

**THE EFFECTIVENESS OF USING AUDIO VISUAL AIDS IN IMPROVING
VOCABULARY MASTERY IN TEACHING LISTENING AT MTSN TIKU**

Thesis

*Submitted to Fulfill a Partial Requirement for S-1 Degree at English Department,
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The Researcher

ABSTRACT

Wulandari, Tisni (2017): The Effectiveness of Using Audio Visual Aids in Improving Vocabulary Mastery in Teaching Listening at MTsNTiku.

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2. LailatulHusna ,S.Pd,M.Pd**

Key Word: Vocabulary Mastery, Audio Visual Aids, Teaching Listening.

The main objective of this study was to find out the effectiveness of teaching Listening by using audio visual aids .

The method of the research is an experimental study. The data were obtained by giving test to the experiment class and control class after giving different learning treatment to both classes. The teacher gave three times teaching to both classes.

The number of the subjects is 35 students in each class. They are IX E is as experimental class (the students who are taught using audio visual aids), IX F is control class (the students who are not taught using audio visual aids).

The instruments used to collect the data were documentation and test. The

documentation was used to get the data about students' name that become respondents, syllabus lesson plan, etc. Test was used to identify students' competence before and after the experiment run. There are two kinds of test. They are pre-test and post-test.

After the data were collected, the writer analyzed it. The first data were analyzed from the beginning of control class and experiment class taken from the pre test. It is the normality test and homogeneity test. It is used to know that the groups are normal distributions and have some variant. Another data analysis is from the ending of control class and experiment class. It is used to prove the truth of hypothesis that has planned.

The result of the research: the mean of score of experiment class (the student taught using audio visual aids) are 74,23 and the mean of score of control class (the student taught using non-audio visual aids) are 70,4

There is a difference score gained through student taught by using audio visual and those taught without audio visual. It is showed by the mean of experiment class is higher than control class ($74,23 > 70,4$). On the other hand, the test of hypothesis using t-test formula shows the value of t-test is higher than the value of t-table. The value of t-test is 2,025 while the value of t-table on $\alpha = 5\%$ is 1,990 ($2,025 > 1,990$). The hypothesis is accepted.

Based on the result of this study, it is expected to be good information for teachers especially English teachers in teaching Listening. In order to, it can enhance students mastery English.

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CHAPTER I

INTRODUCTION

1.1 Background of Problem

Vocabulary is one of language components which should be mastered by SMP or SMA students. Vocabulary is the most important component and becomes the basic competence in order to successfully master the four language skills; listening, speaking, reading and writing. If the students have mastered a number of vocabularies required at their level, it will be easier for them to master those elements in English. Hardjono(2008:p71) defines —From all aspects of foreign language that should be mastered by the students in the learning process, vocabulary is the most important aspect because the students can not use foreign language without vocabulary. It means vocabulary is an essential component that has to be learned by the students in order to master English well.

Hatch and Brown (2007: p.189) state that vocabulary is the foundation to build a language which plays a fundamental role in communication. It means that vocabulary is the first priority in learning English. Vocabulary mastery has always been an essential part of English as a foreign language from the importance of vocabulary above, the teacher should give serious attention in teaching vocabulary especially to the SMP students, because it is a crucial component in learning English.

Teachers have their own priority to manage their classroom, Richards (2006:p.97) state teachers have primary responsibility for how they teach; they may assume very different roles within their own classroom. So teachers should make their classroom comfortable and interesting, especially teaching English at Junior High school. According to Hatch and Brown (2006: p.180) there are some difficulties of mastering vocabulary. The first is such a test may be used with classes of learners who speak different first languages and thus translation is not a practical approach. Second,

there is the likelihood that some learners will have poor reading skills and thus the test needs to be able to be given orally if necessary. The third is that the contexts for the tested words must not cause too many problems for the learners.

The difficulties are faced by students of MTsNTiku. This can be proven from pure research in the seven grade students the researcher found that students' vocabulary mastery is low. It is because the students get difficulties in mastering vocabulary mastery. They are : (1) the students get difficulties in grasping and memorizing the meaning of the words ; (2) they found it hard to spell the words correctly ; and (3) they get difficulties in pronouncing the words correctly; and (4) they get difficulties in using vocabulary in a sentence (Brown 2006: p.1).

Based upon interviews with teachers and students, the researcher found some psychological barriers from the students. They feel shy and afraid to ask the teacher if they find a difficulty. These problems may give a great influence to their learning process. The writer suggests using visual aids to solved the problem. The visual aids method can be used in teaching vocabulary, to make the teaching learning process much interesting and fun. It will increase students' interest in learning process in the classroom, because the circumstances become more interesting. It is suitable with the characteristic of the young learners who like playing and talking about here and now so using audio visual aids can be helpful in teaching vocabulary.

Listening is simple, but it is not as it sound as well. The general outlook that listening lesson on is teach by the teachers to use the audio visual, such as movie. It is taken by interpretation action of listener in order to understand and potentially catch the meaning of the sound. It involves the understanding of speaker's accent or pronunciation, grammar, vocabulary and meaning. So, listening is not only an activity that the speaker hears but it should pays attention and listen to speakers carefully to get information clearly. In teaching, the teachers should have listening teaching method, too.

Nowadays, trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous time, learning a new language meant learning to read the literature of that language, now the necessity of learning a new language has become a communicative need. People learn another language after their mother tongue for maintaining communication with the people of other community speaking a different language. As a result, language is learnt as a means of communication, not as a subject. That is why with the changed necessity of learning language, the teaching methods and approaches have also been adapted. Language teachers are trying to bring new innovations in their teaching to make their language teaching effective.

Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of the learners. For this reason, language teachers tend to adapt different techniques to teach language more effectively and more interestingly. With the rapid growth and availability of technology, language teachers are incorporating different additional aids along with the text books to teach language. Different electronic boards, overhead transparency, multimedia projector, computer, audio and video equipment are making the language teachers' task easier and dynamic. Language teachers are using these audio-visual materials to deliver their lectures and teach the target language to the learners making the class interesting and contextualized. However, the question is, does the use of audio-visual aids in classroom ensure effective language teaching and learning? Is it always helpful for the language teachers and learners? The increasing use of audio-visual aids in language teaching has made the researchers dwell on the issues and subsequently, on this research.

1.2 Identification of the Problem

There are four skills in English : listening, speaking, reading , and writing. According to Nunan (2006:24) , listening is an active , purposeful process of making sense of what hear. This skill should be taught to the students who are studying English as foreign language. The listener who has poor ability in listening will face difficulties to

comprehend the messages from the other speakers. And it is worse that the listener becomes passive when he or she just hears what the speaker says, but he or she does not know what the speaker wants to inform to her or to him.

Teaching material is an important thing in teaching learning process. Actually, there are many kinds of teaching material that can be used by the teacher to teach her/his students in listening class.

The on successful study of English may be consul by the following problems:

1. Teacher may not apply the appropriate approach or method in language teaching
2. Teacher may not use the best learning strategies
3. Teacher may not use the best learning sources
4. Teacher have to responsibility decreasing of less learn motivation and less skill even in problem solving of teaching audio visual aids.

1.3 Limitation of the Problem

Derived from the problems identified above, the writer focuses on the use of audio visual aids to improve vocabulary mastery at MTsnTiku. According to Dale and Wolf (2007:p.51), listening is one of the most important and frequent activities of human behavior. Improving the students' listening skill is important since it helps them to gain many valuable inputs. It means that developing listening skill is as important as developing the other language skills.

According to Eline (2009:p.29) the advantages of using audio visual aids they are; (1) Audio Visual aids can make ideas clear and understandable (2.) Audio Visual aids can make a speech more interesting (3.) Audio Visual aids can help an audience remember facts and details (4.) Audio Visual aids can help prove a point. By using Audio Visual aids the expectation an effectively in order that the students can enrich and improvetheir vocabulary easily. Also helped students understand the motivation

in learning and improving learning outcomes in learning vocabulary. Based on the explanation above, the writer wants to use the audio visual aids method as the method to improve student's vocabulary mastery. The writer is interested in carrying out a study on — The Effectiveness of Using Audio Visual aids Improving Vocabulary Mastery in Teaching Listening at MTsNTiku..

1.4 Formulation of the Problem

General Question

1. How is the implementation of audio visual aids in improving students vocabulary mastery of listening at MTsNTiku in the academic year of 2016/2017 ?

Specific Question

1. In what extent do the students improve their vocabulary in the teaching and learning of listening ?
2. How does the teacher use the audio visual aids in teaching and learning of listening ?

1.5 Purpose of the Research

Based on the problem formulation above the purpose of the research can be specified as follows:

1. To identify the extent to which students' vocabulary improve in the teaching and learning of listening at MTsNTiku in the academic year of 2016/2017 .
2. To identify how teach use the audio visual aids in teaching and learning of listening.

1.7 Significance of Research

This research is focusing on the use of audio visual program as teaching media to help students improvement their listening skill. The data gathered from this study will be useful to:

1. Researcher

Researcher wishes this study will be useful for researcher as her experience to help students improve students' listening skill.

2. Teacher

Researcher wishes this study is expect to be able to give a significant contribution for English teacher and to invent new ways of teaching English that suitable with students' ability and curriculum.

3. Student

Researcher wishes this study will improve students' English competence especially their listening skill.

1.8 Definition of Key Term

1. Effectiveness

Effectiveness is producing the result that one wants. The effectiveness of this study means the result of the student achievement on vocabulary taught by using vocabulary disc (Usman:2006:p.11).

2. Use

Use is something to do something with a machine, a method and object, etc. for particular purpose

3. Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write (Richard, 2006:p.255).

4. Audio-visual

Audio-visual is the media that designed to aid in learning or teaching by using both hearing and sight (merriam-webster).

5. Listening

Listening is the active process of receiving and responding to spoken utterance (and sometimes unspoken), (Dale and Wolf, 2006:p.51)

6. To facilitate

Make an action or a process possible or easier.It mean that become better, to make something in quality or condition or to become better.