

THE INFLUENCE OF AUDIO-VISUAL IN IMPROVING STUDENTS VOCABULARY AT THE EIGHT GRADE OF SMPN 5 MASBAGIK

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Abstract

This study investigates the impact of audio-visual media on English learning outcomes for class VIII students at SMPN 5 Masbagik. The research uses a quasi-experimental design, with an experimental group using audio-visual media, and a control group using lecture methods and printed books. The study's population consisted of all class VIII students, with a sample of A1 and A2. Data collection involved English learning results tests and observation sheets. The study's data analysis used a t-test to test the effect of audio-visual media on student learning outcomes. The results showed a significant difference between the experimental group's post-test scores and the control group's scores. This suggests that the use of audio-visual media leads to better learning outcomes compared to the control group. The study concludes that teachers should promote the use of audio-visual media to improve student vocabulary at eight grades of SMPN 5 Masbagik.

Keywords: Audio-Visual Media, Learning Outcomes, Vocabulary

INTRODUCTION

Education is the foundation which is important for every individual even country. In full life competition moment this, somebody calculated position and ability in society someone who has an educational and good ability. Therefore, education should really be directed for produce which quality and able to compete, as well have noble character and morals the good one.

In the case learning becomes a process important in education and in human life, because humans are born as weak creatures who do not know and unable to do anything. However, through process ion every phase development, someone capable control various skills and knowledge.

The success of the learning process in the main thing coveted in the implementation of education in schools. Quality and

education depend on the learning process by students and teachers, in order the teachers successful learning process in addition to having to fully understand the material being taught, the teacher is also required to guide students in such a way that they can develop their knowledge accordingly with the knowledge structure of the field being studied. Achievement measurement the quality of education is set forth in student achievement, here in after student achievement is manifested in academic achievement which is measured through learning outcomes.

According to Similarly Hornby (2017:13), that student learning outcomes are related to achievement in obtaining the ability in accordance with the specific goals that planned. Thus, the main task of a teacher is to design activities learning including methods, learning media, models, learning strategies, instruments and others that can improve the quality of learning in the end can improve student learning outcomes. In the learning process, which should also be a teacher attention is how to create a conducive, fun, exciting and interesting to learn so as to improve learning outcomes the best for their students. Learning can be challenging due to communication breakdowns, where students may struggle to grasp the teacher's message

effectively. It's common for not all subject matter to be fully understood, and at times, students may misinterpret the content. To address this, teachers can enhance learning strategies by incorporating diverse media and educational resources (Similarly Hornby, 2017:162).

Employing educational media during the learning process is a crucial step in addressing this issue. By integrating educational media as a communication tool, teaching becomes more engaging for students, leading to a clearer understanding of the subject matter. This approach not only captures students' attention but also enhances their comprehension, facilitating a better mastery of learning objectives. Educational media introduces variety into teaching methods, moving beyond the sole reliance on verbal communication through educators' words. This diversity prevents boredom among students and ensures that educators can sustain energy in delivering lessons.

In English classes, for instance, the language serves as a tool for both oral and written communication. Communication, in this context, involves understanding and expressing information, thoughts, feelings, and contributing to the development of science, technology, and culture. The

complete capacity for communication involves proficiency in both spoken and written language, encompassing the four language skills: listening, speaking, reading, and writing. These skills are essential for responding to and generating discourse in social interactions. Consequently, the English curriculum is designed to enhance these skills, aiming to equip students with the ability to communicate and engage in discourse in English at a specified literacy level. In junior high school, the focus is on attaining a functional level of communication—both oral and written—to address everyday challenges. Mastering vocabulary stands as the initial step toward achieving this goal.

Schmitt explained that a person's vocabulary greatly determines quality communication and style of language used. The richer the vocabulary mastered, the more most likely language skills (Schmitt, 2018). Hence the institution education in Indonesia has conceptualized the curriculum which aims to enable students to master a lot of vocabulary so that students are able to communicate well. In the English subject, it is closely related to vocabulary and conversation using English, conversation is a dialogue used communicate. To teach English conversation should using clear media that includes how to

say, how the use or pronunciation of sentences in a conversation. viewed of several media that are often used in learning, audio visual media is the most appropriate medium for teaching short conversations in English, because audio visual media can display it with clearly the dialogue used in conversation both in terms of expression or pronunciation.

Audio visual media is also considered a suitable medium to fulfill the diversity of characteristics and student learning styles because of the audio-visual media, there are motion pictures and sounds that are equipped with back sounds expected to attract student interest in the learning process.

The incorporation of audio-visual media enhances the effectiveness of the learning process by capturing students' attention and fostering concentration on the material. This approach not only makes the learning process interesting but also offers students direct experiences. The retention and absorption of subject matter are notably increased when visual information is acquired through both the sense of hearing and sight. The advantage pf audio-visual media is that it provides very good information, can be accepted more evenly by students, overcomes space limitations and time, more realistically, can be repeated and interrupted as needed.

The use of audio-visual media in learning is expected to help students in capturing the material presented with more experience real, because by using audio-visual media students can witness directly. In addition, audio-visual media also provides its own entertainment for students.

According to Allen (2017:97-98), the utilization of audio-visual media in education holds the potential to enhance critical thinking skills, aligning with the intended educational outcomes. The inherent advantages of this media can contribute significantly to the preparation of human resources through the delivery of quality education. Therefore, it is anticipated that the incorporation of audio-visual media will lead to an improvement in the English learning process.

Based on the description above, researches are interested in conducting research that entitled "The Influence of Audio-Visual Media in Improving Students' Vocabulary at the Eight Grade Students of SMPN 5 Masbagik".

LITERATURE REVIEWS

In the process of teaching and learning, the presence of media is significant that's pretty important. Because in this activity there is no clarity the material presented can be supplemented by media presentation as an

intermediary. The complexity of the material passed on to the child learning can be simplified with the help of media.

AECT (Association of education and communication technology, 1997) Arsyad (2016:3) notes the caveat media and all formats and channels used in it communicate messages and information. Another limitation is also stated by (NEA) National education association of provides a limitation media as forms of communication include print, audio-visual, as well as equipment.

According Mayer (2018:55), Audio-visual media including auditor and visual in one process. Types of messages that can be channeled in the form of messages verbal and non-verbal, which appear to be audio-visual media, and news verbal and non-verbal, like the spoken media above.

According Reddy (2019:118) these are audio-visual media this type of media contains audio elements in addition to sound elements a wide variety of images that can be viewed, such as recorded videos film size, sound slides, etc.

According Nelson, Reed, and Walling (2017:124) audio media image is the medium containing sound and visual elements. Type this vehicle has better capabilities, as it includes first and second media types.

From some of the comments above, it can be argued that the audio-visual media is a medium containing sound and visual elements used as an intermediary in the transmission of message from learning materials to achieve learning goals.

Audio-visual media can be divided into two categories: audio-visual silence, which includes audio display and still images like movies, audio slides, and audio circuits, and audio-visual motion, which includes visible elements like motion pictures and sounds like audio films and video tapes.

Movies are a powerful medium for supporting teaching and learning processes, with three sizes available: 8m, 16m, and 35m. They can present information, describe processes, explain complex concepts, teach skills, and affect attitudes. Television (TV) is both an entertainment and learning facility, displaying textual and pictorial information, such as photographs, map images, and news footage. Learning videos are audio and visual presentations that incorporate knowledge concepts, principles, procedures, and applied theories to facilitate understanding of the learning material being taught.

LCD projectors are electronic devices that display visual images, which are used in education to help achieve goals and motivate

students. They are used to motivate them to remember what they have learned, stimulate new lessons, and activate them in the study process.

In summary, audio-visual media can be used in various ways to support teaching and learning processes. Films, TV, videos, and LCD projectors are all powerful tools for presenting information, facilitating understanding, and achieving goals.

Audio-visual media offers several advantages, including clearer educational content, a more diverse approach to education, and increased student engagement. It also promotes learning motivation by attracting more attention. However, it can be expensive and dependent on power supply. To effectively use audio-visual media, teachers must prepare for implementation, manage communication equipment, explain goals, and explain material to students. Additionally, they should avoid events that can affect concentration. Overall, audio-visual media can be a valuable tool in education, but it's essential to carefully consider its potential drawbacks and ensure its use effectively.

RESEARCH METHODS

This study uses a quasi-experimental design to examine the impact of audio-visual learning media on students' vocabulary at

eight grades of SMPN 5 Masbagik. The independent variables are the effect of using audio-visual learning media (X), while the dependent variables are student learning outcomes (Y). Experimental design allows researchers to identify a sample and generalize to a broader population. The study assigns participants to two variables: the experimental class and the control class, with the aim of examining the difference between variables (X and Y).

Quasi experimental design is carried out without randomization but involves assigning participants to groups, which can be divided into time series design and non-equivalent control group design. The research design includes three stages: pre-test, post-test, and control class. The study aims to determine the effect of audio-visual learning media on students' vocabulary and learning outcomes.

FINDINGS AND DISCUSSION

This research was conducted at SMPN 5 Masbagik the implementation of this research begins with meeting the vice principal of the school namely Mr. Zainal Abidin S.Pd and Mrs. Jumiarti, S.Pd as an English subject teacher at eight grade, to submit a letter research that has been scheduled by the bakes bang poll office to

obtain permission from the school and at the same time to determine the time of held.

The research was conducted in four meetings, from the 27 July to 10 August 2023. As described in chapter 1 that the purpose of this study was determine the effect of audio-visual media at eight grade English subject, in this study it was approved to use class VIII A1 as the experimental class and class VIII A2 as the control class with the use of audio-visual media in everyday introduction self and other material. Research data were analyzed with using descriptive analysis and inferential analysis.

Descriptive Statistical Analysis is meant to describe characteristics of research subjects before and after learning English, student learning outcomes, as well as student activities during the learning process towards learning using audio-visual media learning at eight grades of SMPN 5 Masbagik.

Descriptive Statistical Analysis

N O	EXPERIMENTAL CLASS		CONTROL CLASS	
	PRETEST	POSTT EST	PRETEST	POSTT EST
1	40	65	40	65
2	55	75	55	75
3	50	85	45	85
4	50	90	50	90
5	55	80	70	80
6	60	90	50	90
7	80	100	65	100

8	60	95	30	95
9	75	95	10	95
10	30	90	75	90
11	45	80	50	80
12	45	70	40	70
13	35	65	55	65
14	50	85	40	85
15	45	75	40	75
16	65	90	35	90
17	60	85	45	85
18	55	75	40	75
19	20	75	60	75
20	20	80	40	80

Inferential Statistical Analysis

Normality Test

Table pretest and post-test normality Test results for English learning outcomes

One-Sample Kolmogorov-Smirnov Test

		Pretest Experiment	Post-test Experiment	Pretest Control	Post- test Control
N		20	20	20	20
Normal	Mean	49.75	82.25	46.75	68.25
Parameters	Std. Deviation	15.768	9.931	14.625	13.695
Most	Absolute	.132	.132	.172	.173
Extreme	Positive	.108	.117	.128	.099
Differences	Negative	-.132	-.132	-.172	-.173
Test Statistic		.132	.132	.172	.173
Asymptotic. Sig. (2- tailed)		0.874	0.879	0.584	0.593

Based on table above, the experimental class obtained values asymptotic Sig Kolmogorov-Smirnov on the pretest of English learning outcomes of $0.874 > 0.05$ and the post-test results of learning English $0.879 > 0.05$. on control class obtained the asymptotic Sig Kolmogorov-Smirnov score

on the pretest of learning English outcomes of $0.584 > 0.05$ and the post-test results of learning English $0.593 > 0.05$. the data is said to be normally distributed if the Kolmogorov-Smirnov with Asymptotic coefficient Sig > from the alpha value determined, namely 5% (0.05). these results show the pretest and post-test data experimental class and control class are normally distributed.

Homogeneity Test

Table pretest and post-test Homogeneity Test results for experimental class and control class

	Levene statistics	Sig.	Results/conclusions
Pretest results of learning English	0.080	0,778	Homogeneous
Post-test results of learning English	1.346	0.253	Homogeneous

Referring to the table above, the Sig. values on the Levene statistics for the pretest of English learning in both the experimental and control classes are 0.778 (> 0.05), and for the post-test results in both classes, it's 0.253 (> 0.05). Based on these findings, it can be inferred that the data in both the experimental and control classes is homogeneous, indicating similarity.

Hypothesis Test

Table post-test results of experimental class and control class

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error
Hypothesis Test	Post-test experimental	20	82.25	9.931	2.221
	Post-test control	20	68.25	13.695	3.062

Based on table 4.13 above, the average value of the experimental class obtained is 82.25 and control class 68.25. So therefore, the average value of the experimental is greater than control class. To further strengthen the comparison data post-test of experimental class and control class tested the hypothesis. The hypothesis tested is:

HO: There is no effect of audio-visual media in improving students' vocabulary at eight grades of SMPN 5 Masbagik.

Ha: There is an effect of audio-visual media in improving students' vocabulary at eight grades of SMPN 5 Masbagik.

Table post-test results experimental class and control class

Independent Samples Test

		Levene's Test For Equality of Variances		T-Test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English learning outcomes	Assumed Equal Variances	1.346	.253	3.701	38	.001	14.000	3.783	3.128	21.658
	Assumed Not Equal Variances			3.701	34.651	.001	14.000	1.749	3.783	21.658

Based on table above, using calculations independent sample t-test obtained post-test data on English learning outcomes experimental class and control class with t count $3.701 > t$ table 1.729 and value sig (2-tailed) $0.001 < 0.05$. so, it can be concluded that HO is rejected and Ha is accepted. Which means there is an effect of audio-visual media in improving students' vocabulary at eight grades of SMPN 5 Masbagik.

CONCLUSION AND IMPLICATIONS

Based on the results of research data analysis and discussion that has been describe earlier, it can be concluded that the results of this study show the calculation of the average value of the experimental group posttest equal to 82.25 higher than the average control group of 68.25. Results data analysis shows the value of t count $3.701 > t$ table 1.729. This means that there is a difference significant difference between the posttest results of the experimental class using the audio-visual media learning with a control class that uses lectures and only use printed media. This can be interpreted that learning that uses audio-visual media has good learning outcomes higher than learning that does not use audio-visual media. This it can be concluded that there is influence of audio-visual media on learning outcomes student activities related to learning activities from the aspect observed using the observation score reached 77.75 while in the control class it reached 56.43. This matter indicated by the acquisition of the average observation results from the experimental class higher than the average control class observations.

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