

**THE EFFECTIVENESS OF AUDIO VISUAL TO ENHANCE STUDENTS'
VOCABULARY MASTERY AT SMPIT DARUT TAQWA PONOROGO**

THESIS



By

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ABSTRACT

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Media is one of the learning components that has an essential role in teaching and learning activities. Media such as Audio Visual can be offered as an instructional media to teach English for students, especially in vocabulary mastery. Vocabulary is very important for every student or person who wants to learn the language. Vocabulary was basic to mastery all of English skills. In order to master all the skills in English including speaking, listening, reading, and writing, they were afraid in learning English. Vocabulary refers to words we use to communicate in oral and print language. The most common factors that become the obstacles are the limited number of words mastered and difficulties to memorize the meaning of the words. Therefore, by using audio visual media, students are expected to get more interested in improving their vocabulary mastery.

This research, the effectiveness of audio visual to enhance students' vocabulary mastery. The aims of the research is to find out the effectiveness of audio visual to enhance student's vocabulary mastery in the seventh grade of SMPIT Darut Taqwa Ponorogo. Furthermore, the significance of the research was expected to be useful information for English teacher especially in teaching vocabulary. In addition, it can be used as a teaching media to improve vocabulary mastery.

This research applied quantitative approach and used quasi-experimental design. This research, used two classes as experimental group and control group. The population of the research was the seventh grade at SMPIT Darut Taqwa Ponorogo consist of 105 students. The number sample in this research were 29 students of experimental class and 32 students of control group. The researcher used simple random sampling as sampling technique. The procedure of data collection were test and documentation. And to analyse data, the researcher used independent sample t-test formula.

The result showed the result of descriptive statistics from control and experimental class. There were 32 students that was did pretest and posttest, in control class the mean score of pre test is 46.56, standard deviation is 9.197, the total score is 1490. The mean score in post test is 68.91, the standard deviation is 8.302 and total score is 2205. The result of statistical descriptive from experimental class. There are 29 students from experimental class who have done the pretest and posttest. The experimental class in pretest, the mean score is 40.86, the standard deviation is 9.361 and the total score is 1185. Then in posttest, the mean score is 80.69, the standard deviation is 7.760 and the total score is 2340. The value Sig (2-tailed) of the equal variant assumed 0.000 and $\alpha = 0.05$. Based on the analysis data and testing of hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected, and the alternative (H_a) hypothesis was accepted. So, from the computation above it can be concluded that there is a significant difference between students' vocabulary mastery of seventh grade at SMPIT Darut Taqwa Ponorogo in using audio visual media. So, this thesis about audio visual can enhance students' vocabulary was effective because the mean score and total score in experimental class is higher than control class as described in chapter 4 in data statistic.



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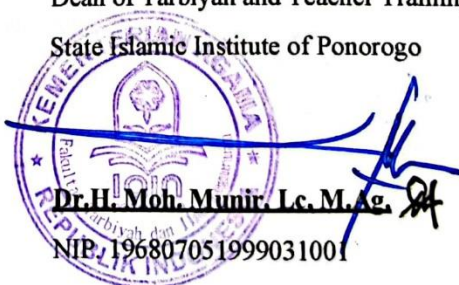
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CHAPTER I

INTRODUCTION

A. Background of The Study

Because English is the first foreign language in Indonesia and the international language in the world, many schools or courses provide English as a lesson, and the Indonesian government has made it a regional language since junior high school. In English language, mastering vocabulary is crucial in learning English while it is the foundation for learning English skills.

Vocabulary is very important for every student or person who wants to learn the language. Vocabulary was basic to mastery all of English skills. In order to master all the skills in English including speaking, listening, reading, and writing, they were afraid in learning English. Vocabulary refers to words we use to communicate in oral and print language.¹ According to Lehr, Osborn, & Hiebert, 2004, receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. According to National Institute of Child Health and Human Development [NICHD] in 2000, in order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Vocabulary knowledge is essential to comprehending text. According to Hirsch in 2003; Sedita in 2005, when students do not understand at least 90% of the words in a text, they do not adequately understand what they read. And according to Graves in 2006; Lehr, Osborn, and Hiebert in 2004; PREL in 2008, research suggests that students acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words by the time they graduate from high school.

¹ Susan Hanson and Jenifer F. M. Padua, *Teaching Vocabulary Explicitly* (Pasific Resource for Education and Learning, 2011), 5.

Teaching is a set of events, outside the learners which are designed to support internal process of learning.² Teaching (Instruction) occurs outside of the learner. Internal learning occurs within learners. The teacher cannot motivate others until the teacher has self-motivated. Motives are not seen, but behaviors are. Is learning a motive or a behavior? Learning is both a purpose and a behavior, but only behavior is visible; learning is internal, while performance is external. Vocabulary is vital in the teaching learning process because it helps students advance their knowledge of the English language. When pupils have acquired the grammar of the English language, the next step is for them to have mastered the vocabulary of the English language, or at the very least grasp the vocabulary required. Students' English vocabulary can be increased by teaching vocabulary using various instructional modalities. Clearly, teaching vocabulary entails more than simply introducing new terms. It also involves the decision that words should teach the fundamentals of how frequently they are used by language speakers. The most frequently used words should be taught first. However, most instructional strategies render students drowsy and bored. The teacher requires a medium to deliver messages or information when teaching English vocabulary. Audio visual media is appropriate because it relies on the sense of sight. The use of media in teaching and learning will assist both teachers and students in learning on their own.

According to Kinder: “Audio visual aids are any device which can be used to make the learning more effective, concrete, realistic and dynamic.” According to Burton: “There are sensory objectives and images which stimulate and emphasis on learning process.” According to Carter V. Good: “Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.”³

² Aloysius H. Sequeira, “Introduction to Concepts of Teaching and Learning,” *SSRN*, September 21, 2012, 3, <https://doi.org/10.2139/ssrn.2150166>.

³ Dr. Sithara Balan V and Dr. Sunanda Chande, *Extension Education And Communication: Concept And Future Directions* (Modern Book Centre, 2019), 130.

Regardless of the method of instruction a person chooses, audiovisual (AV) tools can significantly enhance the impact of that method. And the one of media is A Computer Projections, modern classrooms are increasingly using machines that the project computer displays on large screens. High-resolution projectors that are mounted on the ceiling (therefore, out of the way) are becoming increasingly powerful and affordable. With the presentation feature of many software programs, you can prepare a series of “slides” or charts in your office and then simply project them in class as you wish, with very little attention to the computer keyboard. You can display spreadsheets, charts—in fact, any program you wish.⁴

According to Mr. Ulil Absor as English teacher at the seven class of SMPIT Darut Taqwa Ponorogo. He said that seven classes in English still need guidance, especially on vocabulary mastery and pronunciation. And some of the students still need a way to memorize vocabulary.⁵

The researcher also has several reasons for choosing school SMPIT Darut Taqwa Ponorogo as an object of this research. SMPIT Darut Taqwa Ponorogo has received A accreditation, indicating that the school's quality is unquestionable, this school did vocabulary study using the audio-visual method and has enough population and materials to do research with quasi-experimental research. In addition, the researcher would also want to know if there is an influence on each variable.

According to preliminary studies conducted on pupils at SMPIT Darut Taqwa Ponorogo, according to the class eighth of SMPIT Darut Taqwa had problems understanding the English vocabulary because of their lack of interest in learning English and the researcher discovered that sometimes, the students feel bored in their class, and some students are still weak in their vocabularies. The understanding of vocabulary in several classes is still low.

⁴ James Clawson, “Audiovisual Tools and Techniques,” *Darden Case: Pedagogy (Topic)*, October 21, 2008, 11.

⁵ Ulil Absor, interview teacher perceptions about student SMP Class 7, February 15, 2022.

A significant factor that influenced the researcher's decision noun, adjective and verbs. Because, according to “Modul Ajar” in class 7 of SMPIT Darut Taqwa, the material is about describing rooms and things in descriptive text. The curriculum English learning at SMPIT Darut Taqwa is Curriculum Merdeka. According to Kemdikbud, Purba, P. B., dkk, he said the independent curriculum is defined as a curriculum with various intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence.⁶ As part of the learning recovery effort, the Merdeka Curriculum (which was previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework, while also focusing on essential material and developing the character and competence of students.

In this study, used of audio-visual media by audio visual vocabulary with computer projector, that includes of sound and visual words with descriptive text, where the visual words presented are moving words images. It is one of the efforts of researchers to answer problems that often occur in learning English. The audio-visual from the researcher.

Indeed, the researcher interested to enhance the students' vocabulary and for this research, researcher try to apply audio visual aid as a media in teaching vocabulary. Thus, the researcher was done research entitled, “The Effectiveness of Audio Visual to Enhance Students' Vocabulary Mastery at Smpit Darut Taqwa Ponorogo”.



⁶ Purba P. B., dkk, “Kurikulum Merdeka,” 2022 2021.

B. Identification of The Problems

In this research, the researcher will identification of the problems in SMPIT Darut Taqwa especially, for classes seven A-C. At SMPIT Darut Taqwa, the students have gaps or differences in vocabulary mastery abilities, especially in class seven in vocabulary mastery. Because:

1. Lack of interest in learning English.

Because some students did not like learning English cause not understanding the importance of language in the advancement of education. So, the researcher using visual audio media, and it was possible to regain interest in language learning. The advantage of audio visual is, that it builds interest and motivates teachers and students.⁷

2. Students consider it complicated to learn English.

According to Nurssalam (2016), Difficulty is a condition in the learning process that is characterized by the obstacles that arise to achieve a result of learning, both from psychological, sociological, and physiological aspects of learning process whole.

3. Lack of motivation from personal student and teacher

Motivation is what explains why people or animals initiate, continue or terminate a certain behaviour at a particular time. Motivational states are commonly understood as forces acting within the agent that create a disposition to engage in goal-directed behaviour. It is often held that different mental states compete with each other and that only the strongest state determines behaviour.⁸

4. Unconducive environment

Not conducive to the place and environment greatly affect the learning process in applying the science or language that has been learned.

⁷ Balan V and Chande, *Extension Education And Communication: Concept And Future Directions*, 131.

⁸ Wasserman T Wasserman L, "Motivation: State, Trait, or Both. Motivation, Effort, and the Neural Network Model," ISBN 978-3-030-58724-6. S2CID 229258237, 2020, 93–101.

5. A lack of awareness about the importance of learning a language.

As well as awareness of the importance of learning language can also affect passion and desire so that targets can be achieved more quickly.

C. Limitation of The Study

Based on the problem of media and vocabulary mastery, the researchers limited the focus on the media used, namely audio visual. Meanwhile, the students' vocabulary mastery in this study used the Noun, Verb and Adjective. The research subjects were seventh grade students at SMPIT DARUT TAQWA. The total students at class seven are 105 students. Class 7A 29 students, class 7B 32 students, class 7C 22 students and 7D 22 students.

D. Statement of The Problems

Based on the study's background, the researcher develops various concerns in the following research topics:

- Do the student who are taught by using audio visual get better vocabulary than those who are not?

E. Research Objective

Based on the problem statements, the following objectives have been identified for this study:

- To know whether the students who are taught by using audio visual get better vocabulary than those who are not.

F. Significances of The Study

The study's anticipated findings could make significant contributions to the school, English teachers, students, writer, and subsequent researchers. Additionally, contributions like:

1. Concerning the School

This study has the potential to increase the quality of instruction at the school, particularly in English courses.

2. English Educators

English able teachers to obtain more audio-visual variety material in order to teach vocabulary. English teachers will gain a better understanding of their pupils' mastery of vocabulary learning.

3. Students

This research provided the students with more experience and incentive to learn vocabulary. Students will be able to acquire high levels of vocabulary mastery, and they will understand the distinction between regular and irregular verbs.

4. To The Author

This study may inspire the author to become a better and more creative English teacher in the future.

5. For The Next Investigator

The study's findings may provide new and differing information for future research in the same field.



G. Organization of The Thesis

The study's arrangement is a synopsis of all chapters, with the goal of making it easy for readers to understand the study's content. There are several types:

Chapter I is the introduction whichever affirms the background of the study, identification of the problems, limitation of the study, statement of the problems, research objectives, significance of the study, and the organization of the thesis.

Chapter II is the literature review, it consists of theoretical framework, previous research findings, conceptual framework, and hypothesis testing.

Chapter III is the research methods, it covers: research design, research setting and schedule, research population and sample, research variable operating definition, data collection technique and instrument, validity and reliability and data analysis technique.

Chapter IV is the data description, inferential statistics contains normality test, homogeneity test, hypothesis test, pretest and posttest result of control and experimental class and discussion.

Chapter V consists of the conclusion of the research and recommendations for further research to make a better study.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Teaching Vocabulary Mastery

a. Definition of Teaching

Teaching Vocabulary is Learning new meanings comes over time. It is an incremental process. Because words are polysemic, learners are faced with having to constantly learn more about the new meanings of the words they already know. It is best to look at vocabulary acquisition as a process. It is important to constantly expose learners to new embodiments of words, so that they can gain exposure to their polysemic nature. In this process students are challenged not only to expand their vocabulary by adding new names but also to deepen their knowledge of many words used in the English dictionary.⁹

Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter". Morrison (1934), Dewey (1934) expressed this concept of teaching by an equation. "Teaching is learning as selling is to buying". In the words of John Brubacher (1939), "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". B.O. Smith defined teaching as "Teaching is a system of actions intended to induce learning"

⁹ Michael McCarthy, Anne O'Keeffe, and Steve Walsh, *Vocabulary Matrix: Understanding, Learning, Teaching* (Heinle, Cengage Learning, 2010), 21.

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories).¹⁰ In his book about Teaching English as A Foreign Language.

Teaching children vocabulary is essential for language acquisition, according to Finocchiaro, in order to help them develop all other language abilities, such as speaking, listening, writing, and reading.¹¹ The students use the terminology in everyday situations, reinforcing their belief that they can express the same thoughts or emotions in English as they do in their native language. While teaching vocabulary, the instructor can then provide a list of vocabulary extracted from the book in each chapter. The teacher employs and incorporates additional vocabulary that is relevant to the students. A teacher must be well-versed in their teaching materials. Teachers must have a general knowledge of vocabulary, words, and their meanings when teaching students about vocabulary. According to Alqahtani, The vocabulary can be spoken as well as written. Because languages are built on words, teaching vocabulary is an essential part of learning a language. Teaching vocabulary is a crucial aspect in learning a language as languages are based on words.

¹⁰ Ag. Bambang Setiyadi, "Teaching English as a Foreign Language / Ag. Bambang Setiyadi | OPAC Perpustakaan Nasional RI," 21, accessed March 10, 2023, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=1330121>.

¹¹ Mary Finocchiaro, *English as a Second Language: From Theory To Practice*, First Thus. edition (Regent's publishing, 1974), 14.

b. The Types of Teaching Vocabulary Mastery

An important feature of the most widely used keywords in our vocabulary is that they are used to describe and classify other words. Therefore students need to know a significant amount of basic vocabulary that helps them understand other more specialized vocabulary. These words can be called procedural vocabulary (Widdowson 1983). The types are:

1) L1 transfer and false friends

Some words are similar in two languages because they come from the same source, for example, art, animal, police and table are the same, or very similar, in a number of languages. We refer to these as cognates. This transfer can be both a help and a hindrance. Firstly, while some words are cognate, their meaning may not totally coincide. Secondly, a number cognates are 'false friends'. They look the same but they do not actually mean the same. For example, in Italian, the verb control are looks like it might be a cognate of English verb control, but in fact it means check. This can therefore lead to L1 transfer errors, such as, we hired a security guard to control the grounds of the tennis club at night instead of We hired a security guard to check the grounds of the tennis club at night.

2) Pre-teaching and post-teaching of meaning

Key to the teaching of meaning is the ongoing development of students' ability to draw on context to try to figure out new meanings. By engaging with contexts before a reading or listening task, students draw on their schematic knowledge. Usually, a researcher have a considerable store of schematic knowledge before read. Even as native speakers, our minds subconsciously gather together the words know and the ideas that we have in relation to the topic of the text. Prolonging this phase in the language classroom is extremely

beneficial. Starting by focusing on the topic, through a picture or a broad open-ended question, allowed learners time to retrieve the vocabulary that they already know in relation to the topic. It will also stimulate prediction about the words that are likely to be encountered. Therefore, pre-task work on vocabulary is crucially important.

If a researcher were introducing the following text on the topic of a road accident, it would be beneficial to start with at least one of the following activities to focus on the context, on the words which the learners already know, on the ones which need to be pre-taught and the ones which can be guessed from context. The first, Show the headline of the article to the students, *Wrong car destroyed when firemen rescue already-rescued victims*. Ask them to think about what the story in the article might be about. Secondly, ask the students to predict five words that they will find in the text. Gather these on the board. Third, ask students to use their dictionaries to find three words which they don't know but which they expect to find in the article.

3) Teaching Vocabulary Directly

Some vocabulary lends itself to be taught more directly and more vividly than others, for example, action words such as run, walk, skip, sweep, jump, wave, and so on. Where we can use pictures, mime, demonstrations or video clips, there is not only the advantage of teaching the word in a very memorable way; it is also done in a very direct and unambiguous manner. There is obviously a limit to the number of words that can be taught in this way but, especially at lower levels, is plenty of scope. One fun idea is to play picture bingo to teach lexical sets such as action verbs, furniture, household objects, classroom objects and types of machines.¹²

¹² McCarthy, O'Keeffe, and Walsh, *Vocabulary Matrix*, 22–24.

Teaching Vocabulary is Learning new meanings comes over time. It is an incremental process. Because words are polysemic, learners are faced with having to constantly learn more about the new meanings of the words they already know. It is best to look at vocabulary acquisition as a process. It is important to constantly expose learners to new embodiments of words, so that they can gain exposure to their polysemic nature. So, the researcher chose this type to applied teaching vocabulary in the classroom.

c. The Procedure Teaching Vocabulary

The procedure of teaching vocabulary mastery additionally, according to Grauberg, he states that the process of learning vocabulary are involves four stages as follows:¹³

1) Discrimination

This is a basic step that involves being able to distinguish sounds, letters from those next to them, and from sounds and letters of similar words when listening and reading, the point of which is to make them different when speaking and writing.¹⁴

2) Understanding meaning

This means understanding the concept of a foreign word or phrase. Often this is direct because the word can be linked to its referent through direct association or because there is an English equivalent.¹⁵

3) Remembering

The next step after introducing and explaining new material is to ensure its retention. Once students have figured out the meaning of a word, they have no reason to pay attention to it anymore, and it will be forgotten.¹⁶

¹³ Walter Grauberg, *The Elements of Foreign Language Teaching* (Multilingual Matters, 1997), 15–19.

¹⁴ Grauberg, 15.

¹⁵ Grauberg, 15.

4) Consolidation and extension of meaning

Learning new words is not an instant process, if presentation is the only important variable involved then words will not be forgotten and need to be re-learned.¹⁷

So, if the teacher using this method to teach vocabulary mastery in class, teacher should better understand the student's situation in the class more so that the outcome to be maximum and teacher also interact more directly with students.

d. Evaluation

The weakness of learning vocabulary directly are a few words that can only be practiced directly, researchers must be able to provide other ways so that vocabulary that cannot be practiced directly can be conveyed. Here researchers use audio-visual to provide examples of vocabulary that cannot be practiced directly. Because, according to Skye Anderson, Audio visual materials are produced, distributed and used as planned components of educational programmes. It helps the process of learning that is motivation, classification and simulation. Audio visual aids are multisensory materials which motivate and simulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.¹⁸

¹⁶ Grauberg, 19.

¹⁷ Grauberg, 19.

¹⁸ Skye Anderson, *Audio Visual Aids in Education* (Scientific e-Resources, 2019), 19.

2. Vocabulary Mastery

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.¹⁹

Individual competency in the set of all words and word meanings known and utilized by the speaker in both oral and writing language is referred to as vocabulary mastery. A person can communicate effectively if they have a sufficient vocabulary in the language they are using. It implies that learning vocabulary becomes an essential part of learning the language. Vocabulary is the totality of words that a person needs be familiar with in order to interact and communicate with others. The phrase "mastery," which is used by all instructors and which they all firmly believe they fully understand, follows. Thus anyone who wishes to learn English reading, speaking, writing, and listening must possess a strong vocabulary. If students don't have enough vocabulary proficiency, they won't be able to complete the task.²⁰

Having a strong vocabulary is being proficient in the entire collection of terms. The proficiency or comprehensive knowledge of a list or collection of words that make up a language and may be utilized by a certain person, class, or profession is known as vocabulary mastery. At the beginner, intermediate, and expert levels of learning English as a foreign language, mastering vocabulary is a crucial component. So, having a strong vocabulary is important for communicating. Everyone who wants to study English must also have a strong vocabulary, but students at the beginner, intermediate, and advanced levels especially need to have this skill because it encompasses speaking, reading, listening, and writing.

¹⁹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015): 21.

²⁰ Cut Mawar Helmanda and Putri Dini Meutia, "A Study on The Vocabulary Mastery of English Department Students," *Pedagogik : Jurnal Ilmiah Pendidikan Dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh* 5, no. 2, Oktober (2018): 44–51.

Vocabulary mastery are of different types. According to Thornbury the type of vocabulary ability is word grade. Word classes are morphologically related to language or word usage. However, this type is often referred to as parts of speech in the form of nouns verbs pronouns adverbs adjectives and conjunctions.

The parts of word classes are as follows:

a. Nouns

Noun have many types and different form according to Scott Thornbury, Nouns are defined as words that describe people, animals things or places. Types of Nouns Special Nouns (Adam Son Pia Crane Kapoor America January Monday etc.) General Nouns (Male Female Male Female City Country State Village etc.) Concrete Nouns (wheelchair Teacher Television Lion etc.) Abstract Nouns (Fear Pain Pleasure Independence etc.) Collective nouns (blackboard bedroom breakfast etc.) Uncountable and countable nouns (desk chair pencil knowledge sand flour etc) Collective nouns (a group of bee dancers a pair of shoes etc) Nouns subject (iron gold wood etc.) Possessive Noun (Shiva rank student with ditto shoes etc).

b. Verbs

Verbs also have many different shape and type in uses, according to Scott Thornbury, Verbs are words that show what a person or thing is doing. The types of verbs are Auxiliary (is, am, are, was, were, been, grow, prove, remain, turn etc.), Modal verbs (can, could, will, would, etc.), Linking verb (be, am, is, are, been, become, seem, etc.), Main verb (act, agree, ask, attack, appeal, etc.), Finite verbs (he eats, she eats, it eats, etc.). Non infinite verbs (gerund, infinitives, participles). Transitive verbs (I kicked the ball, he loves her), Intransitive verb (she cried, I coughed), Regular verbs (actacted-acted, accept-accepted-accepted), Irregular verbs (begin-beganbegun, draw-drew-drawn).

c. Adjectives

Also the adjective, adjective have many types and shape, according to Scott Thornbury, Adjectives are words used to describe nouns to limit or characterize the noun. The types of adjectives are Descriptive adjectives (big body, beautiful girl, bad boy), Distributive adjectives (every, each, either, neither, etc.), Possessive adjectives (My, our, your, him, etc.), Demonstrative adjective (this, that, those, these). Interrogative adjectives (what, when, which, where, etc.), Quantitative adjectives (many, much, a few, a little, etc.).²¹

Based on its explanations of some forms part of speech above can be concluded that all parts of speech have many kinds and forms in each usage in words.

3. Media in Teaching Vocabulary Mastery

Teaching vocabulary mastery using Objects, this technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. Takač & Singleton state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used. One of media in teaching vocabulary mastery is audio visual.

²¹ "How to Teach Vocabulary by Scott Thornbury - PDF Drive," 24–28, accessed March 10, 2023, <http://www.pdfdrive.com/how-to-teach-vocabulary-e188947508.html>.

a. Audio Visual

1) Definition of audio visual

Audio visual materials are produced, distributed and used as planned components of educational programmes. It helps the process of learning that is motivation, classification and simulation. Audio visual aids are multisensory materials which motivate and simulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.²²

According to Çakir 2006, Languages are not fixed but constantly changing, so are the media; Internet, computer, television, radio and newspaper which are extraordinarily rich sources of language in use.

2) Types of audio visual

a) Projected Visual Aids

Projected visual aids are those teaching aids which help in their projection on the screen (Malik & Pandith, 2011).The following are the main equipments can be used in EFL classes:²³

(1) Overhead Projector

Overheads projector are known as OHPs, It is the most used tool in all audio visual aids but nowadays are decreased in use because the technology had enhanced and developed various new techniques which is easy, useful and pleasant to use, such as Microsoft PowerPoint presentation that is the most device available in all presentation. OHPs projects transparencies with brilliant screen images which are suitable to be used in daylight. This projector reflects whatever the teacher writes on a special film in front of him (Alkhuli, 2006). “One of the main advantages

²² Anderson, *Audio Visual Aids in Education*, 19.

²³ Mudasir Hamid Malik And Aqueel Ahmad Pandith, “*Essentials Of Instructional Technology*,” N.D., 21.

of OHTs is that we can mask them with pieces of paper or card – and we can then reveal things gradually” (Harmer, 2007, p.254). It is easy to operate, projects a large, clear image and is no need to darken a room to use it.

(2) Slides and Transparencies

Slide projector: Slides are pictures projected on a screen by a slide projector (Alkhuli, 2006). It is in the form of projected media that are easy to prepare. They are still pictures on positive film which you can process and mount individually by yourself or send to a film laboratory. It facilitates teacher, student participation and arouses the interest. The main common slide that is used more nowadays in classroom arrangement named as Microsoft PowerPoint presentation which is a popular means of media used in modern classroom as a fundamental aid to support teachers and students presentation. PowerPoint is a presentation computer program that is widely used in schools and businesses, It consists of a series of „slides“, which are individual pages that are designed („Preparing and using visual aids“, 2009). It has a powerful help to make the classroom attractive, it stimulates students“ attention and concentration. Foreign language teachers can use PowerPoint as alternative aids to introduce lectures, refresh the classroom atmosphere.

(3) Film Strip

Film strips: “they are slides on one film roll” (Alkhuli, 2006, p.125). It is a short length film containing a series of photographs arranged in a sequence so that they develop a theme. It is helpful and useful for foreign languages teachers.²⁴

²⁴ Malik and Pandith, 22.

b) Non-Projected Aids

It is another classification of teaching aids which do not help in their projection on the screen such as chalkboard, charts, and models and so on (Malik and Pandith, 2011).²⁵

(1) Pictures and images

Pictures are another visual aids used to provide the information and attract the students' intention as Harmer said that pictures could be used as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2001) confirmed that "The use of pictures provides individual students with a tool to connect the new word to a known meaning, thus facilitating understanding and memorization".

(2) Graphics considered as kind of visual aids which are related to writing, drawing, painting and others.²⁶

3) Procedure of Teaching Vocabulary with Audio Visual Media

In the area of teaching and learning English language, according to Alkhuli, in his interesting book entitled "Teaching English as a Foreign Language", he suggested a numerous steps that teacher ay follow in teaching active vocabulary are:

- a) The teacher gives vocabulary using audio-visual with two or three repetitions then the students listen.
- b) After listening to the teacher's audio visual saying the word, students repeat the word after the teacher.
- c) The teacher helps students to get the meaning of the word through whatever technique he thinks is suitable for that particular word.

²⁵ Malik and Pandith, 23.

²⁶ Malik and Pandith, 23.

- d) The teacher uses the word in a sentence to show the class how the word is actually used.
- e) Students are asked to use the word in sentences using simple descriptive text. The teacher can ask students questions for answers that require the use of that word.
- f) The teacher gives examples of descriptive text with projector visualization in order to attract students' attention to spelling problems, shapes, meanings related to the word or vocabulary.
- g) Students read the word.
- h) Students are asked to write down the words and their meanings in their notebooks.²⁷

b. Advantages and disadvantages of audio visual

Advantages of the audio visual aids

1. It helps to make the learning process more effective and conceptual.
2. It helps to grab the attention of students
3. It builds interest and motivates teachers and students
4. It enhances the energy level of students
5. It provides students a realistic approach and experience
6. These are easy to use and prepare
7. Recorded material allows students to hear a variety of different voices apart from just their own teachers. It gives them an opportunity to “meet” a range of different characters, especially where “real” people are talking.

²⁷ Setiyadi, “*Teaching English as a Foreign Language* / Ag. Bambang Setiyadi | OPAC Perpustakaan Nasional RI.”

The following are some disadvantages of audio visual media:

1. Audio visual aids require proper environment for its projection. Students may get distracted due to noise.
2. In big classrooms with big acoustics, the audibility of recorded material often gives cause for concern. It is difficult to ensure that all students in a room can hear equally well.
3. Some project aids are expensive to carry out. Eg. Projectors
4. Projected aids require electricity, for their display thus, limiting their use
5. Some audio visual aids require technical help
6. All the topics cannot be studied with audio visual aids
7. They require accuracy and innovativeness for their construction
8. Some aids are expensive.²⁸

B. Previous Research Findings

There are many previous researches related to the topic. The previous research will help the researcher finish this research. In this part, the researcher will discuss several previous researches as the guidance to do the thesis.

First, research by Firdaus Rizal Himawanto, student of English Education Department Faculty of Tarbiyah and Teacher Training of State Islamic Institute (IAIN) of Tulungagung entitled “The Effectiveness Of Teaching Vocabulary By Using Audio-Visual As Media Toward Vocabulary Mastery Of The VII C Grades Students Of Smpn 3 Kedungwaru Tulungagung In Academic Year 2014/2015.” Researcher found that the students’ score before they are taught using audio visual media was 71.73. While the students’ score after they are taught using audio visual media was 83.46. In addition, the result of the VIII statistical computation using t-test revealed that the obtained t-count was 11.00. Then the t-table for $t_{0.05}$ was about 2.060. Thus, there was an effect of using audio

²⁸ Balan V and Chande, *Extension Education And Communication: Concept And Future Directions*, 31.

visual as media in teaching vocabulary toward vocabulary mastery achieved by the VIIC grades students of SMPN 3 Kedungwaru in academic year 2014/2015.²⁹

Based on the previous research above, this study found that there are several differences that form the basis of this research. Starting from the methodology, sample and population. The sameness is the variable x and variable y.

The second research was by Hermiati Ramli, student from English Education Department of English Education Faculty of Teacher Training and Education Muhammadiyah University of Makassar 2020 entitled “Improving Vocabulary Through Audio Visual By Using Youtube Videos To Smp Students” Of Smp Negeri 2 Takalar.” The result showed that using YouTube videos method was effective to improve students vocabulary. It was proved by the mean score before and after treatment (65.83 became 80) with the t-test value was greater than t-table ($6,94 > 2.045$). Score of post-test was higher than the pre- test. This findings of audio visual by using YouTube videos method was one of a good techniques in teaching vocabulary.³⁰

Based on the previous research above, this study found that there are several differences that form the basis of this research. Starting from the type methodology, the difference is the place, time and population. This can be the strength of this research. The sameness is the variable X and Y.

Third research was by Adela, the student from English Study Program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (IAIN) Raden Intan Lampung entitled, “The Influence of Using Audio Visual Media towards Students’ Pronunciation Mastery of The Eighth Grade at the Second Semester of Smpn 01 Rebang Tangkas Way Kanan In The Academic Year Of 2015/2016.” After giving the post-test,

²⁹ Firdaus Rizal Himawanto, “*The Effectiveness Of Teaching Vocabulary By Using Audio-Visual As Media Toward Vocabulary Mastery Of The VII C Grades Students Of Smpn 3 Kedungwaru Tulungagung In Academic Year 2014/2015*,” Skripsi (Iain Tulungagung, August 5, 2015), [Http://Repo.Uinsatu.Ac.Id/1834/](http://Repo.Uinsatu.Ac.Id/1834/).

³⁰ Hermiati Ramli, “*Hermiati Ramli, Improving Vocabulary Through Audio Visual By Using Youtube Videos To Smp Students” Of SMP Negeri 2 Takalar*, (Thesis, Muhammadiyah University of Makassar, 2020 - Penelusuran Google,” n.d., accessed March 13, 2023.

the researcher analyzed the data by using t-test formula. From the data analysis, it was found that the result of t-test (t-observed) was 7.695 with t-critical 1.671. It means that the score of t-observed was higher than t-critical so H_0 was refused. In other words, from this research, there is a significant influence of audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 1 Rebang Tangkas Way Kanan in the academic year of 2015/2016.³¹

Based on the previous research above, this study found that there are several differences that form the basis of this research. Starting from the type of research, methodology, variables, to the results. The researcher also examine the audio visual media to enhance student vocabulary mastery. However, what made the difference is the score of data analysis and the result of effectiveness media to students. This can be the strength of this research.

Fourth research was by Tatik Assa'diyah the student from International Class Program English Department of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga, entitled "The Use Of Visual Aids To Improve Vocabulary Mastery On The Eighth Grade Students Of Smpn 1 Kedung Jepara In The Academic Year 2013/2014." The collected data were analyzed by using the t-test formula. The results of data analysis showed that: the mean score of pretest was 60,946, the mean score of posttest was 70,784 the t-observed was 1,199. The t-table with df 36 and significance level at 0,05 was 0,. Based on the data analysis above, the writer concluded that the alternative hypothesis of this research was accepted because the t, observed was higher than the t-table ($5.41 > 3,26$). It also meant that the visual aids method was effective to increase the students' English vocabulary mastery.³²

³¹ A. Adela, "The Influence Of Using Audio Visual Media Towards Students' Pronunciation Mastery Of The Eighth Grade At The Second Semester Of Smpn 01 Rebang Tangkas Way Kanan In The Academic Year Of 2015/2016" (Undergraduate, Iain Raden Intan Lampung, 2017).

³² Tatik Assa'diyah, "The Use Of Visual Aids To Improve Vocabulary Mastery On The Eighth Grade Students Of Smpn 1 Kedung Jepara In The Academic Year 2013/2014" (Other, Iain Salatiga, 2015).

Based on the previous research above, this study found that there are several differences that form the basis of this research. Starting from methodology, place, time and population. The sameness is about test and kind of this research.

Fifth research was by Indah Panuntun Utami, the student from English Department Teacher Training And Education Faculty Sebelas Maret University Of Surakarta 2011, entitled “Improving Students Vocabulary Mastery Through Audio-Visualized Narrative Text.” Results shows that: 1) Students’ test score improved: from 5:8 (3.06 in spelling, 35.69 in meaning, and 2.75 in pronunciation) to 7.3 (4.25 in spelling, 40.36 in meaning, and 3.83 in pronunciation) to 7.1 (4.08 in spelling, 37.58 in meaning, and 8.25 in pronunciation) in Cycle II; 2) When Audio-Visualized Narrative Text was applied in the class, students got more active and enthusiastic in learning, and 3) Audio-Visualized Narrative Text helped students better understand vocabulary through its’ picturing each word visibly.³³ Because the students can more focus to memorize the vocabulary with the picture and audio pronunciation example was taught by teacher with projector.

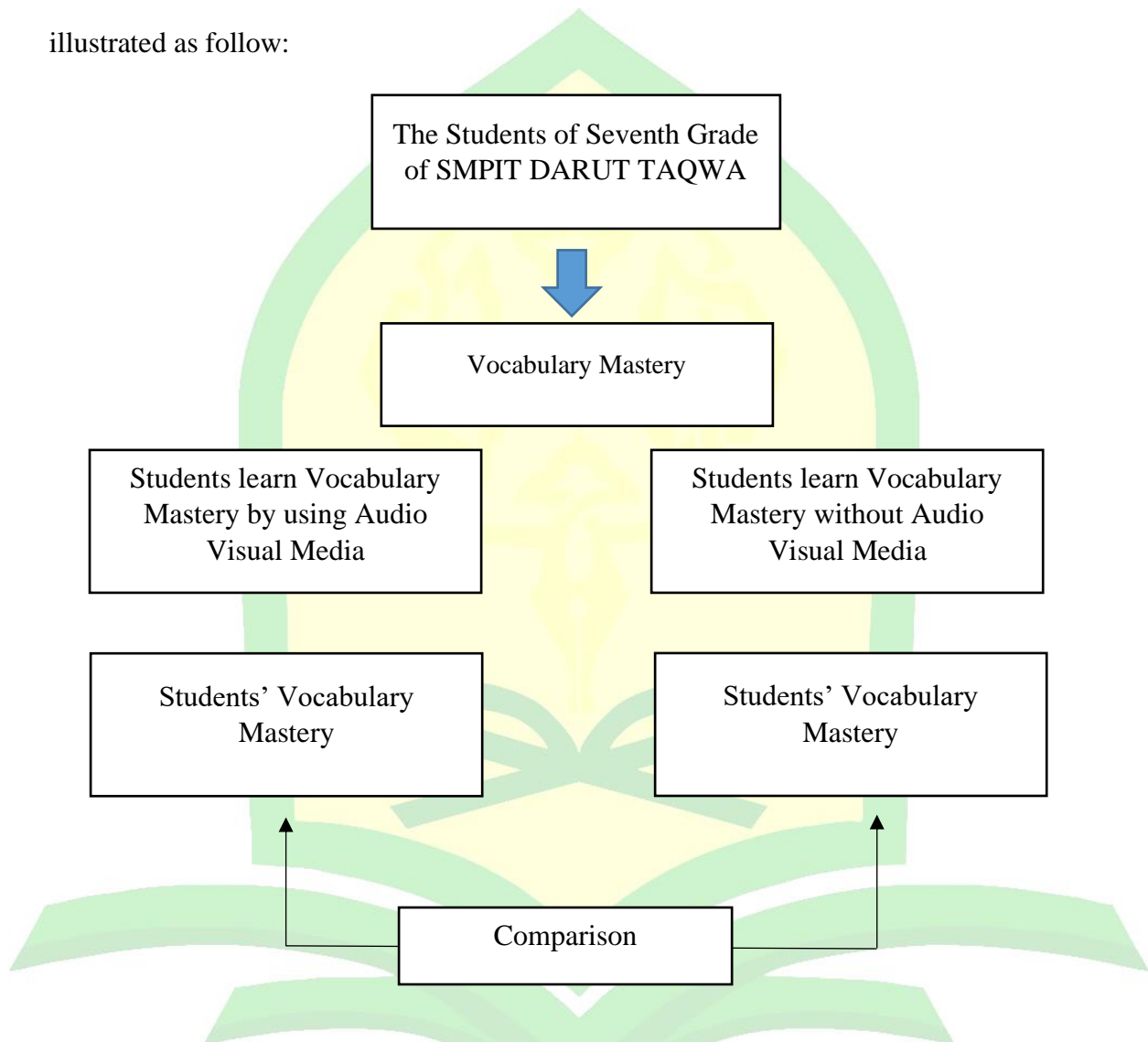
Based on the previous research above, this study found that there are several differences that form the basis of this research. Starting from the type of research, methodology, variables, to the results. The researcher also examine the audio visual media to enhance student vocabulary mastery. However, what made the difference is the result of data analysis, the mean score pre test and post test. This can be the strength of this research.



³³ Indah Panuntun Utami, “*Improving Students Vocabulary Mastery Through Audio-Visualized Narrative Text*, (Thesis, Sebelas Maret University Of Surakarta, 2011),” n.d.

C. Conceptual Framework

From discussed in the study above, the researcher focuses the research on comparing two media in improving vocabulary mastery. The conceptual framework of this research is illustrated as follow:



The diagram above shows that in this research learning vocabulary mastery divided into two parts. They are learning by using audio visual media and without audio visual media. The output of the students in learning by using audio visual result students' vocabulary mastery. The other, output of students in learning without using audio visual result students' vocabulary mastery. Both results of students' vocabulary mastery above compared and the result output of the research. The main focus of this research is comparing both using audio visual and without using audio visual media to improve vocabulary mastery on the seventh grade students at SMPIT Darut Taqwa Ponorogo.

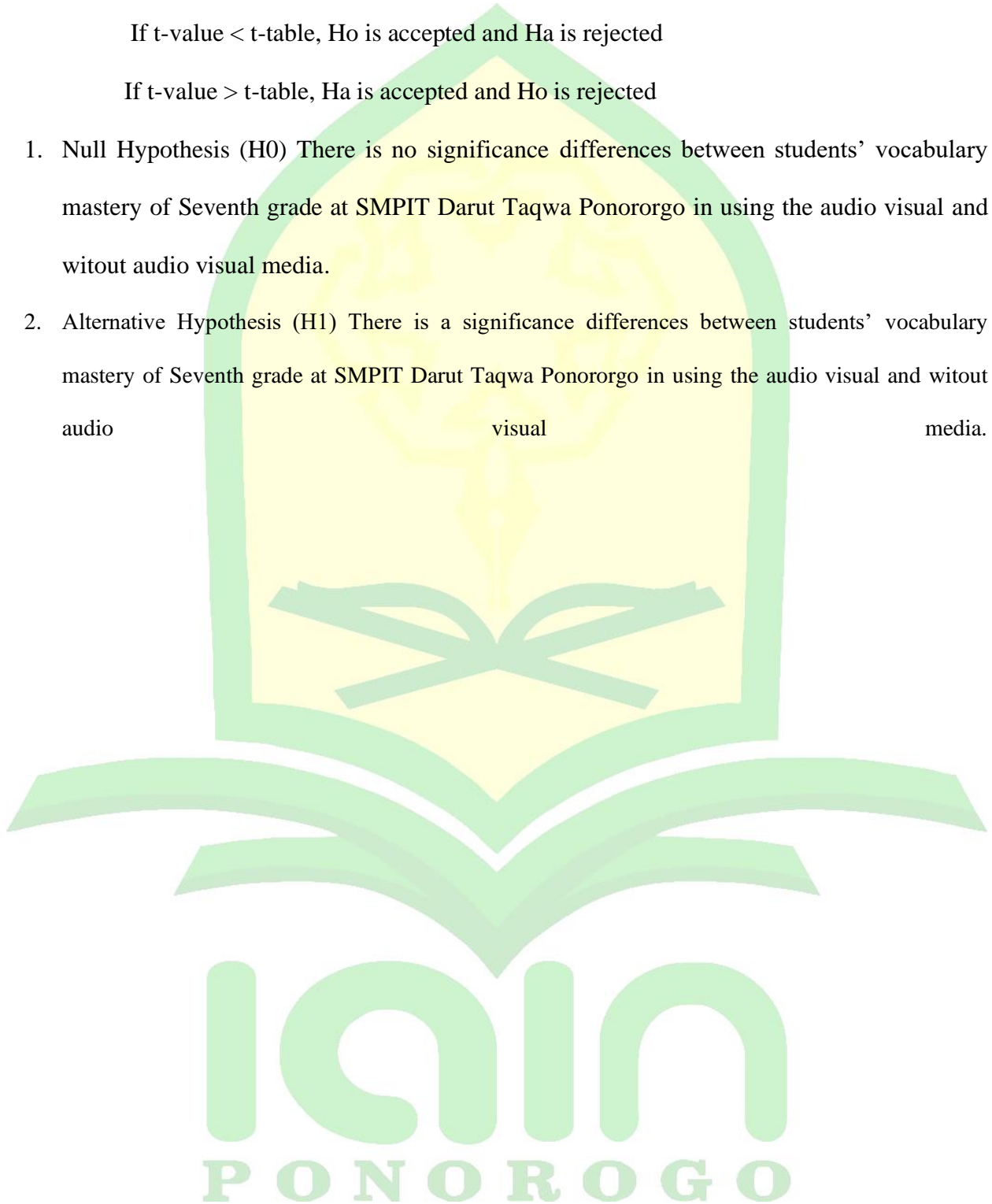
D. Hypothesis Testing

To find out the differences between the audio visual and without audio visual media to improve students' vocabulary mastery, there are the hypothesis of this research:

If $t\text{-value} < t\text{-table}$, H_0 is accepted and H_a is rejected

If $t\text{-value} > t\text{-table}$, H_a is accepted and H_0 is rejected

1. Null Hypothesis (H_0) There is no significance differences between students' vocabulary mastery of Seventh grade at SMPIT Darut Taqwa Ponorogo in using the audio visual and without audio visual media.
2. Alternative Hypothesis (H_1) There is a significance differences between students' vocabulary mastery of Seventh grade at SMPIT Darut Taqwa Ponorogo in using the audio visual and without audio visual media.



CHAPTER III

RESEARCH METHOD

A. Research Design

The method that was used in this research was experimental method which focused on quasi-experimental research design. According to Jhon W. Creswell, experimental research is the best of the quantitative designs to use establish probable cause and effect. Quasi experimental design is lack randomization but employs other strategies to provide some control over extraneous variables. It is used, for instance, when intact classrooms are used as the experimental and control groups. Quasi-experimental design, can be used because in reality it is difficult get the control group used for the research process.³⁴ That is, it is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable.³⁵ From this opportunity, the researcher selects two classes in this research. In the case of this research, there were two classes. There are as experimental class and another one as control class. The first 7A class as the experimental class. In this class, the students were given the pre-test, treatment by using audio visual strategy, and post-test. The second 7B class was control class. In this class the students were given the pre-test, treatment without using audio visual, and then post-test.

³⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif* (Bandung: Alfabeta, 2013), 77.

³⁵ Donald Ary et al, *Introduction to Research in Education (8th Ed)* (Wadsworth, Belmont: Wadsworth, Belmont, 2010), 265.

Table 3.1

Research Design Non-equivalent Control Group Design

O₁	X	O₂
O₃	Y	O₄

Where:

O₁ = Pre- test of experimental group

O₃ = Pre-test of control group

O₂ = Post-test of experimental group

O₄ = Post-test of control group

Y = Without using audio visual in control group.

X = Treatment using audio visual strategy in experimental group.³⁶

B. Research Setting and Schedule

The research setting is the place where the research is conducted. Research setting is plays an important role in supporting the success of the research. Determination of research setting is very important stage in quantitative research because determining the research setting means that the subject, object, and research objectives have been determined, making it easier for researchers to conduct research. This study was conducted in SMPIT Darut Taqwa Ponorogo. The location of SMPIT Darut Taqwa Ponorogo in Pintu village, Jenangan district, Ponorogo regency.

³⁶ *Metode Penelitian Kuantitatif, Kualitatif, 79.*

C. Research Population and Sample

1. Population

Population is generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions.³⁷ The population in this research is the seventh grade students of SMPIT Darut Taqwa Ponorogo in academic year 2022/2023. There are three classes. The total of the population is 105 students. Class A seventh grade are 22 students, class B are 32 students, class C are 22 students and class D are 22 students.

2. Sample

The sample is part of the number and characteristics possessed by the population. In selecting sample, the research used simple random sampling. Simple random sampling is taking sample members from the population are carried out randomly regardless of the strata that exist in the population.³⁸ In conducting the research, the researcher used 7B as an experiment class taught by audio visual and 7A as a control class taught without audio visual. The total number of sample is 61 students that consist of 29 students for class 7A and 32 students for class 7B.

D. Research Variable Operating Definition

1. Vocabulary Mastery (Y)

Vocabulary mastery is the competency or proficiency knowledge of a list or collection of words that comprise a language that may be utilized by a given individual, class, or profession. Learning vocabulary is an important element of learning English as a foreign language at the beginning, intermediate, and advanced

³⁷ Syofian Siregar, *Metode Penelitian Kuantitatif, Fourth* (Jakarta: Prenadamedia Group, 2013), www.prenadamedia.com.

³⁸ Siregar, 17.

levels. So, vocabulary competence is an important component of how a person communicates. Vocabulary mastery is also required for everyone who wishes to master English, particularly pupils at the beginner, intermediate, and advanced levels, because vocabulary mastery encompasses a wide range of skills, including speaking, reading, listening, and writing.

2. Audio Visual (X)

There are many understanding about the meaning of audio visual, but this is some of kind. The first, “Audio visual aids are any device which can be used to make the learning more effective, concrete, realistic and dynamic.” According to Burton: “There are sensory objectives and images which stimulate and emphasis on learning process.” According to Carter V. Good: “Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.³⁹

Audio visual materials are produced, distributed and used as planned components of educational programmes. It helps the process of learning that is motivation, classification and simulation. Audio visual aids are multisensory materials which motivate and simulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

E. Data Collection Technique and Instrument

1. Research Instrument

The instrument has a crucial role in this research. The tool is an important step in carrying out this research. As a result, throughout the data collection process, the researcher must select an instrument. A research instrument is a device used to

³⁹ Siregar, 03.

collect data that must be legitimate and dependable. In this study, the researcher administers a multiple-choice question pre-test and post-test. The researcher administered 20 multiple-choice questions to the pupils. Each accurate number received one point, and zero point was denoted if the pupils answered the test incorrectly. The test is given to students in classes VII A and VII B at SMPIT Darut Taqwa Pintu-Ponorogo to assess their knowledge and vocabulary competence.

2. Data Collection Technique

a. Test

In order to collect data, the researcher want to administer a test to students in grades VII A and VII B at SMPIT Darut Taqwa Pintu-Ponorogo. In this study, two types of tests used: pre-test and post-test. The experimental and control groups tested to determine the differences in the usage of audio visual and book media in increasing students' vocabulary skills. The tests consist of 20 multiple-choice questions about vocabulary mastery. The pre-test was given before the treatment with audio visual while the post-test was given after the treatment with audio visual. The pre-test was administered prior to beginning treatment to ensure that students learning outcomes were met as part of the instructional process. After the end of the learning process a post-test was administered to determine whether the students had achieved their learning objectives. Especially in treatment, a researcher using three meetings to taught with audio visual media.

b. Documentation

Documentation is a form of activity or process in providing various documents by utilizing accurate evidence-based records from various sources.⁴⁰ Document data collection to facilitate finding information and support research

⁴⁰ A Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan, First* (Jakarta: Prenadamedia Group, 2014), www.prenadamedia.com.

activities. Other documentation files include school profile files students grades in previous subjects and observation sheets of student performance during research activities.

F. Validity and Reliability

1. Validity

A researcher uses theory validity from Arikunto, defines validity as a metric that measure the degrees of validity or validity of an instrument.⁴¹ Arikunto defines accuracy as a measure of the accuracy or degree of precision of an instrument. In other word, accuracy can accurately measure the students ability. If reseaher want to assess your students vocabulary you need to choose the right testing tool. The researcher used the Pearson product-moment correlation found in the formula below:

Table 3.2

The Result of Validity Calculation

No.	<i>R count</i>	<i>r table</i>	Criteria
1.	0,037	0,432	Invalid
2.	0,460	0,432	Valid
3.	0,604	0,432	Valid
4.	0,489	0,432	Valid
5.	0,064	0,432	Invalid
6.	0,513	0,432	Valid
7.	0,702	0,432	Valid
8.	0,774	0,432	Valid

⁴¹ Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, n.d., 276.

No.	<i>R count</i>	<i>r table</i>	Criteria
9.	0,633	0,432	Valid
10.	0,087	0,432	Invalid
11.	0,632	0,432	Valid
12.	0,794	0,432	Valid
13.	0,460	0,432	Valid
14.	0,486	0,432	Valid
15.	0,037	0,432	Invalid
16.	0,465	0,432	Valid
17.	0,465	0,432	Valid
18.	0,472	0,432	Valid
19.	0,037	0,432	Invalid
20.	-0,221	0,432	Invalid
21.	0,474	0,432	Valid
22.	0,774	0,432	Valid
23.	0,115	0,432	Invalid
24.	0,702	0,432	Valid
25.	0,568	0,432	Valid
26.	0,460	0,432	Valid
27.	0,482	0,432	Valid

No.	<i>R count</i>	<i>r table</i>	Criteria
28.	0,564	0,432	Valid
29.	-0,249	0,432	Invalid
30.	0,479	0,432	Valid
31.	0,441	0,432	Valid
32.	0,441	0,432	Valid
33.	-0,271	0,432	Invalid
34.	-0,057	0,432	Invalid
35.	0,190	0,432	Invalid
36.	-0,037	0,432	Invalid
37.	-0,190	0,432	Invalid
38.	0,057	0,432	Invalid
39.	0,522	0,432	Valid
40.	-0,239	0,432	Invalid
41.	0,496	0,432	Valid
42.	0,607	0,432	Valid
43.	0,482	0,432	Valid
44.	0,644	0,432	Valid
45.	0,090	0,432	Invalid
46.	0,465	0,432	Valid

No.	<i>R count</i>	<i>r table</i>	Criteria
47.	0,115	0,432	Invalid
48.	0,774	0,432	Valid
49.	0,580	0,432	Valid
50.	0,020	0,432	Invalid

The price of the r table is 0,432 and a 5% significance level. There were 32 valid questions and 18 invalid among the 50 questions.

2. Reliability

The term "reliability" refers to the degree of dependability or consistency.⁴² The extent to which test measurements remain consistent after repeated measurements on the same subject under similar conditions is called their reliability. Based on the results this data can be considered reliable. A good test should have high reliability as well as high reliability.

Table 3.3

The Result of Reliability Test

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.778	51

⁴² Restu Triani, "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo," n.d., 23.

So, the result of table above is reliable. Because, the score value of r index reliability is $0.778 > r$ table 0.432 . The score of students' reliability is 0.778 and the r table is 0.432 , the significance 5% .

G. Data Analysis Technique

After the researcher obtained the students' vocabulary pre-test and post-test scores from the experimental and control classes. Previously, the researcher clarified the data by employing a requirement test. It is made up of normality and homogeneity.

1. Descriptive Statistical Analysis

The understanding about descriptive statistical analysis is, according to Sugiyono, descriptive statistics are used to data analyze by describing the data that has been obtained, and not intention to making generally accepted conclusion.⁴³ The description of the data is done by looking at the average (mean) standard deviation of the highest and lowest values.

2. Assumption Test

a. Normality Test

The normality test is used to determine whether or not the data in the experimental and control classes are regularly distributed.⁴⁴ It is used to determine whether the statistical technique used is parametric or non-parametric. Non-parametric statistics are generally used with normally distributed data while parametric statistics are used with normally distributed data. Non-parametric statistics do not require the same assumptions as parametric statistics and thus do not require normally distributed data. The *Kolmorov-Smirnov* technique using SPSS 24 was used to test the normality of the data. The conclusions is that if Sig

⁴³ Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan, First*, 207.

⁴⁴ Triani, "The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1 Siman Ponorogo," 26.

> 0.05 then the data is normally distributed, otherwise if $\text{Sig} < 0.05$ then the data is not normally distributed. The researcher utilized SPSS 24 for statistical computing in this research. So, for this research the result is normally.

b. Homogeneity Test

The homogeneity test is used to determine whether data obtained from a sample is homogeneous. This test is necessary to compare two types of data. It is also necessary to assess homogeneity of change when comparing two or more classes. Homogeneity is used in quasi-experimental research to determine whether the experimental and control groups drawn from the population have equal variances. SPSS was used by the researcher for statistical calculation. A significance value < 0.05 means that the variance of two or more population groups of data is not equal. Then a significance value > 0.05 means the difference of two other population groups in the same data.

3. Hypothesis

After confirming normality and homogeneity researchers analyze the data using the T-test. A t-test is used to see if there is a significant difference between her two groups that are associated in any way. Researchers used t-tests to compare pretest and posttest scores between experimental and control groups. In this case the researchers used statistical calculations using her SPSS 24.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Data Description

From the results of research conducted at SMPIT Darut Taqwa Ponorogo, the all of students are 105 students from class seventh. In this study, the researcher utilized a quasi-experimental design. The researcher took two classes as sample, 7A as an experiment class and 7B as a control class. The data was spread in three treatments on every class with details of 29 students 7A as an experimental class treated with Audi Visual Media and 32 students 7B as a control class used the textbook media learning. In the last of this research, the researcher compared between the students who were taught by using audio visual media and who didn't taught without using audio visual media.

Before the researcher taught the students both in the experimental class and the control class, the researcher made a lesson plan for the material in advance for guidance in class. The lesson plan consisted of five meetings on every experimental class and the control class.

1. The Schedule of Research

This study has five meetings scheduled. Pre-test, first treatment, second treatment, third therapy employing audio visual materials, and post-test were all included in the experimental class. The researcher will administer a pretest for class 7A on March 6th, 2023. Prior to the treatment, the researcher gave the students a pre-test during the first appointment to measure their vocabulary mastery. On March 13th 2023 the researcher gave first treatment for the student with Audio visual media. The material was Noun. On March 20th 2023 the researcher conducted the second treatment using audio visual media. The material is verb. On March 27th 2023 the researcher conducted the third treatment. In

the last treatment, the material is adjectives. The post-test was administrated on April 03th 2023. To determine the pupils' vocabulary competence, the researcher conducted a post-test. Pre-test with 20 questions in multiple choice form for first meeting, second meeting, and third meeting using book, and post-testy were all included in the control class with 20 questions multiple choice. On first meeting March 09th 2023 the researcher give pre-test for the class 7B as control class. On March 16th 2023 the researcher conducted the second meeting use textbook media with noun as the material. On March 23th 2023 the researcher conducted the third meeting with verb material. On March 30th 2023 conducted the fourth meeting with adjective material and the last meeting on April 06th 2023, to determine the pupils' vocabulary knowledge, the researcher gave a post-test.

2. The Procedure of Research

a. The procedure of research in Control Class

In the first day the researcher did pre-test the material of describing room and things to the control class. Students completed a pre-test that lasted 55 minutes and consisted of 20 multiple-choice questions about vocabulary, specifically parts of speech related to descriptive text material such as nouns, verbs, and adjectives. The purpose of the pre-test was to find out the students vocabulary mastery before the researcher gave the vocabulary material.

In the second meeting, the researcher taught vocabulary in the control class using book material. As an introduction, the researcher presented a brief review of the nouns covered in home. The researcher then instructs the pupils on descriptive writing containing new terminology, particularly nouns. The explanation covers the descriptive text's form, as well as the nouns used in the descriptive text, which are in simple present tense. Following the explanation of a noun in the simple present tense, students get the opportunity to interrogate the researcher about the items. Following that, the researcher instructed students to construct five sentences using nouns that

they had previously learned. Following that, the nouns in the sentences were classified by the teacher and all of the students. Finally, before the class ended, the researcher and students reached a consensus.

Third gathering, At the second meeting, the researcher was teaching vocabulary in the control class. The kids were taught vocabulary through tbook material. The researcher began by providing a brief summary of the verbs that will be covered in everyday activities. The researcher explains to the students the importance of descriptive writing that includes the new verb vocabulary. The explanation goes over the form of the descriptive text as well as the verbs used, which are in the simple present tense. Students have the option to ask the researcher questions regarding the content following the explanation of a verb in the simple present tense. Following that, the researcher encouraged students to write five phrases utilizing previously acquired verbs. After that, the teacher and all of the pupils classified the nouns in the sentences. Finally, before concluding the lesson, the teacher and students reached a consensus.

At the second meeting, the researcher was teaching vocabulary in the control class. The students were taught vocabulary using typical book material. The researcher began by providing a brief outline of the adjectives that would be examined in environment. The researcher then explains to the students about descriptive writing, which includes new adjective terminology. The explanation discusses the form of the descriptive text as well as the adjectives used in the descriptive text, which are in the simple present tense. Following an explanation of a verb in the simple present tense, students have the option to ask the researcher questions regarding the material. Following that, the researcher told students to compose five phrases using adjectives they had previously learnt. Following that, the teacher and all of the pupils classified the nouns in the sentences. Finally, before concluding the lesson, the teacher and pupils reached an agreement.

The fifth is the last meeting. The researcher had the control class pre-test the content of describing the room and things. Students completed a 45-minute post-test that included 20 multiple-choice questions about vocabulary, specifically parts of speech related to descriptive text material such nouns, verbs, and adjectives. The pre-test was designed to assess students' vocabulary proficiency before the researcher presented the vocabulary content.

b. Research Procedure in Experimental

The first day the researcher did pre-test the material of describing room and things to the experimental class. Students took a 45 minutes pre-test which consisted of 20 multiple choice questions about vocabulary specifically parts of speech related to descriptive text material such as nouns verbs and adjectives. The purpose of the pre-test was to find out the students vocabulary mastery before the researcher gave the vocabulary material.

Secondly, the researcher was teaching vocabulary in the experimental class at the second meeting. The students were taught vocabulary with audio visual media. As an introduction, the researcher gave a brief outline of the topic that will be explored at home. The researcher then gave the students vocabulary about noun especially about home. The teacher gave vocabulary using audio-visual with two or three repetitions then the students listen, after listening to the teacher's audio visual saying the word, students repeated the word after the teacher the teacher helps students to get the meaning of the word through whatever technique is suitable for that particular word, the teacher use the word in a sentence to show the class how the word is actually used, Students are asked to use the word in sentences using simple descriptive text, the teacher can ask students questions for answers that require the use of that word, the teacher gave examples of descriptive text with projector visualization in order to attract students' attention to spelling problems, shapes, meanings related to the word or

vocabulary, students read the word, students are asked to write down the words and their meanings in their notebooks or video. Following that, the researcher instructed students to construct five sentences using nouns that they had previously learned. Following that, teacher and all of students classified the noun from the sentences. In the last, teacher and students made a conclusion together before finished the class.

Third meeting, the researcher was teaching vocabulary in the experimental class at the second meeting. The students were taught vocabulary with audio visual media. As an introduction, the researcher provided a quick overview of the verbs on daily activities. The researcher then gives the students vocabulary about verbs especially on daily activities. The teacher gives vocabulary using audio-visual with two or three repetitions then the students listen, after listening to the teacher's audio visual saying the word, students repeat the word after the teacher the teacher helps students to get the meaning of the word through whatever technique he thinks is suitable for that particular word, the teacher uses the word in a sentence to show the class how the word is actually used, Students are asked to use the word in sentences using simple descriptive text, the teacher can ask students questions for answers that require the use of that word, the teacher gives examples of descriptive text with projector visualization in order to attract students' attention to spelling problems, shapes, meanings related to the word or vocabulary, students read the word, students are asked to write down the words and their meanings in their notebooks or video. Following that, the researcher instructed students to construct five sentences using verbs that they had previously learned. Following that, teacher and all of students classified the verbs from the sentences. In the last, teacher and students made a conclusion together before finished the class.

Fourth meeting, the researcher was teaching vocabulary in the experimental class at the second meeting. The students were taught vocabulary with audio visual

media. As an introduction, the researcher provided a quick overview of the adjectives in environment. The researcher then gives the students vocabulary about adjectives especially on daily activities or environment. The teacher gave vocabulary using audio-visual with two or three repetitions then the students listen, after listening to the teacher's audio visual saying the word, students repeat the word after the teacher the teacher helps students to get the meaning of the word through whatever technique is suitable for that particular word, the teacher uses the word in a sentence to show the class how the word is actually used, Students are asked to use the word in sentences using simple descriptive text, the teacher can ask students questions for answers that require the use of that word, the teacher gives examples of descriptive text with projector visualization in order to attract students' attention to spelling problems, shapes, meanings related to the word or vocabulary, students read the word, students are asked to write down the words and their meanings in their notebooks or in audio visual media. Following that, the researcher instructed students to construct five sentences using adjectives that they had previously learned. Following that, teacher and all of students classified the adjectives from the sentences. In the last, teacher and students made a conclusion together before finished the class.

Fifth meeting, the last meeting. The researcher did post-test the material of describing room and things to the control class. Students took a 45 minutes post-test which consisted of 20 multiple choice questions about vocabulary specially parts of speech related to descriptive text material such as nouns verbs and adjectives. The purpose of the post-test was to find out the students' vocabulary mastery enhancement.

3. Research Schedule of Control and Experimental Class

Table 4.1

Research Schedule of The Control Class

TIME	SCHEDULE
09 th March 2023	Pre-Test
16 th March 2023	First meeting
23 th March 2023	Second meeting
30 th March 2023	Third meeting
06 th April 2023	Post-Test

Table 4.2

Research Schedule of The Experimental Class

TIME	SCHEDULE
06 th March 2023	Pre-Test
13 th March 2023	First treatment
20 th March 2023	Second treatment
27 th March 2023	Third treatment
03 th April 2023	Post-Test

P O N O R O G O

4. The Students' Achievement of Control Class

The control group is the group that received a learning process through textbook as usual, with the researcher teaching vocabulary with descriptive text using simple present tense in this class without employing audio visual application. This is the outcome of the control class's pre- and post-test.

Table 4.3
The Result of Pre-Test and Post-Test from Control Class

NO	NAME	PRE-TEST	POST-TEST
1.	Ahmad Fatha Elfauzi Rabbani	35	60
2.	Ahmad Nur Taqiyuddin	60	75
3.	Ahsanul Afghan Abdillah Suasono	60	60
4.	Alfan Kurnia Ramadhan	30	65
5.	Amirul Achsani Aziz	40	70
6.	Arfa Ikhsan Maulana	35	65
7.	Aska Rafii Hanif	40	65
8.	Azel Aqila Fasha Hanin	35	70
9.	Bintara Hazzaega Ilyasa	40	70
10.	Diovan Afkar Alfathin	45	85
11.	Dzokrullah Fajar Islami	45	80
12.	Faiz Hafidz Anriya Kusniawan	45	65
13.	Fawwaz Wafi Nashiruddin	45	70

NO	NAME	PRE-TEST	POST-TEST
14	Flotilla Mavi Marmara	50	85
15.	Hisham Firdaus Tika Ananta	35	70
16.	Ismail Syafi'	50	65
17.	Kenzo Muhammad Gundarto	40	60
18.	Lillahi Akbar Jihady	60	75
19.	Muhammad Afwan Maula Az-Zidan	50	70
20.	Muhammad Ali Pasha	65	70
21.	Muhammad Daffa Arkaanadhifiano Handoyo	35	75
22.	Muhammad Fahmi Al Husein	50	80
23.	Muhammad Narendra Anindya Mahardika	45	75
24.	Muhammad Naufal Firdaus	45	50
25.	Muhammad Rasya Arrazzaqy Yudianto	45	60
26.	Musa Senarai Ikhtiar	55	65
27.	Resky Aditiya Putra	65	70
28.	Rizky Saktian Al-Habsy	50	55
29.	Satria Abimanyu Putra Arrayyan	50	80

NO	NAME	PRE-TEST	POST-TEST
30.	Syadillad Megan Radiaf	40	65
31.	Ubaydillah Fawwaz Anam	55	60
32.	Yusuf Aqil Furqon Rohmat Al Fauzan	50	75
Total		1490	2205

The results of the pre-test and post-test from the control class are shown in table 4.3. The table shows that the highest score of the pre-test from the control class was 65 and the lowest score was 30. The highest score of the post-test in the control class was 85 and the lowest score was 50.

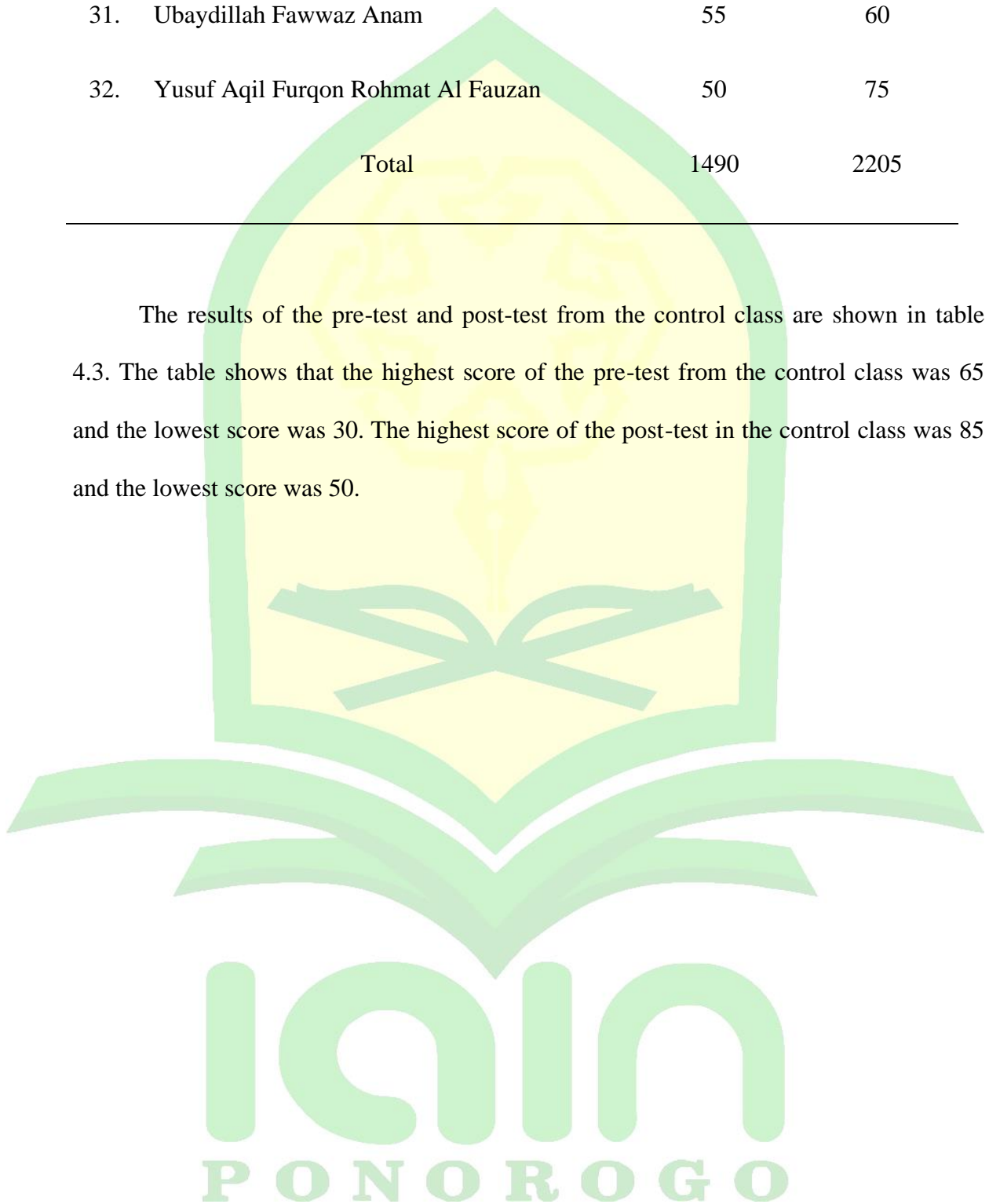


Table 4.4
The Classification of Score from Control Class

		Pretest_Control			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	30	1	3.1	3.1	3.1
	35	5	15.6	15.6	18.8
	40	5	15.6	15.6	34.4
	45	7	21.9	21.9	56.3
	50	7	21.9	21.9	78.1
	55	2	6.3	6.3	84.4
	60	3	9.4	9.4	93.8
	65	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The classification of pre-test score from control class is shown in table 4.4. One student received a 30, five students received a 35, five students received a 40, seven students received a 45, seven students received a 50, two students received a 55, three students received a 60, and two students received a 65.

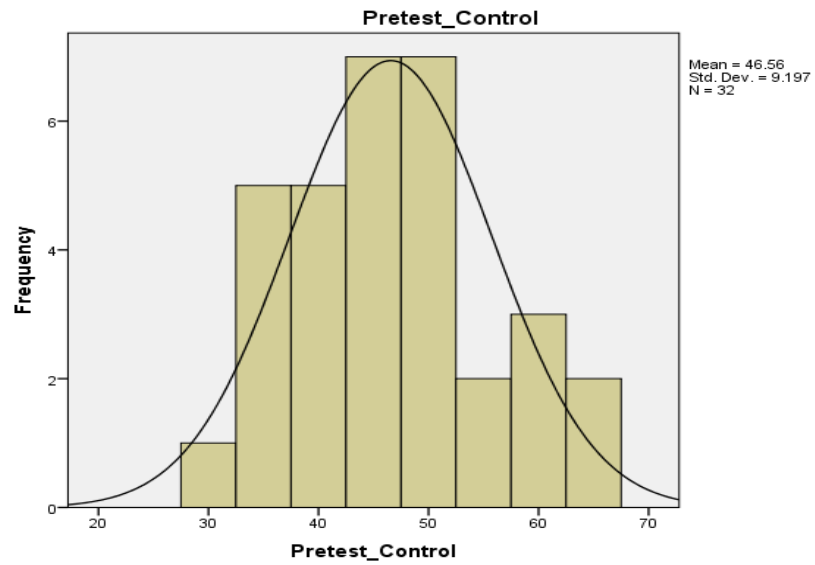


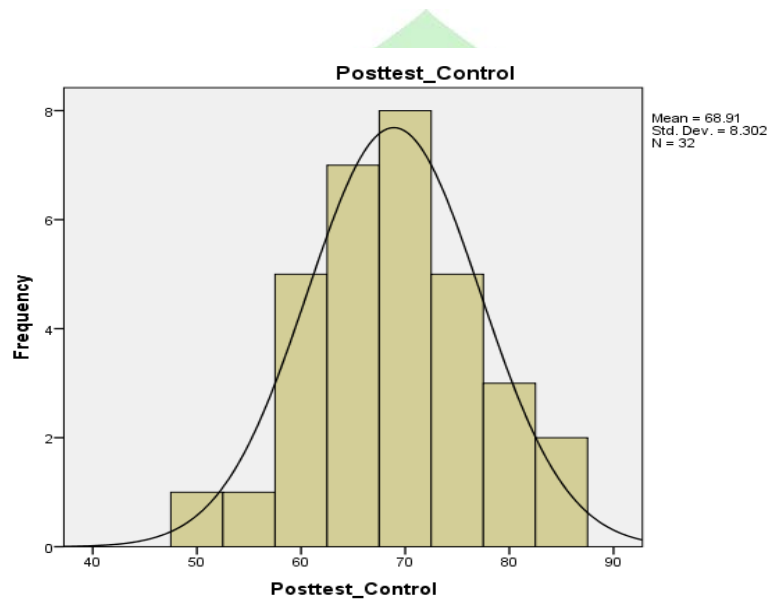
Table 4.5

The Classification of Post-test Score from Control Class

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.1	3.1
	55	1	3.1	3.1	6.3
	60	5	15.6	15.6	21.9
	65	7	21.9	21.9	43.8
	70	8	25.0	25.0	68.8
	75	5	15.6	15.6	84.4
	80	3	9.4	9.4	93.8
	85	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The table shows the classification of pre-test scores from the control class, with one learner receiving a 50, one receiving a 55, five receiving a 60, seven receiving a 65, eight receiving a 70, five receiving a 75, three receiving an 80, and two receiving an 85.



5. The Students' Achievement of Experimental Class

The experimental class is the group that is exposed to the material via an audiovisual application. The descriptive text was used by the researcher to teach vocabulary and use simple present tense with audio visual video media in this class. This is the result of pre-test and post-test from experimental class.

Table 4.6

The Result of Pre-test and Post-test from Experimental Class

NO	NAME	PRE-TEST	POST-TEST
1.	Abimanyu	50	85
2.	Ahmad Kautsar Bayunindra	40	75
3.	Ahnaf Mahfudz Hamdani	45	75
4.	Al Fikri Yazid Arif	55	90

NO	NAME	PRE-TEST	POST-TEST
5.	Alvino Chandra Baskoro	40	80
6.	Araffa Razzan Hajjdwianto	45	80
7.	Arrijaalu Syaahidun	45	90
8.	Asyrof Al Hafidz	30	75
9.	Baniyyatus Zuhri	25	70
10.	Bisma Ghadie Ghossani Ahmad	35	85
11.	Dafa' Nur Nashrulloh	30	80
12.	Davin Haidar Razak	50	90
13.	Dzaki Buhairil Ma'arif	40	70
14.	Fadli Rozaki	45	85
15.	Gana Alfaridzi	65	100
16.	Habib Al Ghoni	30	75
17.	Hafidzuddin Arsyad Alfarisi	30	80
18.	Hilmy Muhadzdib Ariyadi	35	75
19.	Irsyad Maulana Nasrullah	55	90
20.	Mochammad Fahri Al Faruq	45	85
21.	Muhammad Alfath Maulana	50	90
22.	Muhammad Arkan Zaidan Nur Wahyu	40	80
23.	Muhammad Fahman Al Hawwas	45	85

NO	NAME	PRE-TEST	POST-TEST
24.	Muhammad Farel Maulana Safwan	40	70
25.	Muhammad Naufal Fathin Al Arkan	30	75
26.	Muhammad Rafi Abyyutama	35	70
27.	Muhammad Rafif Assyauqi	45	85
28.	Rakha Maulana Fiermansyah	30	80
29.	Syafa'attha Nurrohimi Firdaus	35	70
	Total	1185	2340

The results of the pre-test and post-test from the experimental class are shown in table 4.6, with the highest score of pre-test from the experimental class being 65 and the lowest score of pre-test being 25. The highest score of post-test in the experimental class was 100 and the lowest score was 70.

Table 4.7**The Classification of Pre-test Score from Experimental Class**

		Pretest_Experiment			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	25	1	3.1	3.4	3.4
	30	6	18.8	20.7	24.1
	35	4	12.5	13.8	37.9
	40	5	15.6	17.2	55.2
	45	7	21.9	24.1	79.3
	50	3	9.4	10.3	89.7
	55	2	6.3	6.9	96.6
	65	1	3.1	3.4	100.0
	Total	29	90.6	100.0	
	Missing	System	3	9.4	
Total		32	100.0		

Table 4.7 illustrates the experimental class classification based on pre-test score. One learner received a 25 score, six received a 30 score, four received a 35 score, five received a 40 score, seven received a 45 score, three received a 50 score, two received a 55 score, and one received a 65 score.

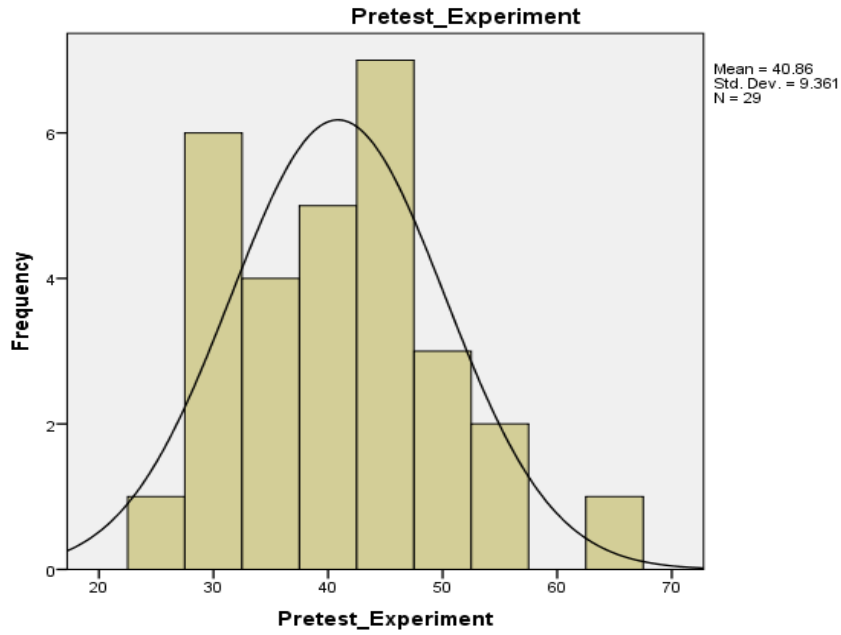


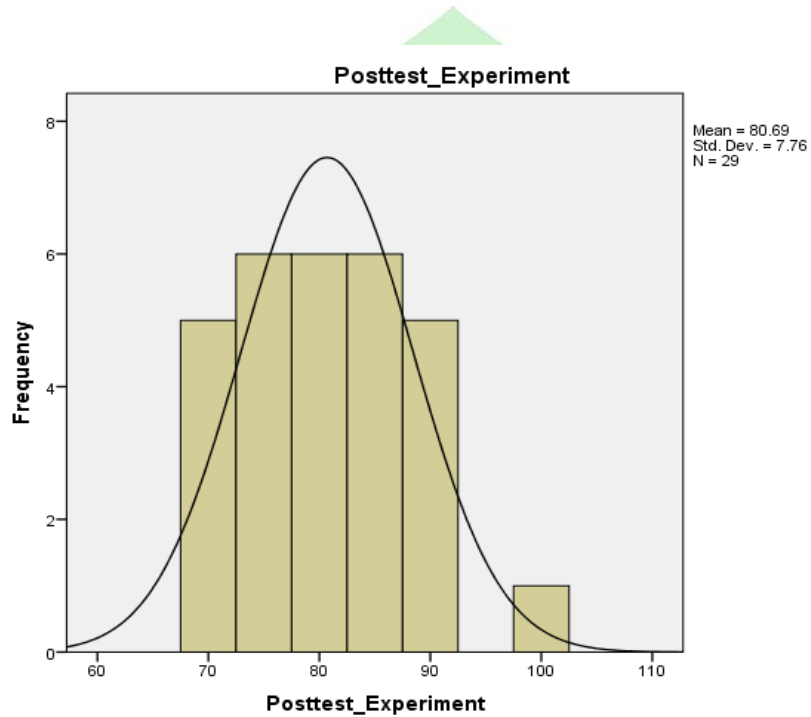
Table 4.8

The Classification of Post-test Score from Experimental Class

Posttest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	5	15.6	17.2	17.2
	75	6	18.8	20.7	37.9
	80	6	18.8	20.7	58.6
	85	6	18.8	20.7	79.3
	90	5	15.6	17.2	96.6
	100	1	3.1	3.4	100.0
	Total	29	90.6	100.0	
Missing	System	3	9.4		
Total		32	100.0		

The classification of post-test score from experimental class is shown in table 4.8. Five learners received 70 points, six received 75 points, six received 80 points, six received 85 points, five received 90 points, and one received 100 points.



B. Inferential Statistics

The section was used to answers the problem formulation. Where this section will be answered using inferential statistics. In this analysis, the stage is to find out whether there are differences in vocabulary mastery using audio visual media. The stages in question are testing for normality, homogeneity, and hypothesis testing with independent sample t-test.

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P O N O R O G O

1. Normality Test

Table 4.9

The Result of Normality Test from Control Class and Experimental Class

Tests of Normality

	KELAS	Kolmogrov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
NILA I	PRE TEST	.122	29	.200*	.949	29	.170
	EXPERIMENTAL						
	POST TEST	.148	29	.107	.929	29	.053
	EXPERIMENTAL						
	PRE TEST CONTROL	.136	32	.142	.951	32	.150
	POST TEST	.135	32	.145	.966	32	.387
	CONTROL						

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test from the control and experimental classes are shown in Table 4.9. The experimental class asymp. Sig (2-tailed) is 0.200 for the pre-test and 0.107 for the post-test. While the control class's asymp Sig. (2-tailed) is 0.142 for pre-test and 0.145 for post-test. The score of normality knows that the Sig. score is greater than 0.05, implying that the data distribution is normal.

2. Homogeneity Test

Table 4.10

The Result of Homogeneity Test from Control Class and Experimental Class

Test of Homogeneity of Variences

NILAI				
Levene				
Statistic	df1	df2	Sig.	
.414	3	118	.744	

Table 4.10 displayed the homogeneity test results from the experimental and control classes. The researcher decided that the data was homogeneously distributed based on the table above. At the significance level of 0.05, the result (Sig.) based on mean is 0.744. As a result, $0.744 > 0.05$.

3. Hypothesis Test

To determine whether there was a significant difference, the researcher used SPSS 24 to calculate a t-test. The data should have a normal distribution and homogeneity before computing the t-test.

Table 4.11

The Result of Independent t Test from Control Class and Experimental Class

Independent Sample Test

		Lavene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference Lower Upper	
NI	Equal	.836	.365	-	56	.000	-39.828	2.258	-44.351	-35.304
LA	variances			17.6						
I	assumed			39						
	Equal			-	54.1	.000	-39.828	2.258	-44.354	-35.301
	variances not			17.6	40					
	assumed			39						

According to table 4.11, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted since the result of (Sig. 2-tailed) is 0.000, which is less than the threshold of significance 0.05 that was approved.

4. The Pre-Test and Post-Test Result of Control Class

Table 4.12

The Result of Statistical Descriptive

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest_Experiment	29	40.86	9.361	25	65
Posttest_Experiment	29	80.69	7.760	70	100
Pretest_Control	32	46.56	9.197	30	65
Posttest_Control	32	68.91	8.302	50	85

Table 4.12 displays the statistical descriptive results from the control class. The pre-test and post-test were completed by 32 students from the control class. The mean score in the pre-test is 46.56, the standard deviation is 9.197, and the total score is 1490. The mean score in the post-test is 68.91, the standard deviation is 8.302, and the total score is 2205.

5. The Pre-Test and Post-Test Result of Experimental Class

Table 4.13

The Result of Statistical Descriptive

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest_Experiment	29	40.86	9.361	25	65
Posttest_Experiment	29	80.69	7.760	70	100
Pretest_Control	32	46.56	9.197	30	65
Posttest_Control	32	68.91	8.302	50	85

Table 4.13 displays the statistical descriptive results for the experimental class. The pre-test and post-test were completed by 29 students in the experimental class. The mean score is 40.86, the standard deviation is 9.361, and the total score is 1185 in the pre-test. After that, the mean score in the post-test is 80.69, the standard deviation is 7.760, and the total score is 2340.

C. Discussion

This study used quasi experimental, the purpose of this study was to investigate the effectiveness of audio visual media in boosting students' vocabulary mastery at SMPIT Darut Taqwa during the academic year 2022/2023. This study is being conducted by the researcher to determine whether or not the seven cclass pupils who are taught through audio visual medium enhance their vocabulary knowledge compared to those who are not. This study's sample was separated into two groups: experimental (VIII a) students who were

taught using audio visual media and control (VII b) students who were not. The researcher used a pre-test and a post-test to collect data for this investigation.

The researcher discovered certain results based on data analysis. The first is the outcome of descriptive statistics from the control group. The outcome of statistical descriptive analysis from the control class. Based on the results of the pre-test and post-test by the student it can be seen that the pretest and posttest were completed by 32 students from the control class. The mean score in the pretest is 46.56, the standard deviation is 9.197, and the total score is 1490. than the mean score in the posttest is 68.91, the standard deviation is 8.302, and the total score is 2205.

The second is the outcome or outcome of descriptive statistics from the experimental class. The pre-test and post-test were taken by 23 pupils. The statistical descriptive result of the experimental class. Based on the pre-test and post-test by the student it can be seen that the pre-test and post-test were completed by 29 students from the control class. The mean pre-test score is 40.86, the standard deviation is 9.361, and the total score is 1185. In the post-test, the mean score is 80.69, the standard deviation is 7.760, and the total score is 2340.

The third is the outcome of the normalcy test from the experimental and control groups. The control and experimental classes' normality test results. For the pre-test, the experimental class asymp. Sig (2-tailed) is 0.200 and for the post-test, it is 0.107. While the asymp. Sig (2-tailed) for the control class is 0.142 for pre-test and 0.145 for post-test. The Sig. score is greater than 0.05, showing that the data distribution is normal.

The fourth outcome becomes a homogeneity test between the experimental and control groups. The results of the homogeneity tests for the experimental and control classes. Based on the facts in the table above, the researcher decided that the data was uniformly distributed. The mean result (Sig.) is 0.744 with a significance level of 0.05. As a result, the value 0.744 is bigger than the value 0.05.

The final result of the independent sample t-test from the experimental and control classes. According to the hypothesis test, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted, because the result of (Sig. 2-tailed) is 0.000, which is less than the acceptable level of significance of 0.05.

As indicated in the second chapter, audiovisual media can be utilized to impart learning contents and assist students in gaining stimulus or developing intellectual and emotional components. As a result of the posttest findings in the control and experimental courses being different, the learning media is audio visual media that has to improve vocabulary of learners competency, particularly noun, verb, and adjective. Furthermore, the outcomes of this study support the concept of audio visual media as an interactive and educational medium, despite the fact that one of the downsides is the time required to develop a good value media. At last, considering the preceding discussion, the researcher finds that audio visual media is beneficial in increasing students' vocabulary awareness at SMPIT Darut Taqwa's seventh grade as well as in encouraging learners to participate in the English learning process.



CHAPTER V

CLOSING

A. Conclusion

In conclusion, according to Anderson:2019, Audio visual materials are produced, distributed and used as planned components of educational programmes. The post-test mean for students treated with audio visual media in the experimental class group was 80.69, while the control group had a mean of 68.91. The result revealed that the independent t-test's significant level (Sig. 2-tailed) is 0.000, which is less than the level of significance of 0.05. The outcome shows that the null hypothesis (H₀) was rejected while the alternative hypothesis (H_a) was accepted. As a result, the hypothesis claims that there is a significant difference in vocabulary knowledge between pupils who use audio visual media and those who do not. Based on Chapter IV, the researcher found that using audio visual media can improve students' vocabulary mastery at SMPIT Darut Taqwa Jenangan Ponorogo's seven classes in academic year 2022/2023. Students who were taught utilizing audio visual media outperformed those who were not. The experimental class's post-test mean score is 80.69, while the control class's post-test mean score is 68.91. It has been demonstrated that learners who were taught using audio visual media performed better than those who did not use audio visual media.

B. Recommendations

Based on the implementation and research results. There are several suggestions that researchers can convey as follows:

1. Concerning the School

This study has the potential to increase the quality of instruction at the school, particularly in English courses.

2. English Educators

English teachers will be able to obtain more audio-visual variety material in order to teach vocabulary. English teachers will gain a better understanding of their pupils' mastery of vocabulary learning.

3. Students

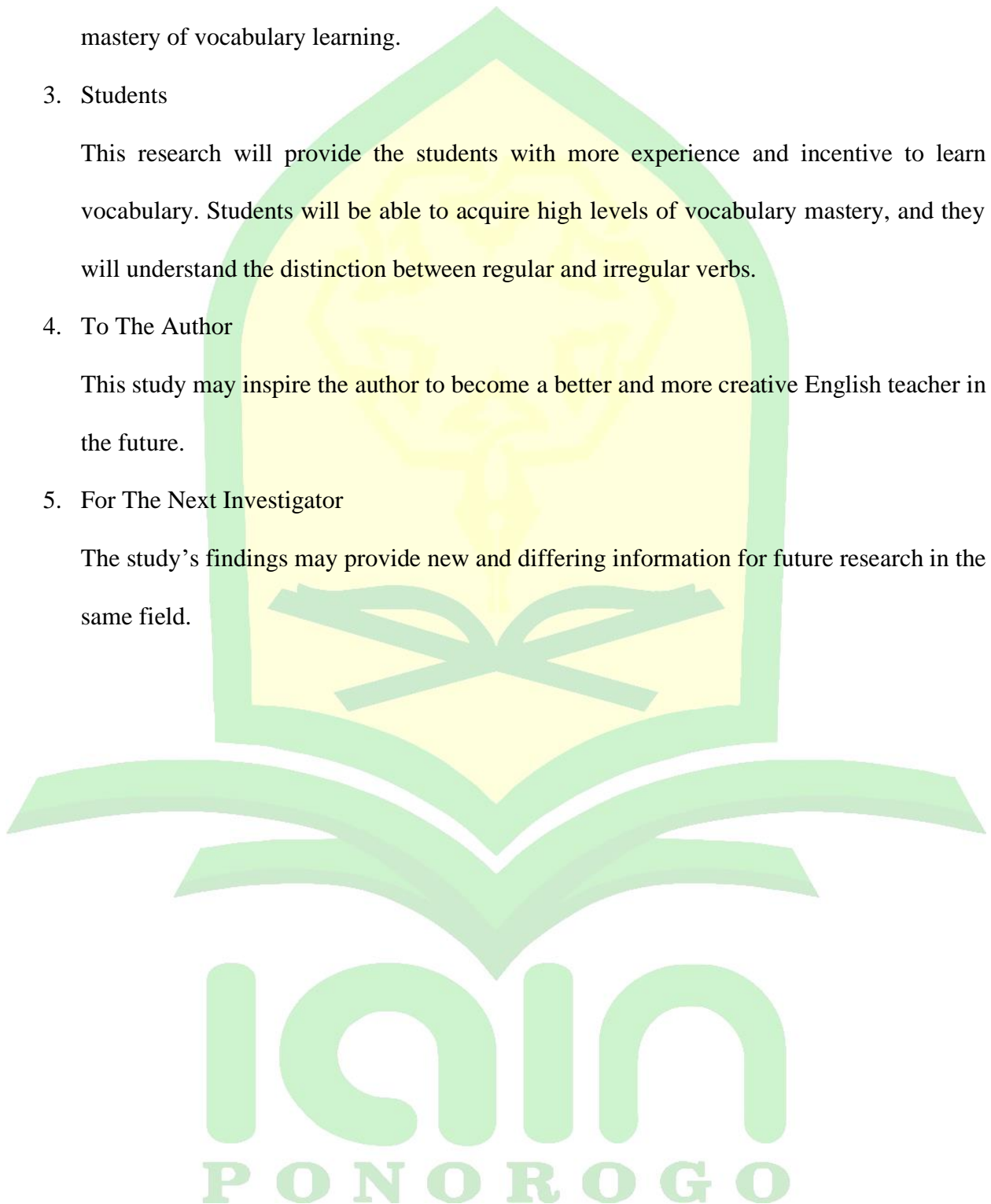
This research will provide the students with more experience and incentive to learn vocabulary. Students will be able to acquire high levels of vocabulary mastery, and they will understand the distinction between regular and irregular verbs.

4. To The Author

This study may inspire the author to become a better and more creative English teacher in the future.

5. For The Next Investigator

The study's findings may provide new and differing information for future research in the same field.



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