

THE USE OF AUDIO VISUAL AIDS IN MASTERING ENGLISH VOCABULARIES

ROSDIANA SHADIQIN

rosdianashadiqin72@gmail.com

An English Teacher of State Senior High School of 3 Tambusai Utara

ABSTRACT

This article reports the finding of the analysis of use of audio visual aids to enrich students' English vocabularies mastery at grade X of statesenior high school 3 of Tambusai Utara. The aspects explored in the study covered activities done by the students in the learning of English vocabularies.. The research employed the descriptive quantitative design and the instruments used in collecting the data were a set of questionnaire and tests. The data analysis covered the use of product moment. The findings showed that use audio visual aids could better give positive effect to the students' English vocabularies mastery at grade XI of state seniorr high school 3 of Tambusai Utara

Keywords: Audio Visual Aidsy & English Vocabulary

INTRODUCTION

Indonesian government through its curriculum has ruled that the learning English at junior high school are expected the students reach the functional level. Functional level means students have abilities to communicate in spoken and written language. In addition, the other target of English subject at junior high school is that the students have awareness about the importance of English in globalization era.

To prove that the students have awareness and good achievement on English, every year Indonesian government carries out the national examination. The reality showed that the final achievements of students in English subject are still low. One of the causes of the low achievement is the less of students' interest to learning English. Learning English in the secondary level demand the students to

have good comprehension in some English skills with and other aspects of English language such as tenses, grammar and vocabulary. In order to support students enable to master English well, a teacher need to be creative in his teaching activities. One of the creativities can be applied in providing an interesting media in the learning process.

This research explored the use of audio visual as a media of teaching in increasing students' vocabulary mastery. The reason to choose this media is that the use of audio visual aids might attract students' interest to learn English. Furthermore, this research shows the result of study on the influence of audio visual aids to student's vocabulary mastery.

The term of "media" comes from Greek that forms of plural form "medium" in a literal manner means

mediator or intermediary. According to Gagne (2003), Media as kinds of component in the student's milieu that can to stimulate them to study. In addition, Nasution (2005) This technology media is important in 20th century. Media is the shapes of communication that published or audio visual with the tools (Arif, 2002). The term that be used in English is instructional technology. Audio visual aids are the tools or hardware that used as medium of media and function as conductor of message or the information of study. AS Hornby states in his dictionary that Audio Visual aids are teaching aids such as record players and film projectors (Hornby, 1987)

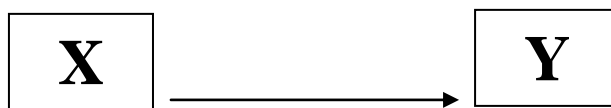
The audio visual technology is the way to result or the submitting the materi with using engine mechanism and electronic to present audio visual information, so teaching with audio visual is product and using materi that absorption from the audio and visual. Audio visual used in educative interaction among teacher and student inside or out side class from far place, so function as medium. Teaching media is tool, metode and technique can be used to increase the affectivity communication and educative interaction among teacher and students in learning process at the school. The important in use of AVA is shaped of understanding to the students their selves in order to not verbalistis the process shaped must be appropriate with the degree of growth student's bounce, to progress and developing technology. Based on the explanation given above, audio visual can be define as the tools or hardware that used as medium of media where the materi that used is absorption from the audio and

visual and function as conductor of message or the information of study.

In the other discussion, there are four skills to mastery English. First is reading Reading, the students mastery reading is understand able to find out of means the text if the students read something material reading; Speaking, students can speaking conversation daily one each others and use it in the school; Listening students can understand if someone speaking English; Writing, the students can write the material English well.

In the other discussion, comprehension is very important for the students. In learning a language such English. Comprehension is the student's ability to understand the content of the something even and to infer information and meanings from it (Wren and Martin, 1990; Hornby, 1987). In this study, comprehension refers to the students' ability to understand the content of the subject, especially in vocabularies mastery.

Vocabulary in this case means collection of words used by the students to express their mind. In relation to the audio visual aids, students' vocabulary can be improved by using audiovisual media in the learning process. Furthermore, there is a change to the students with their vocabularies after learning by experiencing the use of the audio visual media. By the assumption that there was the influence of audio visual aids to the student's comprehension in mastery English especially vocabulary, the researcher tried to prove how both variable is connected. Simply, both of the variables are as follows:



X : Audio visual aids
 Y : Student's comprehension in mastery English
 The hypothesis of the study was also formulated that the use of audio visual

aids to the student's comprehension at the grade ten, students of SMAN 3 Tambusai Utara has a positive influence to their English vocabulary mastery

RESEARCH METHODS

The method used in research was descriptive method. Descriptive method is a method in checking a human being group status, an object, a system of condition , an idea system, and or a this research class at this period now. Intention of this descriptive method is to make describe, faktual and accurate of fact, nature and also correlate between phenomenon investigated (Whitney, 1969). This method was used to describe the influence of audio visual aids to the student's comprehension in mastery English especially in mastery vocabulary.

The population of this research was students of the grade X at SMAN 3 Tambusai Utara, consisted of 62 students. Since the population is less than 100. (Arikunto, 1999), the researcher took takes all the population as the sample of this study. To collect the data of variable (X), the researcher used questionnaires, then it continued to collect the data of variable (Y, by carried out the achievement test. Then, to analyze the data, the researcher used the statistical analysis of product moment, as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{ (N \sum Y^2) - (\sum Y)^2 \}}}$$

(Arikunto, 2002)

Where:

- r_{xy} : Coefficient correlation product moment between variable X and Variable Y.
- N : Total of students
- $\sum X$: Total of Variable X
- $\sum Y$: Total of Variable Y
- $\sum X^2$: Total square of Variable X
- $\sum Y^2$: Total square of Variable Y
- $\sum XY$: Total of result multiplication Variable X dan Variable Y

Therefore, the price of coefficient is direct tested to significant of price r .

Product Moment, which determine to be accepted or no the writer hypothesis.

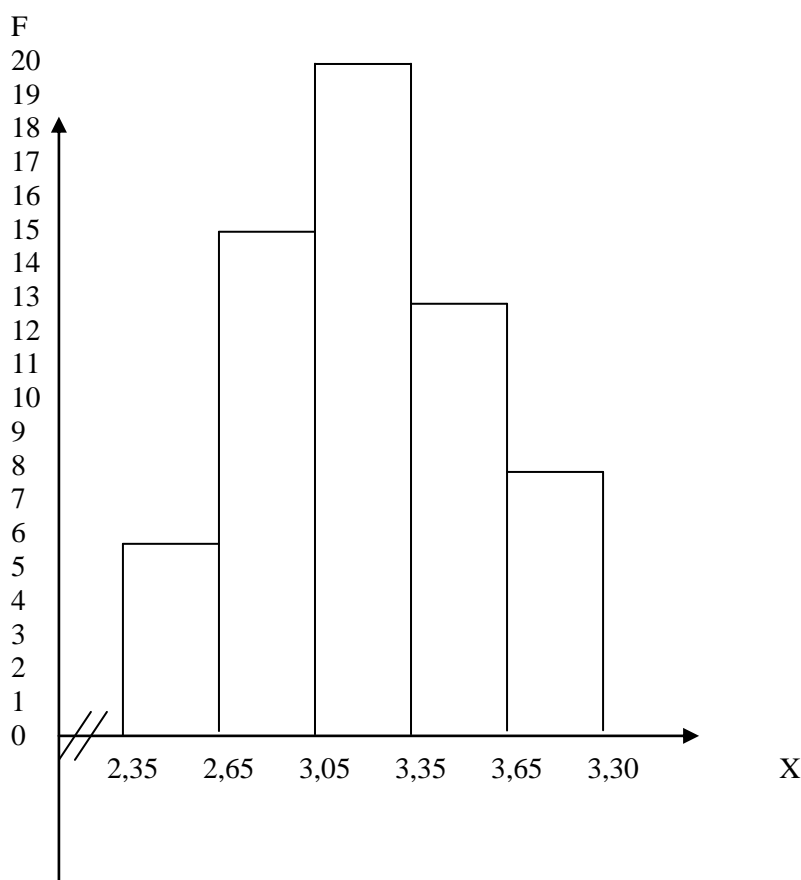
FINDINGS

Audio Visual Aids

From the result of the data of audio visual has been collected can be found that the low score is, 2,4 and high score is 3,8. Meanwhile if we see in the table interval maximal score 5,0 and the

low score 1,0. where the Median is 2,5. Mean is 2,99 and Modus is 3,2.

To complete the explanation about Audio Visual Aids can be drawn the histogram as follows:

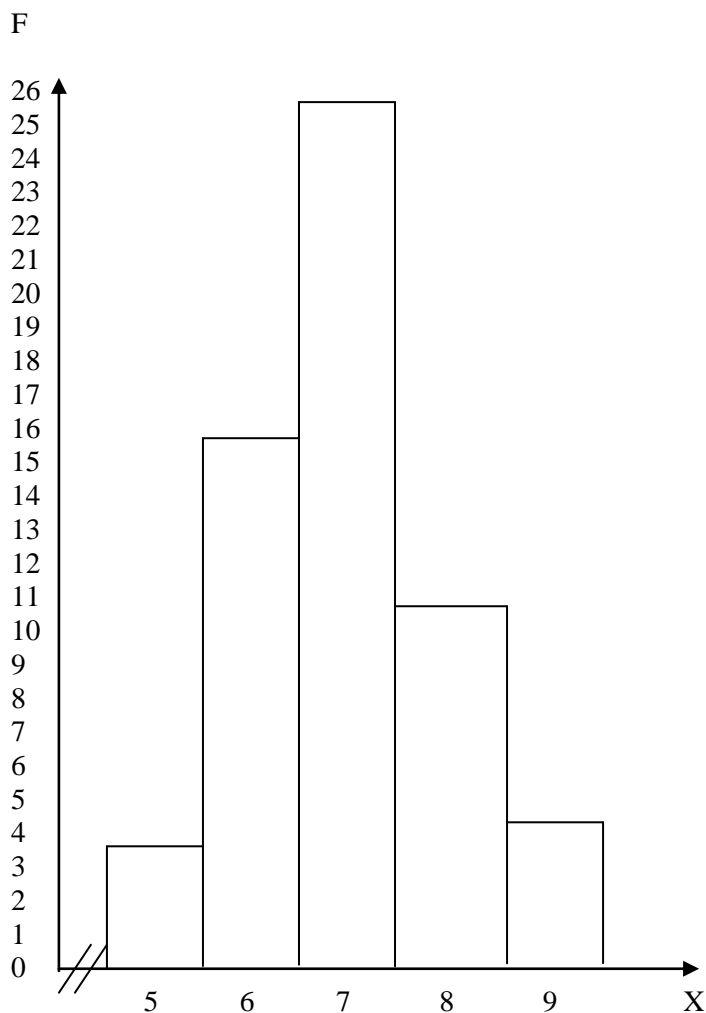


Student's Comprehension in English Vocabularies Mastery

From the data gained about students' comprehension in mastering English vocabulary mastery, it could be

concluded that the lowest score was 5 and the highest score was 9. The student's comprehension in English vocabularies mastery can be figured out as in following chart:

Figure 1: Students' English Vocabularies Mastery



In a simple of recapitulation, it could be summarized as in the following table.

Table 1: the recapitulation of audio visual aids and the student's comprehension in English vocabularies mastery

| Number | Number Subject | Variable (X) | Variable (Y) | XY | X ² | Y ² |
|--------|----------------|--------------|--------------|------|----------------|----------------|
| 1. | 1 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 2. | 2 | 3,8 | 8 | 30,4 | 14,44 | 64 |
| 3. | 3 | 3,7 | 9 | 33,3 | 13,69 | 81 |
| 4. | 4 | 3,5 | 9 | 31,5 | 12,25 | 81 |
| 5. | 5 | 3,5 | 8 | 28 | 12,25 | 64 |
| 6. | 6 | 3,2 | 7 | 22,4 | 10,24 | 49 |

| | | | | | | |
|-----|-----------|-----|---|------|-------|----|
| 7. | 7 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 8. | 8 | 2,8 | 7 | 19,6 | 7,84 | 49 |
| 9. | 9 | 3,8 | 9 | 34,2 | 14,44 | 81 |
| 10. | 10 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 11. | 11 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 12. | 12 | 2,4 | 5 | 12 | 5,76 | 25 |
| 13. | 13 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 14. | 14 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 15. | 15 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 16. | 16 | 3,1 | 7 | 21,7 | 9,61 | 49 |
| 17. | 17 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 18. | 18 | 3,3 | 7 | 23,1 | 10,89 | 49 |
| 19. | 19 | 3,3 | 7 | 23,1 | 10,89 | 49 |
| 20. | 20 | 3,0 | 7 | 21 | 9,0 | 49 |
| 21. | 21 | 2,5 | 6 | 15,0 | 6,25 | 36 |
| 22. | 22 | 2,5 | 5 | 12,5 | 6,25 | 25 |
| 23. | 23 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 24. | 24 | 3,2 | 8 | 25,6 | 10,24 | 64 |
| 25. | 25 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 26. | 26 | 3,3 | 8 | 26,4 | 10,89 | 64 |
| 27. | 27 | 3,5 | 8 | 28 | 12,25 | 64 |
| 28. | 28 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 29. | 29 | 3,6 | 8 | 28,8 | 12,96 | 64 |
| 30. | 30 | 2,8 | 6 | 16,8 | 7,84 | 36 |
| 31. | 31 | 3,3 | 7 | 22,4 | 10,24 | 49 |
| 32. | 32 | 3,5 | 7 | 22,4 | 10,24 | 49 |
| 33. | 33 | 2,7 | 7 | 22,4 | 10,24 | 49 |
| 34. | 34 | 3,6 | 6 | 16,2 | 19,68 | 36 |
| 35. | 35 | 2,8 | 6 | 18 | 9,0 | 36 |
| 36. | 36 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 37. | 37 | 3,1 | 7 | 21,7 | 9,61 | 49 |
| 38. | 38 | 3,4 | 7 | 23,8 | 11,56 | 49 |
| 39. | 39 | 3,8 | 9 | 34,2 | 14,44 | 81 |
| 40. | 40 | 3,2 | 9 | 22,8 | 10,24 | 81 |
| 41. | 41 | 2,5 | 6 | 15,0 | 6,25 | 36 |
| 42. | 42 | 2,5 | 5 | 12,5 | 6,25 | 25 |
| 43. | 43 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 44. | 44 | 3,2 | 8 | 25,6 | 10,24 | 64 |
| 45. | 45 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 46. | 46 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 47. | 47 | 2,4 | 5 | 12 | 5,76 | 25 |
| 48. | 48 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 49. | 49 | 3,2 | 7 | 22,4 | 10,24 | 49 |
| 50. | 50 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 51. | 51 | 3,1 | 7 | 21,7 | 9,61 | 49 |
| 52. | 52 | 3,2 | 7 | 22,4 | 10,24 | 49 |

| | | | | | | |
|--------------|-----------|--------------|------------|---------------|---------------|-------------|
| 53. | 53 | 3,3 | 7 | 23,1 | 10,89 | 49 |
| 54. | 54 | 3,3 | 7 | 23,1 | 10,89 | 49 |
| 55. | 55 | 3,0 | 7 | 21 | 9,0 | 49 |
| 56. | 56 | 3,3 | 8 | 26,4 | 10,89 | 64 |
| 57. | 57 | 3,5 | 8 | 28 | 12,25 | 64 |
| 58. | 58 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 59. | 59 | 3,6 | 8 | 28,8 | 12,96 | 64 |
| 60. | 60 | 2,8 | 6 | 16,8 | 7,84 | 36 |
| 61. | 61 | 2,7 | 6 | 16,2 | 7,29 | 36 |
| 62. | 62 | 3,8 | 8 | 30,4 | 14,44 | 64 |
| Total | 62 | 185,6 | 416 | 1321,4 | 633,79 | 3059 |

From the table above can be known the total of:

$$\begin{aligned}
 N &= 62 \\
 \sum X &= 185,6 \\
 \sum Y &= 416 \\
 \sum XY &= 1321,4 \\
 \sum X^2 &= 633,79 \\
 \sum Y^2 &= 3059
 \end{aligned}$$

HYPOTHESIS

To examine the hypothesis, the researcher examined the data gained by using in it is the statistical formula of

product moment. The result could be described as in the following, where;

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 r_{xy} &= \frac{62.1321,4 - (185,6)(416)}{\sqrt{\{62.633,79 - (185,6)^2\} \{62.3059 - (416)^2\}}} \\
 r_{xy} &= \frac{81926,8 - 77209,6}{\sqrt{\{39294,98 - 34447,36\} \{189658 - 173056\}}} \\
 r_{xy} &= \frac{4716,4}{\sqrt{\{4847,62\} \{16602\}}} \\
 r_{xy} &= \frac{4716,4}{\sqrt{80480187,24}} \\
 r_{xy} &= \frac{4716,4}{8971,08} \\
 r_{xy} &= 0,5257
 \end{aligned}$$

$$r_{xy} = 0,53$$

From the data analysis above, it could be compared that that r. obtained $>$ from r table ($0,53 > 0,254$) in significant level 95 %. In the other

words, the hypothesis of this study could be accepted in convinced fact at the significant level, H_0 was refused and H_1 was accepted.

CONCLUSIONS

Finally, the finding of this study concludes that the use the media audio visual could improve the student's mastery in English vocabularies at grade X of SMAN 3 Tambusai Utara. The result of this showed that r. obtained $>$ from r table ($0,53 > 0,254$) in significant level 95 %, the research hypothesis was accepted. In the other words, the use of audio visual aids has a positive influence to student's

comprehension in English vocabularies mastery grade X of SMAN 3 Tambusai Utara.

There are still several open questions: how should audiovisual aids is implemented to the different treatments of English teaching and learning which have different environments of learning, the further studies need to be carried out

BIBLIOGRAPHY

- Arikunto, Suharsimi, (1999) *Prosedur Penelitian Suatu Pendekatan Praktek Cet. XII*, Jakarta: Rineka Cipta.
- Arsyad, Azhar, (2003) *Media Pembelajaran*, Jakarta, Raja Grafindo Persada
- Dimiyati, (2006) *Belajar dan Pembelajaran*, Jakarta : Rineka Cipta.
- Echols, John, M. Shadily Hassan (2002), *Kamus Inggris Indonesia*, Jakarta, Gramedia.
- Echols, John, M. Shadily Hassan (2002), *Kamus Indonesia Inggris*, Jakarta, Gramedia.
- Hamalik, Oemar, (2004) *Proses Belajar Mengajar*, Jakarta : Bumi Aksara.
- Hornby, AS, (1987) *Oxford advanced learners dictionary of current English*, Oxford University Press.
- Mukarto, (2004) *English on Sky*, Jakarta: Erlangga.
- Martin and Wren, (1990) *English Grammar and Composition*, Hundred and Twenty Seven Edition.
- Nasution, S, (2005) *Tekhnologi Pendidikan*, Jakarta : Bumi Aksara.
- Nazir, Moh, (2002) *Metode Penelitian*, Jakarta, Ghalia Indonesia.
- Rahadi, Aristo, (2003) *Media Pembelajaran*, Depdiknas Direktorat Jenderal Pendidikan dasar dan menengah.
- Ramaswamy, Is. (2004) *Practical English Grammar*, Kuala Lumpur, Golden books Centre.
- Sadiman, Raharjo, Haryono Anung, Raharjito, (2002) *Media pendidikan Pengertian pengembangan dan pemanfaatannya*. Jakarta,

- Pustekkom Dikbud dan PT.
Grafindo Persada.
- Silverius, Suke, (1991) *Evaluasi Hasil Belajar Dan Umpan Balik*, Jakarta : Grasindo.
- Sudjana, (1996) *Metode Statistika*, Bandung : Tarsito.
- Suwarno, Wiji, (2006) *Dasar – Dasar Ilmu Pendidikan*, Jakarta, Ar-Ruzz.
- Syah, Muhibbin, (1996) *Psikologi Pendidikan*, Bandung : Remaja Rosdakarya.

Rosdianashadiqin