THE IMPLEMENTATION OF AUDIO VISUAL AS MEDIA TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT

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ABSTRACT

**THE IMPLEMENTATION OF AUDIO VISUAL AS MEDIA TO
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By

Ajeng Ramunajad

This study investigated whether audio-visual media could improve students' vocabulary achievement and analyzed how each aspect of vocabulary improved in descriptive text. The design of this research was a one-group pre-test-posttest design. The sample of this research was 7 C students at SMPN 1 Kota Agung Tanggamus Lampung. The instruments were pre-test and post-test. The data were analyzed using repeated measure T-test, which determined the significance level by t-value>t-table.

Furthermore, the result shows that audio visual media could improve students' vocabulary achievement. There is a significant improvement of students' vocabulary achievement after being taught using audio visual as learning media. The t-value in this research was higher than t-table (11.114>2.037). It was proved by the increase of students mean scores increased from 52.56 to 74.06, which the gain was 21.5. Thus, audio visual as learning media could improve students' vocabulary achievement and each aspect of vocabulary such as verbs, nouns, adverbs, and adjective. Audio-visual media can be a learning medium that can improve students' vocabulary skills, because it is visual and sound based, which can make it easier for students to understand the use of new vocabulary.

Keywords: *vocabulary, audio visual media, descriptive text, content words, achievement.*

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ACHIEVEMENT

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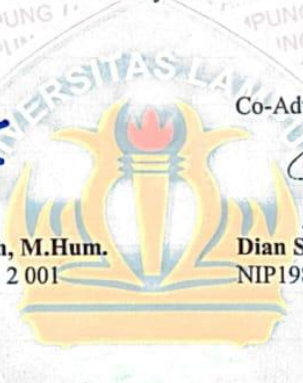Advisory Committee

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iv

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya tanggung jawab saya.

Bandar Lampung, 15 Juli 2024
Yang membuat pernyataan,

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vi

CURRICULUM VITAE

Ajeng Ramunajad was born in Tanggamus on April 19th 2001. She is the second child of Resmy Ananda and Yulia. She has three siblings one elder brothers, named Rayan Majed Akbar, one younger brother named Gusti Faruqi, and a younger sister named Diah Raya Ganti.

She started her study at TK Dharma Wanita Kota Agung in 2007, after that she continued her study at SDN 1 Pasar Madang and graduated in 2014. After graduating from elementary school, she continued her study at SMPN 1 Kota Agung and finished in 2017. The she continued her study at SMAN 1 Kota Agung and graduated in 2020. She was registered as a student of English Education Study Program at University of Lampung in 2020.

During her study at University of Lampung, she actively participated in students' organization such as RAKANILA (Radio Kampus Universitas Lampung). To improve her teaching skill she did Kampus Mengajar Program batch 5, and Teaching Practice Program (PPL) at SMAS Tri Sukses from August to September 2023. To finish her study at college, she conducted research at SMPN 1 Kota Agung Tanggamus Lampung.

MOTTO

"Allah tidak membebani seseorang melainkan sesuai dengan kemampuannya ."
QS. AlBaqarah:286

"Menuntut ilmu adalah takwa. Menyampaikan ilmu adalah ibadah. Mengulang
ulang ilmu adalah zikir. Mencari ilmu adalah jihad."
– Abu Hamid Al Ghazali.

"Learning is never done without errors and defeat."
Believe in yourself.

DEDICATION

By the name of Allah SWT who blesses my life, this script is proudly dedicated.

The writer dedicates this script to:

Her beloved parents – My mom Yulia and my late dad Resmy Ananda

Her beloved siblings – My older brother Rayan Majed Akbar, my younger brother

Gusti Faruqi and my sister Diah Raya Ganti

Her Almamater – University of Lampung

Her friends in English Education Program Batch 2020

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Finally, the reseracher realizes that this research is still far from perfect, Therefore, constructive criticism, comments, and suggestions are welcomed for better research. Hopefully, this reserach will positively contribute to the educational development of the readers and those who want to conduct further research.

Bandar Lampung, 15 Juli 2024
The researcher,

Ajeng Ramunajad
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DAFTAR ISI

LIST OF TABLES

LIST OF APPENDIX

I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

In today's modern era, technological and scientific knowledge advances are developing very rapidly from time to time. So that, the world of education must also be able to compete and be able to adapt to technological advances, by following technological developments, namely utilizing technology in the world of education by using technology as a medium to facilitate the learning process. Educational institutions as schools or places of study must be able to keep up with the times and adapt to technology by utilizing technology as a learning medium that is more interesting, interactive, varied and able to develop student knowledge and broaden insight into the materials being taught (Winanda & Aina, 2016). The development of science and technology is increasingly encouraging reform efforts in the utilization of technological results in the learning process. The teacher has the duty to encourage, guide, and provide learning facilities for students to achieve educational goals. One of the facilities that can be provided by the teacher is to use appropriate learning media in delivering learning material. Media that can display objects, processes that occur without having to see directly (Slameto, 2010:97).

According to Dale (2017), audio-visual media are teaching media and educational media that activate the eyes and ears of students during the teaching and learning process. In addition, audio visual media as a learning resource can provide choices in using learning media according to the characteristics of students. In addition Asyhar (2011:45), defines that audio visual media is a type of media used in learning activities by involving the senses of hearing and sight as well as in one process or activity. Some examples of audio-visual media include: film, video, TV program, laptop and so on. One of the learning media that will be developed by researchers is audio-visual media based on videos and audio visual is a learning medium that contains elements of moving images and sound such as videos or films.

Santrock (2004), stated that video shows can create variations in class, so that students' attention is focused on the lesson. In addition, using audio-visual media in learning can help students learn in different ways in the classroom. Students can easily remember the learning materials provided by the presence of video-based audio-visual media.

Learning media can be understood as anything that can convey or channel messages from a source in a planned manner, resulting in a conductive learning environment where recipients can carry out the learning process efficiently and effectively (Asyhar, 2011: 8). Technological developments have made many types of learning media developed according to educational needs. The quality of the developed learning media determines the achievement of a learning objective properly. Learning media that can help in the teaching and learning process is the use of video-based audio-visual media.

In learning English, learning media using audio-visual media is helpful for students to learn English, especially vocabulary. Vocabulary is one of the many supporting elements of these four skills that are equally crucial to the four abilities mentioned above and one of the essential components of any language. Vocabulary refers to the word richness of a particular language. In this regard,

experts have proposed many definitions of vocabulary. Expert opinions may be different from one another but, in essence, have the same goal. In speaking and writing a sentence in order to become an effective sentence, it is very important to master vocabulary because if we do not master the vocabulary, someone will have difficulty when they want to compose a good and correct sentence, also when they want to speak. (Hornby: 1984: 959), stated vocabulary mastery is not a spontaneous process but a process towards mastering vocabulary properly and correctly.

Furthermore, Ur (1996), stated that vocabulary is one of the important elements of language to be taught in learning a foreign language besides grammar and pronunciation. When learning a foreign language, speaking will only be possible with a variety of vocabulary. Unfortunately, in fact, there are still many students who find it difficult to communicate orally and generate some notions in writing due to their lack of vocabulary. It does not mean that the students do not have any idea in their mind, yet they are confused about how to express it in oral and written communication. Rohmatillah (2014), stated that English vocabulary is different from Indonesian viewed form, including pronunciation and spelling, meaning and the word use. In addition, the way of pronouncing the word is quite different from writing. Generally, it is presumed that students who learn English often find difficulties in learning vocabulary. This tends to be reason why the teacher has to find creative way in teaching in order to build the learning atmosphere become effective and enjoyable at the same time. In line with the explanation above, there are a lot of techniques or methods that can be used by the teacher in order to help the students improve their vocabulary, one of the methods which is by using video or audio-visual media. The term audio-visual media can be defined as the media that can be heard and seen simultaneously. The utilization of audio-visual media in teaching and learning process can help teachers to attain the objectives of a material which is being learnt. Further, it provides the easiness for the teachers to download various kinds of audio-visual media in the internet related to the material which will be learnt in the class. Furthermore, the use of audio-visual will make the learning atmosphere become more interesting and

prevent the monotony during the learning process. Therefore, in this research, the use of audio-visual media is expected to be a way in improving students' vocabulary knowledge. Regarding the previous researchers concerning with the use of audio-visual media in teaching and learning process, Hartono (2013), was intended to see the significant difference between the vocabulary of students who were taught by using audio-visual media and those who were taught by not using it, and to find out significant improvements in learning vocabulary after using audio visual media in teaching.

A research has been done by Hartono (2013), dealing with the Use of Audio Visual Media to Increase the Students' Vocabulary: a Case of the Tenth Grade Students of SMAN1 Cepiring Kendal. The result showed teaching vocabulary using audiovisual media can increase the students' vocabulary mastery of SMAN 1 Cepiring Kendal in. The results 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 table is 2.00 in significance 5%. So, there is significance different between the students' 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, the results of this study are getting a positive response and using audio-visual media is very effective in learning to improve vocabulary skills in students.

The second is the finding from Wulandari (2017), AVM can improve English language skills. It can be seen from the result of test score which class is given treatment got higher score, 74,23, rather than a class which is not given treatment, 70,4. These results show that there is a fundamental difference between the result of teaching language by using audio-visual media and the one which does not use audio-visual media. Based on the testing, the process of effectiveness in teaching, using audio-visual media is more effective.

The third finding can be seen from the research by Iswandari (2013), that by using AVM, the students actively involved in teaching and learning process, giving more attention than before, ease the students' to understand and respond to the instructions. This could be seen as long as teaching and learning process. The researcher found there was a progress in students' attention. The students' did not even show boredom in English teaching and learning process. They were actively involved in the English teaching and learning activities.

Based on the explanation above, the researcher was interested in conducting research on implementing audio-visual media to improve students' vocabulary achievement. This research focuses on the significant improvement in students' vocabulary using audio-visual media and the aspects that significantly improved using audio-visual media.

1.2 Research Questions

1. Is there any significant improvement in students' vocabulary achievement after the students' were being taught by using audio visual media in teaching?
2. Which aspect of vocabulary has significantly improved in students' vocabulary achievement after the students' were being taught by using audio visual media?

1.3 Objectives of The Research

1. To find out if there is any significant improvement in students' vocabulary achievement after using audio visual media in teaching.
2. To find out which aspect has significantly improved after using audio visual media.

1.4 Uses of The Research

Hopefully, the findings of the research are expected to provide benefit for the readers; the results of this research are expected to give information to the English teacher about technology that can be used in teaching and how using audio-visual media can improve the students' vocabulary achievement.

1.5 Scope of The Research

This study is a quantitative research, the researcher focus on finding out the results of the students' vocabulary achievement before and after being taught through audio visual media, and which aspects has significantly improved after using audio visual media.

The vocabulary aspect that was studied is content words that are often used in English, especially to describe something using adjectives, nouns, and adverbs. In this case, it is important to find out these aspects, and the extent to which there has been an improvement, especially in using audio-visual media in learning. In this research students' were also expected to be able to apply the vocabulary they have acquired in written and reading form.

The audio-visual media used in this research is in the form of videos with images and sounds, making it easier for students to understand the material. The researcher used descriptive text as learning material in this research.

1.6 Definition of Terms

There are some terms that are used by the researcher to give the readers basic of the understanding, with the topic as follows:

1.6.1 Vocabulary

Vocabulary is generically defined as the knowledge of words and meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005).

1.6.2 Audio Visual Media

According to Sanjaya (2014: 118), audio-visual media is a type of media which in addition to containing sound elements also contains elements of images that can be seen, such as video recordings, various sizes of films, sound slides and so on.

1.6.3 Achievement

It is an achievement or result obtained from a process in terms of learning or other things. In line with that Travers (1970), states that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco & Crawford (1977), states that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances.

1.6.4 Implementation

According to Peter (2017), implementation refers to what is expected to follow in order to realize a particular goal, once that goal has been formulated and decided upon.

II. LITERATURE REVIEW

This chapter discusses about the literature review used in this study. It consists of definition of vocabulary, the component of vocabulary, types of vocabulary, vocabulary achievement, teaching vocabulary, the concept of media audiovisual, theoretical assumption, and hypotheses.

2.1 Definition of Vocabulary

Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101), states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11), stated that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002:580), state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, a list of words with their meaning, especially one that accompanies a textbook (Hornby,1995:1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

Many experts agree that vocabulary is the most important element as a base of the language that makes the person able to communicate well using the target language. Mastering vocabulary means learning new words, their meaning, their uses and how to use them in daily conversation. Mastering vocabulary also

supports the four language skills, namely listening, speaking, reading, and writing skills, because mastering vocabulary will make it easier to learn these four skills because they are related and cannot be separated from the most important component, vocabulary. Richards and Renandya (2002:255), assert that vocabulary is a language main element and provides the learners of the language be able to speak, write, read, and listen in a particular language. McCarten (2007:21), claims that vocabulary mastery is mostly about remembering the words, as well as seeing, writing, or saying the words in many times before the learners are said to have mastered the vocabulary. Nation in Cameron (2001:84), suggests new words need to be met at least five or six times before it has a chance to be learnt. Limited vocabulary mastery will affect and become an obstacle when someone wants to speak and communicate or express their ideas. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. According to Jackson and Amvela (2000:11), terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary in a language continues to change and develop throughout the ages because life is more complex; people change and bring new words to describe human activities and their surroundings; until now, there are countless new words in the vocabulary of the latest English dictionary, none who knows the number of words in English now.

Therefore, the researcher can conclude vocabulary is an important language element that focuses on literacy teaching and refers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships), and a vocabulary is a set of familiar words within a person's language. A vocabulary usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.

2.2 Aspect of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) as cited in Mardianawati (2012: 11), the vocabulary aspects consists of meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms (Lopez, 1998: 38).

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

d. Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000:4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

In this case, aspects of vocabulary that was taught to the students were word classes and word use. The reason for choosing those aspects is it was appropriate with the material was taught in the class using audio visual as learning media.

2.3 Component of Vocabulary

Hatch and Brown (1995), divides vocabulary into two types they are active and passive vocabulary. Harmer (1991), distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce, to know components of vocabulary, we don't only know about the new vocabulary, but also the function of the word, the types of words, their uses and types.

Therefore, the researcher concludes that learning vocabulary is not only learning about new words and the meanings of the words but also all aspects of vocabulary, such as the type, its uses, and function. Vocabulary is built and structured because there are content of words in it such as nouns, verbs, adverbs and many others.

2.4 Types of Vocabulary

Hatch and Brown (1995), indicate two kinds of vocabulary: receptive vocabulary and productive vocabulary.

2.4.1 Receptive Vocabulary

Receptive vocabulary is the words that learners recognize and understand when they are used in context; however, they cannot produce it. It is vocabulary that learners recognize when reading text or listening to the text, but do not use it in speaking and writing (Webb, 2009).

2.4.2 Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others (Webb, 2005).

Chitravelu (2005:241), then classified vocabulary as the basic tools of a language into two main groups, these are content and functions words, which will be explained in the section below:

2.4.3 Content Words

Content words are words with specific meanings and give the most important information. Content words are nouns, verbs, adjectives, and adverbs, respectively, will be explained in the following:

1. Nouns

Nouns are a word that can be used to express person, place, things, animal and also idea, both physical and abstract objects. Nouns are also part of the part of speech that needs to be learned. According to Thomson and Martinet (1986: 16), there are four kinds of noun in English: Common nouns, Proper nouns, Abstract nouns, and Collective nouns.

(a) Common Nouns

Common noun is a noun which is not the name of a particular person, place, or thing. Common nouns in English are spelled in lower-case (Leech,2006:20).
The examples are girl, man, lion, book, chair, bedroom**.**

(b) Proper Nouns

Proper noun is a noun which consists of the name of a particular person, place, or thing. The initial letter of proper nouns should be capitalized, such as *England, Neptune, Soekarno Hatta Road*.

(c) Abstract Nouns

Abstract nouns usually refer to the name of a quality, state, or action, e.g., *freedom, beauty, memories, health, kindness, knowledge, childhood. *

(d) Collective Nouns

Collective nouns are the names of a group of people, objects, or animals, e.g., *crowd, flock, group, swarm, team, pride, band, pack, litter.*

Additional example:

- Physical objects: house, car, glass, table, chair, floor.
- Abstract concept: idea, time, age, difficulty, opinion.

2. Verbs

(Lewis, n.d.), stated that verbs in many European language posses a form referred to as the base form, and the stem to which various endings are added to indicate, for example, different tenses or persons. Verb is one of word parts that always use in human speaking. Almost people utterances are dominated by verbs. Verbs are action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase. In this category, the verbs are classified as;

(1) Lexical verbs

A lexical verb is the main verb indicating the main action in a sentence. Lexical verbs, also called full verbs convey the semantic or lexical meaning in a sentence (Nordquist, 2020).

(1) Linking verbs

That is a connecting verb, this verb connects the subject of the sentence to the complement of the subject (ex; Ranti is bored). Subject complements are adjectives, nouns, or pronouns that tell the learners something about the subject.

(2) Transitive and Intransitive verbs

Verbs that need an object to describe the verb (i.e. something to affect the verb). For example, "buy" is a transitive verb, this means we can't just say "I buy" but must add a word that makes it clear what we are buying (example: I buy a car). While intransitive verbs are the opposite of transitive verbs, namely verb which does not need an object to define the verb. For example "laugh" and "cry" are intransitive verbs so they don't need objects to explain the verbs.

(3) Regular and Irregular verb

Regular verbs are verbs that can change according to the existing tense and in accordance with normal rules, namely adding the suffix (-d) or (-ed) to the first form of the verb (verb 1), so that it can form a verb (verb 2).

Examples of Regular Verbs

We play golf. He plays volleyball. (Simple present tense – verb1)

We played golf yesterday. He played volleyball yesterday. (Simple past tense verb2)

We are playing golf right now. (Present continuous tense +verb + ing)

Volly ball is being played by him. (Passive voice – verb3)

Irregular verbs are verbs that have irregular forms and do not comply with normal rules, the past tense of irregular verbs is not formed from the basic verb of verb 1.

For example, break becomes broken and broken. Not only that, there are those whose past tense and past participle are the same but different from the base form, namely meet, met, and met.

(4) Adverb

Harmer (2004: 37), states that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb or whole sentence. Adverbs give the important information required for understanding and tell how, when, or where something is done. According to Thomson and Martinet (1986:32), there are eight kinds of adverbs, namely:

1. Manner : bravely, fast, happily, hard, quickly, well

2. Place : by, down, here, near, there, up

3. Time : now, soon. still, then, today, yet

4. Frequency : always, never, occasionally, often, twice

5. Sentence : certainly, definitely, luckily, surely

6. Degree : fairly, hardly, rather, quite, too, very

7. Interrogative : when? where? why?

8. Relative : when, where, why

(5) Adjective

An adjective is a word that tells us more about a noun. It "describes" or "modifies" a noun (The **big** *lion* was **hungry**). In these examples, the adjective is in bold and the noun that it modifies is in italics.

An adjective often comes <u>before</u> a noun:

A **dark** *sky*

And sometimes an adjective comes <u>after</u> a verb:

My *clothes* is <u>blue</u>.

But adjectives can also modify pronouns (*She* is **beautiful**).

2.4.4 Function words

Function word are used to stitch content words together and to connect important information, function words are important for understanding, but they add little in meaning beyond defining the relationship between two words. Function words include: auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

a. *Auxiliary verbs* are used to establish the tense. For example: *is, am are, was, were, have, has, do, will*

b. *Prepositions* show relationships in time and space.

For example: *in, at, between, under, over*

c. *Articles* show something specific or one of many.

For example: *a, an, the*

d. *Conjunctions* are words used as joiners.

For example: *and, but, as, since, for, so*

e. Pronouns refer to other nouns.

For example: *I, you, us, ours, she*

2.5 Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by someone. Hatch and Brown (1995: 1), state that the term of vocabulary refers to a list or a set of words that individual speakers of language might use. It is in line as stated by Sunarti (2010), that vocabulary means a group of words, which have been mastered by the students after the teaching and learning process. Furthermore, Mukti (2012), stated that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling, and using them in context. Allen (1983: 4), says that students will make mistakes if they learn the meaning of many words without learning how to put together in a sentence. It means that to obtain the meaning of words someone needs to process of learning in context. In other words, learning vocabulary cannot be focused on the use of dictionary. Learners also need to know the context of the word in real context or situation. The indicators for students who have mastery of vocabulary are that they understand the meaning, pronunciation, spelling, and use of the words in context.

It can be concluded that to mastered vocabulary, students not only have to know new vocabulary, but also have to understand the meaning, how to pronounce it, how to spell it, and used each new vocabulary based on the context of its used.

2.6 Teaching Vocabulary

Vocabulary is a central of any language learning or acquisition, as according to Celce Murcia (2001: 285), vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Vocabulary is a basic component for the four skills reading, listening, writing, and speaking; therefore, without mastery of vocabulary, students will face difficulties in studying English language and cannot communicate effectively in expressing their ideas in both oral and wri tten form.

Schaefer (2002), states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Teaching vocabulary in context can help the learners to

understand the word properly as stated by Marzano (2011), that by illustrating or explaining the word in contexts helps students gain a clearer understanding of the word and how it is generally used. Accordingly, students are able to use the word in the real situation in which it is commonly used. A teacher must be able to provide a good system in teaching vocabulary. A good teacher should have a set of guiding principles that can be applied in a variety of teaching and learning situation.

2.6.1 Principles of Teaching Vocabulary

There are some principles of teaching vocabulary as follows:

1. The teacher has to decide how many words the students can learn in one day. By making the decision, the teacher can teach which word can be used by the students in different ways.

2. Give Attention to the Words Frequency

Learners will find the frequency of words (easy, medium and difficult words) that will be met and used in communication. It should also be fluently accessible for receptive and productive use.

3. Encourage Learners to Reflect on and Take Responsibility for Learning

Learners should be responsible for their own learning. Taking this responsibility requires knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best options, and the ability to monitor and evaluate progress with those options.

2.6.2 Steps in Vocabulary Learning

Brown and Payne in Hatch and Brown (1994:373), did an analysis that resulted in a very clear explanation where the strategies divided into five essential steps;

a. Encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words.

b. Getting the word form

The second step essential to vocabulary learning appears to be the getting of a clear image-visual or auditory or both-of the form of the vocabulary item. This step was shown in comments such as "associating new words with words that sound similar in native language, "writing the sound of words using sound symbols from native language."

c. Getting the word meaning

The third essential step in the learner" reported strategies is the one which is most often associated with idea of vocabulary learning: getting the word meaning. This step includes such strategies as asking native English speakers what words mean.

d. Consolidating word form and meaning in memory

The fourth necessary step revealed by Brown and Payne's analysis requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

e. Using the word the final step in learning words is using the words.

Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. Such an argument can apply to many of the other processes as well, since a great amount can be comprehended in context even if a reader or listener knows nothing about many of the words being used. However, if the goal is to help learners move as far along the continuum of word knowledge as they can, word use is essential.

Based on the explanation above, it can be concluded that teaching vocabulary is an activity where the students acquire knowledge from the teacher about vocabulary and how to use the vocabulary correctly, how to use vocabulary according to the context.

2.7 Concept of Audio Visual Media

In the process of learning and teaching the media as a means to facilitate a teacher in the teaching process, the media as a learning tool has a fairly important role, because the used of the appropriate learning media can help students in the learning process and make it easier for students to understand the subject matter. For example, in this case to learned vocabulary, the teacher uses audio-visual media as a learning tool to increased students' achievement of new vocabulary. The existence of audio-visual media makes people like learning by using this media, because learning new vocabulary by watching movies, seeing explanations from videos makes people feel helped, because apart from being entertainment, learning to use audio-visual media also does not feel boring.

According to Sanjaya (2014: 118), audio-visual media is a type of media which in addition to containing sound elements also contains elements of images that can be seen, such as video recordings, various sizes of films, sound slides and so on. In line with Brown in Indriana (2011: 15), believes that media that are used well by teachers or students can affect the effectiveness of teaching and learning programs.

And also by Meluhan (2008: 99), is a form of audio-visual intermediary used by humans to convey or spread ideas, or opinions so that the opinions or ideas put forward reach the intended recipient.

It can be concluded that audio-visual media is media that has sound and also images such as videos, and films, audio-visual media is one of the media that is widely used by educators in the teaching and learning process, because it makes it easier for students to understand the material.

2.8. Audio Visual as Media in TeachingVocabulary

The use of media is very important in the learning process, using appropriate teaching media can help the teacher in the learning process and make students' more interested in the material being taught. According to Brown (2001), teaching is helping someone to learn how to do something, giving instruction, guiding in

study of something, providing with knowledge, and causing to know or understand. Therefore, teacher as a facilitator must be able to keep up with because technology continues to develop, one of which is of utilizing audio visual as media in learning teaching. In Indonesia most of English students' have difficulties to learn English and less motivation to study, because learning process monotonous and boring. By utilizing audio visual as a media of learning, it will make learning process more interesting and fun because the students can learn while watching and listening. Learning is packaged to be more interesting, so that it will increase students' motivation to learn.

2.9 Types of Audio Visual Media

1. Pure Audio-Visual

Pure audio-visual or often referred to as motion audio-visual, namely media that can display elements of sound and moving images, sound elements and image elements come from a source.

a. Sound Movies

There are various types of sound films, some are used for entertainment such as commercial films shown in cinemas. However, the sound film referred to in this discussion is a film as a learning tool. Film is a medium that has a very large ability to help the teaching and learning process. A good film is a film that can meet the needs of students in relation to what is being studied.

b. Videos

Video as an audio-visual medium that displays motion is increasingly popular in our society. The message presented can be factual or fictitious, can be informative, educative or instructional.

c. Television

In addition to films and videos, television is a medium that conveys audio-visual learning messages accompanied by elements of motion.

2. Impure Audio-Visual

Audio Visual is not pure, namely media whose sound and image elements come from different sources. This impure audio-visual is often referred to as silent audio-visual plus sound, namely media that displays sound and still images such as Sound slides (sound frame films).

Audio visual is divided into 2, namely pure audio and impure audio visual. In this research, one of the pure audio visual types was used, namely using animated videos as a learning medium. Videos that are only a few minutes duration make it easier for students to get important learning points, so students don't get bored easily when watching using videos because videos tend to be shorter.

2.10 Procedures of Using Audio Visual Media

According to Brown (2001), teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.

In the learning process using audio-visual media there are steps that teachers can take such as;

1. The teacher opening and greet the class.

2. Check students' attendance.

3. The teacher asked the students' related about the material.

4. And then, the teacher can explain in advance about the learning material related to vocabulary aspect especially the use content word in descriptive text.

5. Teachers can ask questions to students at the beginning of class.

6. Showing audio-visual media (video) about descriptive text and the use vocabulary aspect to students, students are asked to pay attention to the impressions that have been given, write and remember the new vocabulary they get after watching the movie or video that have been given.

7. The teacher can provide exercises to evaluate students' abilities after watching and hearing a video explain about descriptive text and any English new vocabulary that has been acquired.

2.11. Advantages and Disadvantages of Using Media Audio Visual

In the use of audio-visual media as a medium used as a learning tool, it was definitely have advantages and disadvantages, including;

1. Teaching materials was clearer in meaning so that they can be better understood by students, and help students to understand the teaching objectives better.

2. Teaching more varied, not merely verbal communication through the utterance of words by the teacher. So that students do not get bored and the teacher does not run out of energy, especially when the teacher teaches for every hour of the lesson.

3. Students do more learning activities, because they do not only listen to the teacher's description, but also observe, perform, demonstrate, and so on.

4. Teaching will attract more students' attention so that it can foster learning motivation.

Based on the advantages of the audio-visual media above, learners will find it easier to learn something, especially if they learn vocabulary apart from just not from a pictures only but also sound, making it easier for learners to know how to pronounce and spell the new vocabulary.

In addition to the advantages of audio-visual media, this media also has several disadvantages, including;

1. Audio media, which uses more sound and verbal language, may only be understood by listeners who have a good level of mastery of words and language.

2. Presentation of material through audio media can lead to verbalism for listeners.

3. Less able to display the details of the object that is presented perfectly.

2.12. Theoretical Assumption

Based on the theories above and opinion from all experts that has explained, the researcher assumes that vocabulary is crucial in language learning especially foreign language. The advantage given by video as a medium in learning vocabulary is that it involves the senses of learners, so that it can help students to have meaningful learning experiences because the more senses are used, the longer it will remain in memory. Referring to that, media audio visual can be utilized to help the students improve their vocabulary knowledge as it provides audio-visual aid to make the students aware of the language use and enjoy the learning process.

From the explanation above, the researcher assumed that media audio visual such as, video, or film can help students to improved their vocabulary achievement and give the different learning experiences, so that learner can more attracted to the lesson.

2.13 Hypothesis

Based on the theories, and theoretical assumption that have been discuss earlier, the researcher proposes the hypothesis as below:

Hypotheses RQ 1:

H0: There is no significant improvement in students' vocabulary using media audio visual in teaching.

H1: There is a significant improvement in students' vocabulary using media audio visual in teaching.

Hypotheses RQ 2:

H0: There is no aspect the most improve improvement in students' vocabulary achievement after the implementation audio visual media in teaching.

H1: There is aspect the most improve in students' vocabulary achievement.

From the explanation above, it can be concluded that vocabulary is an important language element that focuses on teaching literacy and refers to knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/ semantic relationships), and a vocabulary is a set of familiar words within a person's language. In the process of learning vocabulary teachers can use audio-visual media in their learning process because audio-visual media is one of the media that is believed to facilitate learning vocabulary and can help students' to understand vocabulary easier.

III. METHODS

This chapter presents the research methods, which cover research design, population, sample, variable, data collecting technique, research instrument, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This research intended to investigate whether there was an improvement in students' vocabulary achievement after the implementation of using audio-visual media such as video, film, and others in learning vocabulary. In order to answer the research question, the researcher used the one-group pre-test-post-test design. In this research, the pre-test was given to the students to measure their vocabulary achievement before the treatment, and the post-test was given after the treatment to find out whether there was an improvement in students' vocabulary achievement after implementing the treatment. There were five meetings; the first meeting was a pre-test, the second to the third was the treatments, and the last meeting was the post-test.

The research design is illustrated as follows:

T1 X T2

Notes:

T1 : Pre-test to find out students' vocabulary improvement before treatment is given.

X : The treatment was done in three meetings.

T2 : The post-test was done after the treatment to find out students' vocabulary improvement. (Setiyadi, 2018:113)

In this research, after the students' had the treatments, in the last meeting, the researcher gave a post-test to know students' vocabulary achievement and to find out if there was a significant improvement in students' vocabulary achievement after the treatments were given.

3.1.1 The Implementation of Audio Visual as Media

This research was conducted in SMPN 1 Kota Agung, Tanggamus Lampung for about one month from 24th January 2024 to 7th February 2024. The researcher took a class of second grade Vlll C as the experimental class which is consisted of 34 students. In the research process, there were five meetings in total that were used to gather the data and to give a pre-test, treatment, and post-test. In the first meeting, the researcher distributed the pre-test to the students. In the second and third meetings, the researcher gave the treatments to the students with time allocation for almost 1 hour, explaining vocabulary and descriptive text by implementing audio-visual media. After that, the students were given a post-test in the last (5th) meeting.

The pretest was conducted to measure students' prior ability in vocabulary before getting the treatment from the teacher. In the pretest, students were required to answer 40 multiple choices questions. After conducting the pre-test, the researcher gave a treatment by implementing audio-visual media. In the first treatment, the students were asked to watch the animation videos that had been determined. After watching the video, the students were asked to make a sentence using content words such as adjectives, verbs, nouns, and adverbs, which the students got from the video, and then the students tried to describe their friends from the word that they got from the video that has been watched, that way can help the students understand and memorize the material or new words. Then, teacher and students' discussed about material which has been explained, the teacher gave question to the students' and asked them to answered, and they can gave example in front of the class from the content word that they got from the video. After being given an understanding and explanation regarding the material, the

researcher gave an individual task, the students were asked to answer several questions related to the material about vocabulary in descriptive text.

After receiving the treatment, the students were required to do the posttest in the last meeting, it was consist of 40 multiple choice items that should be answered. The post test was used to test the students' vocabulary improvement after being implementing audio visual media as learning media, so that the researcher knew the students' vocabulary achievement was improved or not.

Overall, this research was done in five meetings, the students were given the chance to watch a videos related with the material, and then did discussion with the teacher, the students given opportunity to asked about the material which they don't understand. The researcher hoped that the students' could show better results after watching videos and given the treatments by the researcher.

3.1.2 Population and Sample

The sample of this research is the students of the second grade at SMPN 1 Kota Agung, Tanggamus in academic year 2023/2024. There were nine classes in the second grade of SMPN 1 Kota Agung. Each of class consisted of 30-35 students. The researcher chose only 1 class from nine classes, the class selected is Vlll C became the subject to be used in this research. The number of the students in the class was 34 students, 18 females and 16 males. The researcher focused on teaching vocabulary by implementing audio visual as media in learning process. The sample is taken by using purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi,2018).

3.1.3 Variable

There are two variables used in this study: independent and dependent. The variables were the use of audio-visual media and students' vocabulary achievement. The use of audio-visual media is classified as the independent variable (X), because it was assumed that the frequent use of audio-visual media could influence students' vocabulary achievement. While students' vocabulary achievement is classified as dependent variable (Y) because it was expected that

students' vocabulary achievement could improve because of the frequent use of audio visual media in learning vocabulary.

3.2 Data Collecting Technique

This research used techniques of collecting quantitative data. The techniques of collecting data that used are vocabulary tests namely pre test and post test. The vocabulary test is used to find out the improvement of students' vocabulary knowledge after being taught of audio visual media in learning vocabulary. The quantitative data were collected through a vocabulary test. It was a technique to find out the significant improvement of the students' vocabulary knowledge by using audio visual media (AVM). The test which were given were in multiple choice forms. There are two categories of tests that will be given in this research pre-test and post-test. Each test consists of 40 questions in multiple-choice form. The words tested are contents words (nouns, adjectives, verbs, and adverbs).

The aim of pre-test is to find out the students' vocabulary achievement before the treatment. On the other hand, the post-test is to determine whether there is an improvement on the students' vocabulary achievement after the treatment.

1. Vocabulary Test

According to Purwanto (2009), Pre-Test is a test given before teaching begins which aims to find out what extent students have to know or mastered the teaching material to be taught. The Pre-Test was given to find out the students initial abilities before being taught or given the treatments, in this research gave the learning treatment using audio visual media. After conducting a pre test, then given treatment for 3 meetings to students namely learning by using audio visual as a learning medium and the material to be taught is descriptive text by focusing on vocabulary development, and the last is post test is one of the activities or tests given when students have received treatment or learning for several weeks in line with Purwanto (1992), says that post-test is a test given at the end of each learning process. The researcher administered the post-test after giving treatment. The test was in multiple choice consisting 40 items. The aims of giving post-test was to

find out whether there is an improvement in students' vocabulary knowledge after giving the treatment.

3.2.1 Research Instrument

Research instrument refers to the measuring tool used by the researcher to measure the variable items in the data collection process. The researcher used one instrument in collecting data as below:

Vocabulary Test

Vocabulary tests were used to find the answer to the first research question. These tests aim to measure the students' achievement of English vocabulary before and after the implementation of audio-visual media in vocabulary learning. The vocabulary that was tested is content words, nouns, adjectives, verbs, and adverbs. The tested words were taken randomly from the vocabulary range in the book using systematic random sampling. The test consists of 40 multiple-choice questions, and then the students must choose one of the four options provided (A, B, C, or D), In this test there are four options provided (A, B, C, or D), because it was intended for second-grade students at the junior high school level.

3.2.2 Validity and Reliability

The quality of the test as an instrument is said to be good if the test has good validity and reliability. In order to measured the quality of the test, the researcher conducted pre test and post test. The total item of the pre test and post test is 40 questions. This study uses the result of the pre test and post test to measure the validity, reliability, level of difficulties, and discrimination power.

1. Validity

A test can be said valid if the test measures the object to be measured and each indicator as a whole represents the material to be measured (Hatch and Farhady, 1982:250). According to Setiyadi (2018:19), there are five types of validity of measuring instruments in foreign language teaching research. In this research, the

researcher will emphasize the content validity and construct validity to measure the validity of the test.

a. Content Validity

Hatch and Farhady (1982), state that content validity is the extent to which the test measures a representative sample of the subject matter content. If the test had represented all the ideas of the material that would be measured, the test would have fulfilled the content validity (Setiyadi, 2018:20). To fulfill the content validity, the researcher looked at the items or questions and analyzed whether the test represented the whole material that would be measured. The researcher has made the vocabulary test based on the junior high school 2013 English curriculum and the objectives in the syllabus of the second-grade junior high school students.

Table 3.1. Table of Specification of Vocabulary Test and aspect of Vocabulary

Part of Speech	Items
Verbs	1, 8, 15, 16, 24, 26, 27, 23, 34, 38
Adjectives	7, 11, 12, 25, 28, 29, 31, 33, 35, 36
Nouns	3, 4, 10, 13, 14, 17, 18, 19, 20, 22
Adverbs	2, 5, 6, 9, 21, 30, 32, 37, 39, 40
Total	40 Items

Aspect of Vocabulary	Items	Total
Meaning	4,9,11,13,18,19,25,29,33,31,35,36,38,34,	14
Form	1,2,5,6,7,12,17,21,26,27,28, 32,37,39	14
Use	3,8,10,14,15,16,20,22,23,24,30,40	12
Total	40 Items	40

b. Construct Validity

According to Nurweni (2019), construct validity refers to test validity in term of whether test items or tasks have been written based on the theory of what is being tested. Construct validity examines whether the test is completely compatible with the theories was measured, namely vocabulary. A test can be said to be valid if the test items are: measure each aspect that corresponds to the specific purpose of instruction, which in this test, each item is designed based on the word classes of vocabulary. If the questions or items have measured the vocabulary, the test has

fulfilled the construct validity (Setiyadi, 2018:22). In this research, the researcher made the test items related to the type of vocabulary, i.e., content words noun, verb, adjective, and adverb.

c. Validity of Try Out Test

In this research, the researcher did an analysis from the results students' answered, where the students are asked to do 50 multiple choice questions, and then the results did analyzed using SPSS (Statistical Program for Social Science), from the results that the researcher got with an analysis can be seen, the test item valid or not. The valid items are used for pretest and posttest, while invalid test items are dropped. The results obtained showed that ten questions were invalid. The questions that did not meet the standards or were invalid were dropped and not used for the pre-test and post-test.. The results can be seen in appendix.

d. Results of Try Out Test

Before administering pre-test and post-test, the researcher had to make sure that all of items used were valid and reliable by considering the criteria of the test. The researcher did an analysis validity, reliability and items analysis in order to know whether the test items are used is good or not.

2. Reliability

Reliability is the extent to which a test produces consistent results when administering under similar conditions. Setiyadi (2018:13-14), says that reliability is a consistency of measurements or how far that measurements can be measured the similar subjects in a different time but showed the same result. In this research, the researcher was used Split-Half Method (odd-even), and the Pearson Product Moment formula was used to measure the coefficient of the reliability between odd and even group.

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

rxy: coefficient reliability between odd and even number items

X : odd number items

Y: even number items

$\sum$X2 : total score of odd number items

$\sum$Y2 : total score of even number items

$\sum$xy : total score of odd and even number items

If the half-test reliability has been determined, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test.

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

The design can further be described as follows:

rx: the reliability of the whole test

rxy : the reliability of the half test

The criteria of reliability are as follows:

0.00-0.20 = Very Low

0.21-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very High (Hatch and Farhady, 1982)

a. Reliability of Try Out Test

The instrument was vocabulary test, namely pre-test and post-test. The teaching materials were searched and modified from several sources on the internet, students' English textbooks, also junior high school English syllabus.

Table 3.2 Reliability of Try Out Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.852
		N of Items	20[a]
	Part 2	Value	.835
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			.714
Spearman-Brown Coefficient	Equal Length		.833
	Unequal Length		.833
Guttman Split-Half Coefficient			.832

a. The items are: X1, X2, X3, X4, X5, X6, X7, X8, X9, X10, X11, X12, X13, X14, X15, X16, X17, X18, X19, X20.

b. The items are: Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y9, Y10, Y11, Y12, Y13, Y14, Y15, Y16, Y17, Y18, Y19, Y20.

From the result above, it can be concluded the reliability of the test was 0.832, which means that the test has a high reliability and the test items are reliable. The researcher decided to used 40 multiple choice questions from the try out test for both pretest and posttest.

3. Level of Difficulty

The level of difficulty indicates how difficult or easy the particular item is. It classifies the test items into difficult items and easy ones. The questions should not too easy nor too difficult. To find out the difficulty level of the test, the researcher used the following formula by (Shohamy, 1985:70):

$$LD = \frac{U + L}{N}$$

LD : level of difficulty

U : the number of upper group students who answer correctly

L : the number of lower group students who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

0.00-0.30 = Difficult

0.31-0.70 = Average

0.71-1.00 = Easy

4. Discrimination Power

Discrimination power is the ability of the item to differentiate between the high level and low-level students on the test. Discrimination power was used to differentiate between the students who got the high score and those who got low score. The researcher used the following formula to calculate the discrimination power.

$$DP = \frac{U - L}{1/2\,N}$$

Notes:

DP : discrimination power

U : the number of upper group students who answer correctly

L : the number of lower group students who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

DP: 0.00 - 0.19 = Poor

DP: 0.20 - 0.39 = Satisfactory

DP: 0.40 - 0.69 = Good

DP: 0.70 - 1.00 = Excellent

DP: - (Negative) = Bad items, should be dropped (Heaton, 1975:160)

a. Level of Difficulty and Discrimination power

Moreover, to know whether the test items were good or not, the researcher analyzed level of difficulty and discrimination power by using Excel. The researcher conducted the try-out test with the total 50 test items were administered in SMPN 1 Kota Agung.

3.2.3 Research Procedure

In this research, researchers prepared everything needed, from teaching media and materials to the implementation process, before starting the research. In finding out whether there is a significant difference and what difficulties were faced by students in the process of learning vocabulary using media audio visual as the media, the researcher was conducted research using following steps:

1. Determining Problem

This research originates from several problems that occurred in the teaching learning process, teaching and learning English as a foreign language. Some students have difficulty in understanding and producing English words due to their lack of vocabulary

2. Selecting and Determining The Population and Sample

The researcher chose only 1 class out of 9 classes at the SMPN 1 Kota Agung. The selected class is Vlll C in the academic year 2023/2024. The selected class is one of the classes that was an experimental class in implementing audio visual media to improve students' vocabulary skills.

3. Selecting The Instrument and Material

The instruments was vocabulary test, namely pre-test and post-test. The teaching materials were searched and modified from several sources on the internet, students' English textbooks, also junior high school English syllabus.

4. Trying Out The instrument

The try-out test was carried out to determine the quality of the test before being used to obtain the research data. The test was in multiple-choice form consisting of 50 items related to the content words which have four alternative options (A, B, C, and D).

5. Administering The Pre-Test

The pre-test was administered for about 90 minutes to determine the students' vocabulary knowledge before the treatment. The students are given a multiple-choice vocabulary test which consists of 40 items and four options (A, B, C, and D). The researcher focuses on content words such as nouns, verbs, adjectives, and adverbs.

6. Conducting The Treatments

The treatments conducted in three meetings and each meeting was last 90 minutes. The researcher was implemented the audio visual as the media in vocabulary learning. The students were guided to understand the single words inform of content words (noun, verb, adjective, and adverb) by providing exercises.

7. Administering The Post-Test

The post-test was conducted after the treatments to find out the progress of students' vocabulary achievement, after being given the treatments. The test is basically the same as the pre-test. The post-test consists of 40 items and four options (A, B, C, and D). The researcher focuses on content words such as nouns, verbs, adjectives, and adverbs.

8. Analyzing The Data

In quantitative data, after scoring the pre-test and the post-test, the data was analyzed by using Statistical Package for Social Sciences (SPSS) software program. It was used to find out the means of pre-test and post-test and how significant the improvement is.

3.3 Data Analysis

To answer RQ1, the researcher analyzed the data and used a quantitative approach to answer each of the research questions. The quantitative data was analyzed using the T-test in Statistical Package for Social Science or SPSS. And after that the results from the RQ1 by analyzing from some aspect and compare which aspect was improve the most then this result was answered RQ2.The steps are as follows:

1. Scoring pre-test and post-test. The formula by Arikunto (1997: 212) was employed.

$$S = \frac{R}{N} \text{x } 100$$

Notes:

S : Score of the test

R : Total of the right answer

N : Total number of the items

2. Calculating the mean of pre-test and post-test. The mean was calculated by applying the formula below:

$$\overline{X} = \frac{\sum x}{n}$$

Notes:

X : Average score / mean

∑ : Total score of students

N : total number of students (Arikunto, 1997)

3. The data was analyzed by using SPSS with the analysis of Repeated Measures T-Test in order to know whether there is an improvement on students' vocabulary achievement after the treatments.

3.3.1 Normality Test

Test of normality aims to determine whether the distribution of the responses has a normal distribution or not.

Table 3.3 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardiz ed Residual
N		34
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.44492675
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.061
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The results showed of the normality test from distribution of pre-test and post-test showed normal distribution since the results of significance value of 0,200 was higher than sig >0.05.

3.3.2 Hypothesis Testing

The researcher analyzed the data to investigate whether there was a significant difference in students' vocabulary achievement after the implementation of audio-visual media in the teaching-learning process. The researcher used the Repeated Measures T-Test to determine whether the hypothesis proposed in this research is accepted or rejected at the significant level of 0.05.

$$H1 = Sig. < 0.05$$

The hypotheses are as follows:

Hypotheses RQ 1:

H0: There is no significant improvement in students' vocabulary achievement after the implementation audio visual media in teaching.

H1: There is a significant improvement in students' vocabulary achievement after the implementation audio visual media in teaching.

Hypotheses RQ 2:

H0: There is no aspect the most improve improvement in students' vocabulary achievement after the implementation audio visual media in teaching.

H1: There is aspect the most improve in students' vocabulary achievement.

In this research, the data was analyzed to find out whether there is a significant improvement in the vocabulary learning process and which aspect significantly improves after using audio-visual media in teaching. In this test, the resear used Repeated Measures of the T-Test to determine whether the hypot proposed in this research is accepted or rejected at the significant level of 0.05.

BAB V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusions of the research and suggestion based on the analysis of findings from the previous chapter.

5.1 Conclusion

Based on the data analysis and discussion, the researcher draws the conclusion as follow:

1. Vocabulary is one of the most important elements in language. You need to master and to know a good vocabulary to communicate well in writing and speaking (verbally).

2. When learning foreign languages, for example at school, supporting media is needed to facilitate the process. In the modern era with the rapid development of technology, teachers can start using audio-visual media to learn vocabulary.

3. Audio visual media can help students' to improve their ability to learn vocabulary. Students, especially at the junior high school level, tend to like learning visuals so that they can easily grasp information , especially new vocabulary.

4. Students' vocabulary achievement was improved after the implementation of audio-visual media. The result showed an increase in students' scores from

the pre-test to the post-test. Before getting the treatment, the mean of students' vocabulary score was 52.56. it means that the score gets higher after the teacher uses audio-visual teaching media, with a mean of 74.06, which means that students' post-test scores are higher than the pre-test scores. Moreover, watching videos or movies could enrich students' vocabulary, and also audio-visual media can help students learn new vocabulary more easily.

5. Regarding the vocabulary aspect that improved the most, it was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 2.71. Besides, the mean of the tests were also increased from 4.97 in the pre-test to 7.68 in the post-test, the used of verb related with the common daily activities or action, habits. So, that the students' can easier to understand one of aspect this vocabulary (verb).

6. Audio visual media becomes one of interactive learning media to be used in the learning process, accompanied by visual movements and sounds, helps students understand new words more easily, and makes the learning process more fun and enjoyable.

5.2 Suggestion

In accordance with the conclusion above, the researcher proposes some suggestions concerning the researcher's findings as follows:

5.2.1 Suggestions for English Teachers

1. The implementation of audio visual as teaching media has been proven to give a good result to the students' vocabulary achievement. Hence, the teacher as facilitator is suggested to find out the students' abilities in understanding vocabulary first.

2. Determine learning media that suits how students learn so that the students can more easily accept the learning material.

3. Teachers should explain vocabulary first because some students need help understanding vocabulary.

4. Making audio-visual media an interactive learning tool, the teacher can ask several questions or conduct a quiz by showing a picture or watching a video, and then students are asked to answer the questions randomly.

5. Teachers are suggested to optimize the use of technology further because times continue to develop, and the use of technology can help in the learning process.

5.2.2 Suggestion for Further Researchers

1. Future researchers are suggested to examine the effectiveness of audio-visual media in other language aspects such as grammar, pronunciation, spelling, and also different language skills such as listening, speaking, writing, and reading. In order to find out the effectiveness of the same learning media in different aspects.

2. In this research, the researcher only focused on the content words of vocabulary, which is limited by time and also has limited reach. Future researchers can research other aspects besides content words, such as function words of vocabulary in general.

This chapter discusses the conclusion and suggestions for both English teachers and further researchers. Hopefully, the recommendations and suggestions given can be useful.

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