

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING AUDIO VISUAL MEDIA

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ABSTRACT

This research entitled **“Improving Students’ Vocabulary Mastery by Using Audio Visual Media”** for the first grade students of MTs. Darul Hikam Al-Islami Banjaran in academic of 2020/2021. The aims of this research are to find out the effectiveness of audiovisual media in improving students’ vocabulary mastery at the first grade of MTs. Darul Hikam Al-Islami Banjaran and to know whether or not the students like being taught the vocabulary using audiovisual media. The population of this research is first grade students of MTs. Darul Hikam Al-Islami Banjaran. The sample of this research is 30 students of VIIIB. This research applied pre-experimental design which consist of one independent variable in teaching English vocabulary using animation video. The instruments of this research are pre-test, post-test and questionnaire. The pre-test is used to know the students’ vocabulary mastery before the treatments. The post-test is used to know the influence of audiovisual media toward the first grade students. And the Questionnaire in this research is given to analyze the students’ response. The result of the questionnaire is to answer the research question and support the result statement. Then, in this research, the data is analyzed by using t-test formula. The result of this research is showed that there is significant improvement of students’ vocabulary after using audio visual media. This statement can be proven by the $t\text{-test} = 3.665$ does exceed the table critical value of $t\text{-table} = 2.045$, at $p = .05$ with $df = 29$ ($3.665 > 2.045$). It means that the students’ vocabulary from pre-test to post-test is classified successful. And it also means that audiovisual media is effective for teaching vocabulary to the first grade students of Junior High School. Then, from the result of questionnaire above, the researcher found out the students’ response toward audiovisual media in teaching vocabulary is good or in other words, the students give the positive response. It means, the students like being taught the vocabulary using audiovisual media. Therefore, audiovisual media can improve the students’ vocabulary mastery.

Keywords: *Audiovisual Media, Vocabulary Mastery, Experimental Research*

ABSTRAK

Penelitian ini berjudul **“Meningkatkan Penguasaan Kosakata Siswa dengan Menggunakan Media Audio Visual”** untuk siswa kelas 1 di MTs. Darul Hikam Al-Islami Banjaran tahun ajaran 2020/2021. Tujuan penelitian ini adalah untuk mencari tahu keefektifan media audiovisual dalam meningkatkan kosakata siswa di kelas 1 MTs. Darul Hikam Al-Islami Banjaran dan untuk mengetahui apakah siswa suka atau tidak diajari kosakata menggunakan media audiovisual. Populasi dalam penelitian ini adalah siswa kelas 1 di MTs. Darul Hikam Al-Islami Banjaran. Sampel di penelitian ini yaitu 30 siswa di kelas VIIIB. Penelitian ini menggunakan desain pra-eksperimental yang terdiri dari satu variable bebas dalam mengajar kosakata Bahasa Inggris menggunakan video animasi. Instrumen-instrumen dalam penelitian ini adalah *pre-test*, *post-test*, dan daftar pertanyaan. Pre-test yaitu untuk mengetahui penguasaan kosakata siswa sebelum *treatment*. Post-test yaitu digunakan untuk mengetahui pengaruh dari media audiovisual terhadap siswa kelas 1. Dan daftar pertanyaan yaitu untuk menjawab pertanyaan penelitian dan mendukung pernyataan hasil. Lalu, dalam penelitian ini, analisis data menggunakan rumus *t-test*. Hasil dari penelitian ini menunjukkan bahwa ada peningkatan yang signifikan dari kosakata siswa

setelah menggunakan media audiovisual. Pernyataan ini dapat dibuktikan dengan $t\text{-test} = 3.665$ telah melebihi nilai kritis $t\text{-tabel} = 2.045$, pada $p = .05$ dengan $df = 29$ ($3.665 > 2.045$). Ini artinya bahwa kosakata siswa dari pra-tes diklasifikasikan berhasil. Dan itu juga berarti bahwa media audiovisual efektif untuk mengajar kosakata pada siswa kelas 1 di SMP. Lalu, dari hasil daftar pertanyaan, peneliti menemukan respon siswa terhadap media audiovisual dalam mengjara kosakata itu bagus atau dalam kata lain, siswa memberikan respon yang positif. Itu artinya, siswa menyukai pengajaran kosakata menggunakan media audiovisual. Oleh karena itu, media audiovisual bisa meningkatkan penguasaan kosakata siswa

Kata kunci: *Media Auidovisual, Kemampuan Kosakata, Penelitian Eksperimental*

INTRODUCTION

Language is important thing in a communication, because the communication will not occur without language. Language is a system for the expression of meaning. By using language, students are able to express their ideas and share their feeling through language either in written or spoken. And by language, what the students mean can understood by others. "Language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts (Wibowo, 2001: 3)". Besides that, according to Kimtafsirah, (2007) "The communication occurs when listener can give the feedback to the speaker". So, the students cannot communicate and share their ideas or their feeling to the others.

To be able to share the students' idea and feeling especially in English language, the students must have ability to speak English language. English language as a foreign language is important to learn because it is an International Language. By learning English language, the students can communicate with everyone in the world easily. In the process of learning and teaching English, there are four language skills, namely listening, speaking, reading and writing, and also has three components, there are grammar, vocabulary and pronunciation.

From the three components, vocabulary is one of the components in language, especially in English language. And vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. According to Hornby, (8 1995: 1331) "vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook."

Vocabulary as the first element and the important component in English language, so the students should learn vocabulary because when the students learn vocabulary, they also learn how to speak, listen, read and write. According to Richards, (2002; 225) "Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". Besides that, (Laufer & Nation.P, 1999) states that vocabulary learning is at the heart of language use. In fact, it is what makes the essence of a language. Without vocabularies, students cannot convey the meaning and communicate with each other in a particular language.

Based on the statements above, the students cannot communicate effectively without vocabulary. The current phenomenon reveals that junior high school students face with problem of vocabulary mastery in learning English as their foreign language. They cannot just comprehend and master it well. And sometimes, students would like to express

or talk something in English language but they do not know what the word or the vocabulary in English language. So, that means students have difficulties in vocabulary mastery when they learn English.

To minimize the difficulties students have to learn vocabulary, teachers must use the methods or media to make the process of teaching vocabulary is very interesting, the suitable media which can be use in teaching vocabulary is audio-visual as media. Audio visual media is a media that involves the senses of hearing and sight at once in one process. In teaching vocabulary using audio-visual as media, the teacher plays the vocabulary using the animation video from YouTube. Using this video, the students are able to see the objects in the form of pictures, and the spelling of the objects name. In addition, the students are also able to listen the way to pronounce the words which they learn. As a result, they can understand and memorize the vocabularies well.

Based on the background above, the researcher will conduct a research entitled **“Improving Students’ Vocabulary Mastery by Using Audio Visual Media at the first grade students of MTs. Darul Hikam Al-Islami Banjaran”**.

Vocabulary

Vocabulary is the important component in English language learning. Vocabulary is the foundation of learning a foreign language especially in English language when the students learn. When the students have many English vocabulary and understand or know the meaning words, so the students can easily speak and understand the meaning of the words that the speaker or the teachers speak in English language. Thus, vocabulary is knowledge of words and word meaning. According to Richard (2002: 4) “vocabulary is a list of words with their meanings, especially in a book for learning a foreign language”.

English language as a foreign language, it is not easy for the students to speak or share their ideas in the process of English learning. The students must have vocabulary mastery for it. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. According to Horn (1998: 1447) in Kasim (2011) defined that vocabulary were 1). all the words that a person knew or used. 2). All the words in particular language. 3). The words that people were using when they spoke. 4). A list of word with meaning especially in a book for learning foreign language.

From the statement above, vocabulary is not only words that the students must know, but the statement refers to this research that when the students learn English vocabulary so the students must know and understand the meaning of the words to communicate.

Kinds of Vocabulary

The teachers when they are teaching vocabulary to the students, the teachers not only give many vocabulary’s new to the students. But before that, the teachers should know the kinds of vocabulary. According to Celca-Murcia (2000:76) there are two kinds of vocabulary, as follows:

a. Productive versus Receptive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in Vocabulary and writing. Receptive vocabulary in the lexical items which the students are familiar and understand when they meet them in the context of reading and listening materials. Productive vocabulary is used to Vocabulary and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students know the meaning to understand the context of reading or listening.

b. Content Words versus Function Words

Content words and function words are a useful one in analyzing vocabulary. Content words are those vocabulary items that must to the large and open words classes. Content words that are the words that are easy accept new words and not use old ones but are not longer useful. For example: nouns, verbs, adjectives, and some adverbs. The functions of the words are those vocabulary items that must to closed words classes. The functions of the words that are the words do not easy new items or lose old ones. For example: pronouns, auxiliary verbs, prepositions, determiners, and many adverbs. Function words should be taught as part of grammar and content words as part of vocabulary.

Be sides productive versus receptive vocabulary and content words versus function words, other experts giving statements about kinds of vocabulary. According to Harmer, there are two kinds of vocabulary (Harmer, 1991:159):

a. Active vocabulary

Active vocabulary is used in oral and written expression by the students. The words that the students understand well enough they use the words effectively in both speaking and writing.

b. Passive vocabulary

Passive vocabulary is deals with words the students will recognize understand in a context that helps them recall the word meaning. The students usually apply passive vocabulary in listening and reading materials.

From the statements above, there are two kinds of vocabulary. But, in this research the writer only focuses on content words especially in noun, verb and adjective when the students are learning the material about the descriptive text.

The Descriptive text

The descriptive text is a text to describe what and how person, place, thing and other looks. According to Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Thus, this research concludes from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, the students can also use it to make descriptive text. The example of the descriptive text is:

Descriptive Text about Person – My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Taken from slideshare.net

However, from the example of the descriptive text about “My Best Friend, Ernesto” there are some words that the students do not know the words' meaning. Thus, the teacher must use method or media to make the students easier to understand and know

the meaning of words (English vocabulary) especially when the students learn about descriptive text.

In this research, using audiovisual media to teaching students when the students are learning about descriptive text it can make the students easier to learn the material. Because the students can look what place, thing, person or others and know how to pronounce it by the audiovisual media.

Teaching of Vocabulary

Teaching vocabulary is a crucial aspect and process of how the students know and understand the words and language, especially in English language. Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. "Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008)".

In teaching, especially in teaching English vocabulary to minimize the problems that the teachers have, the teachers must know what the material that the students will be learning and the teachers must prepare before teaching in the classroom such as understanding the material, choosing the media or technique that will be used to teach and others. In teaching English language also, when the teachers are teaching English vocabulary, so the teachers also teach the several aspects of lexis that need to be taken into account especially in the meaning and how to pronounce the English vocabulary.

Based on the statements above, when the teachers are teaching English vocabulary, they have some problems teaching words for the students. Thus, the teacher must prepare and use the media or technique that the teachers need.

Media

In teaching English language, the media is not a new thing for the teachers. Most of the teachers use media to give the particular information about material or topic in the learning that the students learn. Media itself according to Arsyad (2011:4) is a tool that to convey or deliver the message of learning. Usually, in the process of teaching English language the teachers have difficulty in delivering the message of learning to the students. Thus, with using media it can help the teacher's need in teaching English language especially in teaching English vocabulary.

Media is one of the alternatives to help the teachers teach. Besides helping the teachers to deliver messages of learning, media can also help the teachers to improve the student's vocabulary in English language. It can help the teachers and the students to communication using English language easier. "Media is a means of communication and source of information (Smaldino, 2002:9)".

Based on the statement above, the media is important in teaching learning English vocabulary. And also, the media helps the students to communicate or share their ideas in English language easier.

Types of Media

Media in the process of teaching vocabulary, especially in English language, is important to make the process of teaching vocabulary more fun and the students feel interested in the class. Thus, the teachers must know the types of media and use the media that the teachers' need to help them in teaching vocabulary. According to Adela (2016: 51) "There are three types of media that can be used in the teaching-learning process. They are: a) audio (tape, radio, compact disc and so on); b) visual (pictures, poster OHP, and so on); and c) audio visual (television, video VCD, computer, and so on)".

Teachers may use one of the types for an activity in the process of teaching-learning in the classroom. However, according to Sugeng in Iswandari (2013: 3-4), the effect of using audio visual media is almost twice than audio only or visual only. Audio visual media as the media in the process of teaching-learning English language especially, is needed and an important media to help the student's understanding and make the students learn English language especially in vocabulary easily.

From the types of media, this research focuses on that in teaching English language especially in teaching vocabulary by using audio visual media, it can make the process of teaching-learning more interesting and helps the students to learn easier.

Audiovisual Media

In the process of teaching English language using media, audiovisual media is an important type of media. Audiovisual media can help the teachers to teach English language especially in teaching to improve student's vocabulary easier. According to Ismail (2006: 68) Audiovisual media is a great help in simulating and facilitating the learning of a foreign language. As we know, in Indonesian countries English language is a foreign language and learning a foreign language is not easy for the students as Indonesian people. Thus, with the teachers using audiovisual media in teaching English language for improving student's vocabulary, it can be easier and increase the student's knowledge.

In using audiovisual media, when the students learn English vocabulary, the students can see the object from the pictures (visual) and can listen how to pronounce it from the sound (audio). According to Djamarah and Zain (2010:124) ...Audiovisual media is the media which show a picture and sound.

Based on the statements above, it can be concluded that audio visual media is media that can be helped in simulating and facilitating the learning of a foreign language and help the students to improve their vocabulary.

2.3.2 The Function of Audiovisual Media

From some of the types in media, audiovisual media is one of the types that is usually used by the teachers to teach the English language. Every type of media has each function. In this research, the writer wants to explain the function of audiovisual media. The function of audiovisual media according to Levie and Lents (Arsyad, 2001: 17):

- a) Attentive function: Interest and build a student concentration to the lesson. By using audio visual in learning process, students' spirit increasing while they listen the explanation and they become more concentrate on the lesson.
- b) Affective function: In this affective function the students feel enjoyable in reading picture text.
- c) Cognitive function: It shows a visual or picture that makes the students easier to understand and remember the information. It means that by using the visual and the audio make the information clear and the students easy to understand it.
- d) Compensatory function: It helps the lower level students to understand the information by showing another text.

From the statement above, there are four functions of audiovisual media such as attentive, affective, cognitive, and compensatory. And the four functions of audiovisual media can be used by the teachers to teach English vocabulary.

However, video is one of examples from audio visual media. Because when the video is play, the students can see and listen what the things and how to pronounce the words. Therefore, in this research the researcher uses the video to improving students' vocabulary mastery.

Video

Video as media, it is not a new media for many people. However, in education videos are usually used by the teachers to help them to convey the lesson for the students.

In the process of learning in the classroom, the students can see the pictures and listen to the sound from the video that the teachers play. According to Arsyad (2013) video is a presentation of objects that can move with natural or artificial sounds in order to give its own interest.

However, in the process of teaching learning English language especially in English vocabulary, sometimes the students feel bored. Thus, the teachers must choose the media to make the process of teaching learning in the classroom more fun and interesting. In the other statement, according to Cakir (2006) that video is to present examples of language in use an appropriate context and facilities learning the target language as a supplementary material.

Based on the statements above, video is one of many kinds from audiovisual media that can make the process of teaching learning in the classroom more interesting for the students.

Animation Video

Video can be a good alternative technique in teaching to the first grade students of junior high school. According to Edge, Julian (1993: 58) Video can present language in lively way. Video facilitates in the learning of increase the students' interest and motivation easily. Video can also be used as a means of communication. A video sequence used in class makes students more ready to communicate in the target language. From the theory above, Because the video facilitates the learning of foreign language, animation is one of many kinds of video that can be media to teach English to the first grade of junior high school. However, with the animation video the students can more understand the material of the English vocabulary that the students are learning. According to Fernandez (2002: 1) animation is the process of recording and playing back a sequence of stills to achieve the illusion of continues motion.

Besides the animation video can help the student's understanding, the animation video has other benefits to students in the classroom. "There are the benefits of using animation video to young learner in the classroom: 1) Children enjoy language learning with video. One of the aims of teaching English young children is to instill in them the idea that language learning is a happy experience, and video creates an attractive enjoyable learning environment. 2) Video is an effective way of studying body language. Younger language learners are still learning about the world around them. 3) Children gain confidence through repetition. 4) Young children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation. 5) Video communicates meaning better than other media. Video presents language in context in ways that a cassette can't. learners can see who's (or what's!) speaking, where the speakers are, what they are doing, etc. all these visual clues can help a comprehension. 6) video represents a positive exploitation of technology... Gallacher (2003)".

Based on the statements above, the animation video is one of the kinds in video that can help the student's understanding. And there are some benefits of animation video to the students learning in the classroom.

Teaching Vocabulary Using Animation Video

Teaching English vocabulary must be fun and easy in the classroom for young learners. It can help the students understand the material easily. To teaching English vocabulary using animation video, there are many steps to implementation it. According to Cakir in his journal (2006: 69) list some practical techniques for video implication was classroom, those are:

1. Active Viewing

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for the students to take an active part in video teaching presentations. The steps are as follows:

- a) Before starting the presentation, the teacher writes some key question on the board about the presentation so that the students get an overview of the content of it.
- b) After viewing the questions, the students answer the question orally, or the students may take notes while viewing.
- c) For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language.

2. Freeze Framing and Prediction

Freeze framing means stopping the picture on the screen by pressing the still or pause button. This activity also fires the imagination of the students by leading them predicting and deducting further information about the characters. The steps are as follows:

- a) Teacher freezes the picture when he or she wants to teach words and expression regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points.
- b) By freezing the scene, the students can be asked what is going to happen next. So, they speculate on what will happen in the next act.

3. Silent Viewing

As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. The steps are as follows:

- a) Play the video segment without the sound and tell the students to observe the behavior of the characters and to use their power of deduction.
- b) Press the pause button at intervals to stop the picture on the screen and get the students to guess what is happening and what the characters might be saying or ask students what has happened up to that point.
- c) Finally, video segment is replayed with the sound on so that learners can compare their impression with what actually happen in the video.

4. Sound on and Vision off Activity

This activity can be interesting and useful to play a section of video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable

to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

5. Repetition and Role-Play

When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. The steps are as follows:

- a) A scene on video is replayed with certain pauses for repetition either individually or chorus.
- b) The students are asked to act out the scene using as much of the original version as they can remember.
- c) When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing.

6. Reproduction Activity

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity

encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed

7. Follow-Up Activity

It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity students have an opportunity to develop sharing and cooperative skills.

The use video can be very powerful tool to engage students in the vocabulary learning process as well as provide a benefit to visual learners. Dealing teaching vocabulary mastery, some simple strategies can be used to allow lower level students to be creative in the classroom using video as a stepping stone to fun and communicative activities.

Considering the ideas above, I am interested in providing the procedures of teaching vocabulary using animation video as follows:

- 1) Teacher gives some brainstorming question related to the topic.
- 2) Teacher plays the video without pausing (Active Viewing activity)
- 3) Teacher plays the video to introduce the words and pause each picture to teach the meaning of the words (Freeze Framing and Prediction activity).
- 4) Teacher plays the video again and pause each picture to teach the spelling of the words (Freeze Framing and Prediction activity).
- 5) Teacher plays the video without picture and asked students to write its name (Sound On and Vision off Activity).
- 6) Teacher plays the video and asked the students to repeat the words.
- 7) Teacher plays the video without sound and asked students to pronounce word individually (Silent Viewing Activity).
- 8) Teacher explains how to make simple sentences using examples on the video.
- 9) Teacher gives exercise about words use.

Learning English vocabulary by watching animation video is wonderful way to have fun as well as learn. Teacher can create activities which can be attracted by using it. Video provide young learners an opportunity to acquire new vocabulary and imitate to what they have hear and have seen. That is why it is a very good way to stimulating young learners in learning process.

Refers to this research, from the seven steps by the expert, the researcher uses the “follow up activity” to teaching English vocabulary using animation video. With the activities are:

A. Teachers’ activities

- 1) Teacher gives some brainstorming question related to the topic. In this research the topic about nouns, verbs and adjective from descriptive text.
- 2) Teacher plays the video without pausing (Active Viewing activity)
- 3) Teacher plays the video to introduce the words and pause each picture to teach the meaning of the words (Freeze Framing and Prediction activity).
- 4) Teacher plays the video again and pause each picture to teach the spelling of the words (Freeze Framing and Prediction activity).
- 5) Teacher plays the video without picture and asked students to write its name (Sound On and Vision off Activity).
- 6) Teacher plays the video and asked the students to repeat the words.
- 7) Teacher plays the video without sound and asked students to pronounce word individually (Silent Viewing Activity).
- 8) Teacher explains how to make simple sentences using examples on the video.

9) Teacher gives exercise about words use. Especially, in this research using the descriptive text.

RESEARCH METHODOLOGY

This research is using quantitative study to see the significant influence of using audio-visual media toward students' vocabulary mastery. According to John (2012: 294-295) experimental research is the best of quantitative design to use establish probable and effect. Besides that, according to Ary (2006), an experiment is as scientific investigation in which the research manipulates one or more independent variable, controls any other relevant variable, and observes the effect of manipulations on the dependent variable(s). From the statements above, as we know that the experiment is design to use establish probable and effect, and this design manipulates oner or more independent variable. Thus, in this research the researcher uses pre-experiment design which one independent variable to teaching English vocabulary using animation video.

Variable in the experimental research is a variation object in the study. According to Bevans (2019) a variable is defined as an attribute of on object of study. In the experimental research there are two variables that will be manipulate by the research those are independent variable (X), and dependent variable (Y). According to Bevans (2019) Independent variable is variable you manipulate in order to affect the outcome of an experiment and dependent variable is variable that represent the outcome of the experiment. And the variable in this research are:

1. Audio visual Media (animation video) as an Independent variable (X)
2. Improving students' vocabulary mastery as a dependent variable (Y)

The population is all students of interest to the researcher to apply the result. According to Fraenkle and Wallen (2007: 92) Population is the larger group to which the researcher hopes to apply the result. The population of this research is the first grade students of junior high school in MTs. Darul Hikam Al-Islami Banjaran. There are six classes of the first grade students consisted of 180 students.

In this research, sample is group that choose by random to the researcher take information. According to Fraenkle and Wallen (2007: 92) The sample is the group on which information is obtained. The writer selects one class as the sample. The writer provides six pieces of paper and write the class name (A, B, C, D, E, F) on each paper. Then, the writer rolls the papers and take one paper. The one paper chooses as the sample of experiment group (class B).

The instrument of this research is test. According to Arikunto (2010: 193) the research instrument is a device used by the writer during the data collection. In this research, the data will be collecting through three instruments namely pre-test, post-test and questionnaire. Pre-test will be giving on the first meeting for the one group to know the students' mastery in English vocabulary before treatment. Then, post-test will be giving on the last meeting after the treatment. The post-test will be conducting to whether or not the treatment which audio-visual media to experimental group is effective or not by comparing the pre-test. And questionnaire is one of the research instruments that need to be analyzed.

The procedure of this research consists of four steps, namely: selecting the sample, giving the pre-test, giving the treatment, giving the post-test, giving the questionnaire, and computing and analyzing the research of pre-test, post-test and questionnaire.

Before the researcher does a research in the class, the researcher is preparing who that can be the sample for this research. This research using the pre-experimental design which one independent variable to teaching English vocabulary using animation video. Thus, the researcher does random and choose one class from the first grade of junior high school especially in MTs. Darul Hikam Al-Islami Banjaran to be the sample in this research.

In this research giving the pre-test, it purposes to determine a student's baseline knowledge. Pre-test will be giving to the experimental class before the treatments. This step is aimed to measure the students' English vocabulary mastery and know the students' capability before the researcher ore teacher gives the treatment.

The treatment in this research is using audiovisual media, especially using animation video. The researcher taught vocabulary using audio visual as media to teaching. The materials of this treatment are about animals, things, verb and adjective when the students learn the descriptive text that is used by the researcher to teach vocabular, in order to increase the students' vocabulary mastery.

After giving the treatments, the researcher will be giving the post-test to know the students' vocabulary mastery after teaching using audio visual media, especially using animation video. Besides that, the result of the test is showed that the students' vocabulary mastery improves significantly, because their scores after giving treatment is higher than before. After reducing, classifying, analyzing the data, and then determining whether there is any significant different between before using animation video and after using animation video as media, it is determined whether the treatment made the different or not.

Questionnaire is given by the researcher to be analyzed from the students' answer. In this research, the questionnaire that giving for the students are 15 questions about learning English language especially English vocabulary using audiovisual media (animation video). The result of questionnaire is to answer the research questions and support the result statement.

After get the data of pre-test, post-test and questionnaire, the researcher computing the data in order to know whether the score is increasing or not and to know the significance difference of the students score after being taught by using audio visual media.

In this research, after collecting the data by using instrument, the data will be analyzing by using *t*-test formula. The researcher in this research using the formula Dependent *t*-test.

After the researcher analyzed the data using *t*-test, in this research the researcher also analyzed the questionnaire to know the students' perception about the advantage and disadvantage of the media that used. And to analyzed the questionnaire the researcher is using percentage formula.

FINDINGS

In this chapter, the researcher calculated the result of the test to know whether or not the use of audiovisual media can improve students' vocabulary mastery, while questionnaire calculated into percentage to find out of students respond.

The researcher used *t*-test formula for dependent group in analyzing the data. For calculating the pre-test and post-test scores, the researcher used the assessment criteria for guiding students in determining the pre-test and post-test.

In this chapter, the researcher reports about the pre-test, treatment and post-test. The pre-test was conducted by the researcher on 15th July 2020, while the post-test was conducted by the researcher on 22th July 2020. The sample of the research used one class as the sample. The class consist of 30 students.

The pre-test is a test that gave by the researcher before giving the treatments. In this research, the pre-test is conducted to the students to find out the students' vocabulary mastery before treatment. Pre-test was held on Wednesday, July 15th 2020. The following on pre-test were 30 students.

CONCLUSIONS

CONCLUSIONS

This study was about improving students' vocabulary mastery by using audiovisual media to the first grade students of junior high school. The media was important for the students in the process of teaching and learning English vocabulary, it is to give the students motivation to increase their vocabulary and make the learning activities more fun.

Based on findings of the study in previous chapter, the researcher got some conclusion. The first is that improving students' vocabulary mastery by using audiovisual media to the first grade students of junior high school is effective. It proves by the result of the study was shown the computation of t-test to the students' pre-test and post-test scores. By comparing the scores of the pre-test and post-test, it could be found that the students' vocabulary mastery improved. The researcher could observe that the t-observed is higher than t-table. It indicates that improving students' vocabulary mastery by using audiovisual media to the first grade students of MTs. Darul Hikam Al-Islami Banjaran is effective.

The second conclusion is related to the students' responses. And after the researcher observed, the students gave the positive response toward the use audiovisual media in teaching English vocabulary. It is showed by the result of the questionnaire, the students who said agree that they like learning using animation video is more number than the students who said less agree and disagree. Furthermore, the questionnaire showed that the students who said agree that they have more vocabulary from learning using animation video is more number than the students who said less agree and disagree. It means the students gave a positive response toward audiovisual media especially animation video in teaching English vocabulary.

SUGESSTIONS

Based on the result of the research that the use audiovisual media proved influential in improving students' vocabulary mastery in English class especially in teaching English vocabulary, the researcher proposes the following suggestions:

1. The audiovisual media especially animation video is an important media that used in the process of teaching learning English, especially in teaching learning English vocabulary. Because using audiovisual media, the students more enjoy when they are learning English vocabulary.
2. The audiovisual media gives motivation to the students to increase their English vocabulary, and it has an important role in supporting the implementing of teaching and learning process.

3. The audiovisual media not only helps the students to know and understand the word, but using audiovisual media the students can easy to remember and know how to correct pronounce the words.

Before teaching especially using audiovisual media, teachers should have good preparation. Because in teaching vocabulary using audiovisual media, the teachers need something that help to implementation teaching using audiovisual media such as laptop, the video that in accordance with the material to be discussed, LCD and speaker. While, the teachers should have good preparation before teaching in the classroom to make the process of teaching and learning English vocabulary more effective and conducive.

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