taught by using audiovisual media and those taught without using audiovisual media. The population of this study is the tenth grade students of SMA N 1 Cepiring Kendal. The researcher takes two classes as the subject of this research. The classes are X IIS 3 and XIIS 4. They are divided into experimental group (X IIS 3) and control group (X IIS 4). The researcher uses test to get the data. The test consists of two tests, they are pre-test and post-test. From the data analysis, the researcher obtains the mean score both the experimental and control groups. The mean score of the pre-test in the experimental group is 56.71, while the mean score of the post-test in the experimental group is 75.42. The improvement in the experimental group is 18.42. The mean score of the pre-test in the control group is 52.85, while the mean score of the post-test in the control group is 61.00. The improvement in the control group is 8.15. The result of t-test is 8.01, while the value of t-table is 2.00. It means that the value of t-test is higher than t-table ($8.01 > 2.00$). From the data above, it can be concluded that there are significant difference between the students' who are taught by using audiovisual media and taught without using audiovisual media. The data proves that it is affective to use audiovisual media to increase students' vocabulary ability.

Key words: Audiovisual, Media, Vocabulary.

Background of the study

Learning a foreign language is not something new for people. In Indonesia, English is categorized as a foreign language because it is not our language and it has different word structure with

Bahasa Indonesia. In addition, English is also an international language which is used for international communication.

In learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas in English without knowing their vocabulary. Low vocabulary mastery also makes them unable to express the opinion properly. Vocabulary is a list or number of words that one knows and uses it regularly in daily life (Nathan : 2013:1) . According to Thornbury (2004:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. As a mean of communication, vocabulary is very important in foreign language acquisition. The acquisition of vocabulary is essential for successful second language learning, because without an extensive vocabulary we will be able to communicate among people around the world. So, learning process in vocabulary must be interesting and easy to understand.

In teaching learning process, vocabulary has an important role in progressing the student's knowledge in English language. When the students have mastered the grammar of English language, so next task is the students must have mastered the vocabulary of English language or at least have to understand the vocabulary needed. Teaching vocabulary

using various instructional media will be able to help students to increase their English vocabulary. Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language. The words most commonly used are those a teacher should teach first. But usually the way teaching techniques makes the students lazy and bored. The teacher needs a medium for teaching English vocabulary to convey the messages or information. The suitable media is audiovisual media, because this media is trade on sense of sight. The use of media in teaching learning will help the teachers and the students to learn by themselves. Futhermore, media help the students to recoqnize communicative function of linguistic forms they use, communicate meaning in concrete situations, and use feedback to evaluate their success in conveying messages. This study propose problems; to what extent is the students' vocabulary taught without using audiovisual media ? to what extent is the students' vocabulary taught using audiovisual media ? is there any significant difference between the students who are taught by using audiovisual media and those taught without audiovisual media ?

Related Theories

The Concept of Vocabulary

Vocabulary as one of the language aspect is to learn when people are leaning a language. It is impossible to learn a language without vocabulary. So in any language learning vocabulary is necessary. Vocabulary refers to the words we know to communicate effectively. We think how to increase vocabulary well. To know what vocabulary is, the researcher would like to present definitions of vocabulary.

Vocabulary is a major part of almost every standardized test, including listening achievement test, college entrance exams, and armed forces and vocational placement test, test developers know that vocabulary is a key measure of both one's learning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as a listening comprehension section. The more words you know, then, the better you are likely to do on such important tests Mohr (2002:1)

Vocabulary is a list or number of words that one knows and uses it regularly in daily life (Nathan : 2013:1). According to Daller (2007: 1) stated that "Vocabulary is now considered integral to just about every aspect of language knowledge. It is a

live and vital area of innovation in academic approach and research".

In every language, vocabulary is important to convey meaning, to express intentions, desires and feelings, and to communicate with others. Vocabulary is one important thing to support the speaker in communication. It is one of materials studied by students of all levels of school in Indonesia. They should have a good knowledge of vocabulary if they want to communicate in English more fluently. It is impossible to be successful in studying language communication without mastering the vocabulary.

Thornbury (2002:13) however, vocabulary teaching has not always been very responsible to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.

On the other hand, students have to remember word that they learn from their teacher. The teacher has to know how to make students remember every word. Here is a brief summary of some of the research findings that are relevant to the subject of word learning, Thornbury (2002:24)

Vocabulary is the basis for learning language. Educational research shows that

vocabulary strongly relates to listening comprehension, intelligence, and general ability. As children learn to read, they must learn to decode (sound-out) print, but they also must have a vocabulary base (word knowledge) in order to make sense of what they decode.

From the definition above, we can conclude As stated in the title, the research discussion is only focus on the vocabulary.

Kind of Vocabulary

Thornbury (2002:3) states that words play different roles in a text. They fall into one of eight different word classes. They are (1) nouns; bits, pieces, record, player, (2) pronouns; I, them, us, (3) verbs; say, visiting, to look, (4) adjectives; high, strong, new, (5) adverb; up, down, (6) preposition; under, of, (7) conjunction; that, whenever. Like, like many words in English, can belong to two or more words classes. The unrepresented class are (8) the determiner-words like a, the, some, this, last.

The Technique in Teaching Vocabulary

Teaching techniques are important in teaching learning process not only determined by teacher and students' competence but also with appropriate technique. Studying language causes some problems, because many students consider

that vocabulary is very challenging to be learnt , teacher should keep looking for way to make learning easier and more pleasant.

According to Allen (1983:24-52) the techniques in teaching vocabulary are:

Teaching Vocabulary by using Real Object

Showing the student real thing is excellent for helping the students understand the meaning. There are real windows, doors, walls, floors, desks, tables, and chairs in the classroom to be used to teaching. There are many others ways to create a communication situation in the classroom. Suppose the teacher shows a picture that shows a head which is various part: hair, eyes, ears, nose and mouth. Pictures for vocabulary teaching come from many sources. Students (or by teacher) there are attractive sets which are intended for school. Pictures show meaning of basic words for the students. Language teachers are responsible for creating conditions which is encourage vocabulary expansion, and well chosen game can help the students acquire English words.

Teaching techniques are very helpful for teacher. It means that the teacher has to use an appropriate technique

to increase students' vocabulary. So the researcher believes that using audiovisual can increase students' vocabulary in the teaching learning process.

Definition of Media

Teaching by using media is needed in the teaching learning processes to help students become active. In addition, media is important, because media can help teacher in supporting presentation of material.

There are some definitions of media stated by some experts quoted by Sadiman (2009: 6)

- a. Media is very kind of tool used by people to stimulate learners to study.
- b. Media is any kind of tools used to convey a message and stimulate learners to study
- c. NEA (National Education Association) states that media is everything that manipulated, seen, heard or talked with the instrument used to that activity.

Media can be define as the carrier of the massage the teacher to the students. On learning activity media can the teacher in conveying the teacher material so the students will clearly understand about the topic.

Audiovisual

Audiovisual media is a media that can be seen, touched and listened (kasihani, 2007: 102). The researcher uses audiovisual in class to make students interested because they can see how the speaker said the words. English become an important area in educative programs and hope to be a helpful tool for this generation. Teaching and learning English has faced changes in curriculum as well as in techniques, with the advances of technology. In the teaching process where teachers are facilitator, it is necessary to introduce in the classroom not only blackboard as visual resource, but also using audiovisual resources, to obtain the efficient development and support learning process.

Mathew & Alidmat (2013: 88-90) states that teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books are the only source of the language input. In their study, they explored how to use audiovisual aids helps the language teacher in ELF classroom at senior high school. They found that the result of their study indicates that using audiovisual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective.

Audio-visual resources is one of interested media for teaching. It can greatly enrich students vocabulary bringing to life teaching and learning opportunities and giving the potential to bring the outside world into the classroom broadening and enhancing our students experience. There are many ways in which audio-visual resources can be utilised and this is an area we will keep return.

The audiovisual media help in great way teachers to obtain students relationship with the process of teaching learning and to develop the projected objectives, including activities to allow a great joint with the English.

Using video as audiovisual aids

The use of video in teaching English as a Foreign Language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of the different technology have made the task of the language teacher easier. Teachers can download different videos appropriate for the students from internet. As there are thousands of ready made videos designed

for language teaching, teacher can easily choose according their need.

The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home produced materials may not be ideal. Another important issue in this case that the teacher should be well trained on using and exploiting the video. Otherwise, it becomes boring purposeless for the students

So there are some factors to be considered to use audiovisual aids in classroom. If the materials are not selected wisely, objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot appropriate for students. As a result, the materials are not comprehensible for them which may make the anxiety level of the students. Sometimes, it becomes very difficult to find the audio materials for students of senior high school level. If the audiovisual aids are not selected to the contents, they may mislead and make students confused. That is why teacher need to be careful while selecting the audiovisual materials for students.

Methodology Of The Research

The type of this research was experimental research. According to Urdan (2010: 10) experimental research design is a type of research in which the researcher, manipulates certain aspects of the research. These usually include manipulations of the independent variable and assignment of cases to groups. The purpose of experimental research is to investigate possible cause and effect relationship by exposing one or more experimental group to one or more treatment that is not receiving the treatment.

Researcher used quasi-experimental design. Quasi-experimental design is one of types of quantitative research which there are two groups, control group and experimental group. This quasi-experimental design is belong to Nonequivalent (pretest and posttest). Both groups took a pre-test and post-test. Experimental group is taught by using audiovisual media and control group is taught without using audiovisual media.

Subject of the Research

The population of the research was the tenth grade year students of SMAN 1 Cepiring Kendal in academic. The total of the population are 7 classes (X MIA1 - X MIA3) and (X IIS1 – X IIS4). The sample were X IIS 3 and X IIS 4. Each classes consist of 35 students. In this

design, a popular approach to quasi-experiment, the experimental group and control group were selected without random assignment. Both group took pre-test and post-test. Only experimental group received treatment.

Instrument of the research was an important device for collecting data. An instrument played an important role in a research in the sense that instrument will influence the data. It obtained the most part of instrument used to measure the achievement in education was a test. Instrument can indicated whether the research was successful or not.

The test is written test. The reseacher used “fill in the blank” form as the test and it provided 20 items. The test was divided into two types, they were pre-test, and post-test. The students watched video film. Then, the researcher got the score from the students’ answer based on the animation video film.

Pre test was given to the students before the researcher gave the treatment to them. Fill in blank test used in the pre-test. There were 20 items that will be prepared to get the data. The students would do the pre test in 60 minutes.

Data Collection

The research collecting data to achieve the research. The method of data collection consists of;

- a) Researcher gives pre – test to experimental group & control group.
- b) Researcher gives treatment to experimental group
- c) Researcher gives post-test to experimental group & control group.
- d) Researcher analyzes the data.

Data Analysis

The data analysis procedures are as the following;

The first, researcher calculated the mean of each group. The second, reseacher applied all of formula into *t-test* in order to see whether the difference of students' result in teaching using audiovisual media in

Discussion

This research is intended to determine whether or not there is a significant difference in the ability of vocabulary between the tenth grade students of SMA N 1 Cepiring Kendal. The researcher took two classess as the sample which were class X IIS 3 as the experimental group which was given treatment audiovisual media to increase the students' vocabulary and class X IIS 4 as the control group which was not given the tretment. Pre-test and post-test were

teaching English vocabulary. There are some steps to compare the data between the data of experimental group and control group. Then the researcher calculated standard error of the difference between the means.

After finding the result with *t-test*, it was consulted to t_{table} to know whether the hypothesis accepted or not. If $t_{test} > t_{table}$, so the hypothesis alternatives (H_a) can be accepted. It means that the students who are taught with using audiovisual media learning process has better English vocabulary mastery. While if $t_{test} < t_{table}$, so the hypothesis is not accepted. It means that there is not a difference between the students who are taught with using audiovisual media and taught without audiovisual media.

given to experimental group and control group. The topics which were provided in pre-test and post-test were different.

In experimental group, the first step the researcher gave pre-test to the students. The researcher asked to the students to fill the blank vocabulary based on the video. It consisted of 20 items.

In the post-test of experimental group, the researcher want to see whether there was improvement between pre-test and post-test where before post-test the

group was given the treatment. In treatment, the researcher taught vocabulary using audiovisual media. In the post test, the researcher asked to the students to fill the blank vocabulary based on the video. It also consisted of 20 items. The researcher gave 1 score for a right answer, and 0 score for a wrong answer.

According to the data above, the researcher find the calculations of the mean pre-test in X IIS 3 class as an experimental group is 56.71. While the means of the post-test which they are taught using audiovisual media is 75.42. The difference of means both pre-test and post-test in experimental class is 18.71. It means that the students' score is increase. It show that there is significant different of the pre-test and post-test after giving treatment.

In control class, the first step the researcher gave the pre-test to the students. The researcher asked the students to fill the blank based on teacher's story. It consisted of 20 items. The researcher gave 1 score for a right answer, and 0 score for a wrong answer. Then the result of the pre-test was scored.

In control group, the researcher gave post-test to students without treatment. The researcher asked the

students to fill the blank based on the teacher's story. It consisted of 20 items.

After getting the result of the data calculation, the researcher discussed the implication of this research. There were two groups. They were experimental group and control group. The samples in this research were class X IIS 3 as the experimental group and class X IIS 4 as the control group. Each class consisted of 35 students. This research focused using audiovisual media to increase the students' vocabulary for tenth grade students of SMAN 1 Cepiring Kendal. It could also be said that this research had an objective to find out wherever or not audiovisual media could increase the students' vocabulary for the tenth grade students of SMA N 1 Cepiring Kendal. Experimental group (pre-test, treatment, & post test) and control group (pre-test and post-test)

The first session is pre-test to the experimental group. The purpose of this test is to know the students' ability in vocabulary before get treatment. The time allotment is 30 minutes. After the researcher give pre-test to the students, the researcher calculate the mean score of the test. The mean score of pre-test in experimental group is 56.71 which is categorize into failing category.

Based on the pre-test result before the treatment applied, the students' had

problem in catching vocabulary. It could be the problem which could make them difficulty to fill the blank text. The researcher gave treatment in experimental group. The experimental group was taught using audiovisual media.

Second session, the researcher gave treatment to the students. The researcher explained about narrative text and vocabulary. For the activity, the researcher conducted treatment by implementing audiovisual media. In this session, Timun Mas video was listened by the students. They analyzed the vocabulary based on the video.

After the students got treatment, the researcher gave the post-test to the experimental group. This test was used to know the improvement of the student's vocabulary after they were taught using audiovisual media. It had the same time allotment and instructions with in pre-test. The time allotment of this test was also 30 minutes but it different topic from the pre-test.

After get the result of test, the researcher analyze and find the higher score from pre-test. The mean of post-test in experimental group is 75.42 which is in adequate category (based on the table

category of the achievement level in the table 3.2).

The students' vocabulary ability taught by using audiovisual media is sufficient. The researcher used that media to increase the students' vocabulary ability. They were interested and enthusiastic in learning way. Audiovisual media helped the students to increase their vocabulary ability. They learned together and gave a lot of vocabulary.

The first session is pre-test to the control group. The time allotment is 30 minutes. And then the reseacher calculate the mean score of the test. The researcher also find the mean score of pre-test in control group is 52.85 which is categorize into failing.

After gave pre-test, the researcher gave the post-test to the control group. The time allotment of this test was also 30 minutes but the topic was different.

After getting the result of the test, the researcher analyze and find the higher score from pre-test. The mean post-test in control group is 61.00 which in inadequate category (based on the table category of the achievement level in the table 3.2).

The effect of audiovisual media in increasing students' vocabulary ability can be seen in the result of post-test. From the

result of the mean score, there is an improvement in the mean of pre-test and post-test. The improvement of experimental group is higher than control group. It is 18.71 (75.42 – 56.71) which is from failing category into adequate category. However, the improvement of the mean score of control group only 8.15 (61.00 – 52.85) which from failing category into inadequate category.

The students' vocabulary ability of the students who were taught without using audiovisual media was weak. The students' taught and shared their vocabulary individually. Sometimes, they were confused about what they wanted to vocabulary. They could not share and discuss with the others. They also felt bored with the class atmosphere.

It caused that the students who did not share their vocabulary and thoughts with their friends. It would make them unfriendly in the classroom and the classroom atmosphere was not good. They did not care with the students and they only got a few information. This situation made the students' vocabulary ability was low and their scores were down.

Based on the result above, it show that the mean difference being taught by using audiovisual media and taught without by using audiovisual media. From the result of pre-test and post-test, it show that teaching vocabulary using audiovisual media can increasing the students's vocabulary mastery of SMAN 1 Cepiring Kendal in . Teaching using audiovisual media is appropriate. Because in the fact, the students feel enthusias to the English lesson and most of the students are interested in learning English using audivisual media. The result of the research show that the students' vocabulary mastery is good. It is prove by result of post-test. It means that using audiovisual media as media in teaching vocabulary is appropriate. The result of t-test is 8.01 and value of t_{table} is 2.00 in significance 5%. So, there is significance different between the students's vocabulary mastery taught before and after using audiovisual media, because the result is higher than t_{table} ($8.01 > 2.00$). It means that this process of increasing the students' vocabulary mastery of SMAN 1 Cepiring Kendal has good result and it can attract the students to learn English easlily. So, this process is effective.

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