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## Improving Students' Vocabulary Mastery Through Audio Visual

### At Grade VIII Of SMP Negeri 2 Unaaha

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#### Abstract

This study was conducted on the bases of the preliminary study in SMP Negeri 2 Unaaha in which the researcher found that about 27,3% of the students in Grade VIII<sub>b</sub> had lack ability in vocabulary. As an attempt to overcome the students' difficulty in vocabulary mastery, the researcher/teacher gave audio visual. This study took the design of classroom action research because it was aimed at improving the existing condition in carrying out this study, the researcher acted as an observer. Design of this study was an action research the study was carried out in two cycles containing of four steps such as planning, action, observation and reflection. The subject of the study was all students of Grade VIII<sub>b</sub> which consist of 22 students who registered in the academic year 2016/2017. The data were collected through three research instruments: vocabulary test, observation sheet, and field note. All of the data were analyzed, and the result of the analysis was compared to the criteria of success defined in this study to see whether yes or not they were achieved. The target of the study was students comprehended the vocabulary if minimally 75% of them got standard score 65. The result of the study showed that by giving audio visual could improve the students' vocabulary mastery. It indicated that students at Grade VIII<sub>b</sub> of SMP Negeri 2

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Unaaha achieved the target on cycle II. It means that students' vocabulary mastery could be improved by giving audio visual. In the cycle I, students who got standard score  $\geq 65$  only 54,6%. It means that not got standard indicator of successfulness. Then researcher continued the research at the cycle II for got standard score  $\geq 65$  only 81,9%. It means that got standard indicator of successfulness. This result indicated that by giving audio visual could improve students' vocabulary mastery.

## **Introduction**

English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the elementary school, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High school up to the Senior High School. Vocabulary is one of important factors in language learning and develops the language skills. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

The mastery of vocabulary is very important in language teaching and vocabulary is one key to improve the english achievement. Learn vocabulary in class is success when the students understood what the teacher teaches and they can give feedback about the material. Without good vocabulary mastery, students will face difficulty in their study. When they did not know how to enrich their vocabulary, students often gradually lost interest in learning. One of problems of english teacher and learners is how to deal with vocabulary. Sometimes, the students could master and always remember all the vocabularies that they have learned in the school, but after they have finished their study, they usually forget their vocabularies. This phenomenon happens in the process of vocabulary achievement in the junior high school, belong in to the students of SMP Negeri 2 Unaaha.

Based on the researcher's observation through conducting preliminary study during teaching learning English activity at the first grade at SMP Negeri 2 Unaaha the researcher found that many students of the grade VIII SMP Negeri 2 Unaaha had difficulties in learning English especially in the vocabulary. It is proved by the result of the students' score were average in preliminary study. The result indicates that the students' English achievement was very low. Beside it was supported by the result of interview to the English teacher in

preliminary study that the students' difficulties come from the weaknesses of students' vocabulary. Students difficulties in understanding English language because lack of vocabulary. Also, the students had difficulty in differentiating the form of word grammatically such as parts of speech: noun, verb, adjective, and adverb.

One of the teaching strategies that can make the students motivated to learn English is through the suitable strategy such as video. Audio visual is video that one of technique to encourage students to device the meaning of the new vocabulary Item contextual clues. Audio visual is video that demands finesse approach, each students use the vocabulary they have that required to give answer that are determine. With this technique, students will be interested in learning vocabulary that can improve their vocabulary, which automatically students can also achieve a certain competency. Audio visual is video will be used in teaching and learning activity in order to make the students interest and enjoyable in learning English.

Based on the above explanation, the researcher wants to conduct a research entitle : "improving students vocabulary mastery through audio visual at grade VIII students of SMP Negeri 2 Unaaha in the academic year 2017/2018".

## **Literature Review**

### **1. Vocabulary**

Vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings". states as follows: From the definitions above, it can be concluded that vocabulary is the total number of words which are needed to communicate ideas and express the speaker's means. That is the reason why it is important to learn vocabulary. Vocabulary is a principle contributor to comprehension, fluency, and achievement. Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70–80% of comprehension Fluent readers recognize and understand many words, and they read more quickly and easily than those with smaller vocabularies, (Nagy & Scott, 2000).

#### **a. The important of vocabulary**

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. Although a considerable amount of vocabulary, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infects one of the

primary task of the school as far as language learning is concerned, as to teach vocabulary. (Pressley, 2002).

#### **b. Vocabulary Mastery**

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. According to mastery refers to (1) a. The authority of a master: dominion, b. The upper hand in a contest or competition; superiority, ascendancy and (2) a. Possession or display of great skill or technique, b. Skill or knowledge that makes one master of a subject comment. defines mastery as complete knowledge or complete skill. (While Hornby, 1995: 721).

#### **c. The Meaning of Vocabulary**

Vocabulary is a list of words that have meaning and function of a language in another words, we can say that vocabulary is a component of language we use to think, to recognize words and understand their meaning both in written and spoken. The vocabularies are developed through different methods and techniques such as words, crossword puzzles, snake, media, picture, use real object or visual aids, etc. The purpose is, of course, to make the materials more enjoyable, interesting and challenging (Napa, 1991:1).

#### **d. Types of Vocabulary**

In teaching learning process the teacher usually don't need to spend the some amounts of time and care in presenting all new vocabulary will be more important to student than other. Vocabulary in the specific reference, namely: (Nation, 1990).

- 1) Receptive vocabulary
- 2) Productive Vocabulary:

Jo Ann Aeborsold and Mary Lee Field, classified vocabulary into two terms there the: (2006)

- 1) Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice.
- 2) Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive vocabulary.

#### **e. Aspect of vocabulary**

There are several aspects which should be pay attention by the teacher in presenting vocabulary. They are pronunciation and spelling, grammar, collocation, aspect of meaning and word formation, explains those aspects are as follows: (penny Ur, 1996:60-62).

- 1) Pronunciation and spelling
- 2) Grammar
- 3) Collocation
- 4) Aspect of Meaning (1): Denotation, connotation and appropriateness.
- 5) Aspect of meaning (2): meaning relationship
- 6) Word formation

#### **f. Testing vocabulary**

There are several types of vocabulary-testing techniques, the researcher refers to as can explain in the following: (Ur, 1996:81-83).

- 1) Multiple choice
- 2) Matching
- 3) Write sentences
- 4) Translation
- 5) Sentence completion

#### **g. Target of vocabulary**

The target of the students' vocabulary mastery of graduated of SMP students based on English curriculum is 1500 words. Each grade is provided with 500 words. Thus the total of that presented to the students on first semester are 250 words and 250 words in the second semester. In the other hand, the end of each semester students can master 250 new vocabularies and the number of meeting is about 24 meeting. So, teacher should provide at least 10-12 words for each meeting.

#### **h. Audio Visual**

Understanding audio and audio media Audio is the sound or sounds produced by the vibration of an object, in order to be caught by human ear vibrations must be strong at least 20 times/sec. Sound is a vibration produced by friction, bounce and others, among the objects. While a wave of vibrations which consists of amplitude and time. The sound was built by period, When does not mean it is not a vote. Visual communication in the classroom students to paint commissioned a sentence or 2 sentence snippets into a paper that divided 4. In the TV series, Win, Lose, or Draw a

guest star invited you met with participants with a guide the hosts to break the sentence into the picture. When pictures can be guessed, then the let the Visual communication.

#### **i. Applying Video in Teaching Vocabulary**

Video are kinds of audio visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Stated that video allows us to introduce any aspect of real life into the language learning environment, contextualizing the learning process. The great value of video lies in its combination of sounds, images, and sometimes text. All this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

#### **j. The Advantages of Video Teaching Vocabulary**

As we know that through video is as prompts for teaching vocabulary. It means that through video, the students will get the advantages, such as the students' vocabulary mastery will increase and it will not make the student bored because they not only hear but they can also watch the thing related material. The use of video materials is an exceptional learning tool, since learners are provided with a lot of advantages when they are used in combination with an active learning strategy.

### **Method**

This chapter talks about the method and the problem to answer the problem of tis research methodology is specific set of procedure of researching. It explains the design population sample and techniques for collecting data and data analysis.

### **Result And Discussion**

#### **1. Data Analysis of cycle II**

##### **a. Planning**

The researcher and the English teacher planned the first cycle would be conducted in four meetings and the teacher applied through audio visual. The activities of planning in the first cycle were:

- 1) The researcher and the English teacher prepared the lesson plan and the teaching material related with topic for two meetings.
- 2) The researcher prepared observation sheet for English teacher and provide note taking as the instruments to write/note the process of teaching and learning in the classroom, in this case to note down the crucial problems during teaching and learning process for this cycle.

- 3) The researcher and the English teacher planned to introduce students about through audio visual and its procedures.
- 4) The researcher and the English teacher provide the reading text about the topic.
- 5) The researcher and the English teacher provided vocabulary test and its evaluation for the first cycle.
- 6) The researcher and the English teacher started the target of achievement is 70% of students got score 65 based on standard of school curriculum.
- 7) In this researcher, session had been divided in to three meetings and the researcher would take place as teacher while the English teacher had been the observer.

#### **b. Acting**

The first meeting in the cycle two held on Wednesday, 9<sup>th</sup> august 2017 at 07.15-09.55 a.m. The researcher started the learning activity by greeting and asking the students readiness. In this time, the researcher checked students present, the researcher also motivated the students by introducing the topic. The topic of this meeting about “*electronic*” is procedure text. Firstly, before starting the teaching and learning process, the researcher gave motivation and reminded the students to pay attention to the lesson with the new topic. Similar with the previous cycle, the researcher started by information the students about topic that would be learnt. Most of students more enthusiastic in brainstorming, they made list words that related to the topic. After that, the researcher guided them to categorize the words.

Secondly, researcher asks them to sit with their pairs. Then, the researcher gave them reading text about “*How to operate a fan*” and ask them to continue categorized the words by reading the text and find out as many as possible words that related to the topic that was provided in the reading text and help students memorized the words. The student also was excited to spell the words correctly when they read clue was given and word would audio visual. Moreover, in this meeting most of students had good progress in categorizing the words; they did not have difficulty to do it like in the first cycle. It is because the researcher gave more explanation and example to students about how to categorize the words.

During the process of through audio visual applied the researcher helped some students who looked difficulty in audio the visual. The researcher gave explanation about the words target and sometimes gave the meaning of clue was given. After the researcher gave more explanation about their difficulty in audio the visual, then the researcher asked the other pairs to continue performing in front of the class while monitoring their progress and helped their difficulty until pairs finished appears. And the researchers also pay attention to the pronunciation of each pairs that appears. Finally, the researcher concluded the lesson.

The second meeting was conducted on Friday, 11<sup>th</sup> august 2017 at 09.15 - 10.55 a.m. The researcher started the learning activity by greeting and asking the students readiness. In this time, the researcher checked students present the researcher also motivated the students by introducing the topic. In this meeting, the researcher asking the students about the previous material, then continued the lesson with the different with the first meeting.

In this meeting, the teaching and learning process was same with the previous meeting as made in the lesson plan. The researcher information students about “*Food*”. In this section, the students got well understanding about what to do. After that the researcher build up their prior knowledge, they sat with their pairs and they also already known what they should o in their pairs. At this time, the condition of the class was more quietly. They were enjoyable and relax but in other hand they were seriously do their work. Here, most of pairs have good work in audio the work but there were also few pair can not work quickly, there was a guess after the third and fourth read instructions. Here, the researcher tried to solve the problems by focus on the students by giving more explanation and example about it. At the end of the lesson, the researcher also asked the students whether they still have problem related to the technique or the word meaning.

### **c. Observing**

For last meeting in the second cycle was evaluation, it was held on Monday, 13<sup>th</sup> august 2017 at 8.45 - 10.15 a.m. The setting of the students sat were no in group but individually. Evaluation here aimed to see the students’ improvement individually. At the time, the questions consisted of five forms: they were multiple choice, complete the sentence, matching and match the meaning of words which total number of questions were 20 questions. all those items included of noun and verb that have been taught. After the students finished their work around 60 minutes, the researcher closed the meeting. Based on the activity and observation in this cycle, the English teacher and the researcher conclude that the students problems on previous cycle and current cycle and details of solving the problems in cycle two that found.

### **d. Reflection**

After applying the action in the second cycle in three meeting, based on the result of observation sheet by English teacher it shown the progress in implementing the lesson plan and learning process in the classroom. The researcher had good enough point of how to teach vocabulary through audio visual.



**Table Data distribution of score about students' vocabulary score on second cycle**

| No                | Students | Comprehen<br>sion cheek | Word in<br>sentence | Word in<br>families | Score | Total<br>Score | Improve/not<br>Improve |
|-------------------|----------|-------------------------|---------------------|---------------------|-------|----------------|------------------------|
| 1                 | AR       | 5                       | 5                   | 5                   | 15    | 75             | Improve                |
| 2                 | AN       | 6                       | 6                   | 5                   | 17    | 85             | Improve                |
| 3                 | AR       | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 4                 | ADP      | 7                       | 5                   | 4                   | 16    | 80             | Improve                |
| 5                 | AIA      | 5                       | 4                   | 3                   | 12    | 60             | Not Improve            |
| 6                 | AT       | 6                       | 6                   | 5                   | 17    | 85             | Improve                |
| 7                 | DAPR     | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 8                 | DS       | 6                       | 6                   | 6                   | 18    | 90             | Improve                |
| 9                 | FT       | 5                       | 2                   | 5                   | 12    | 60             | Not Improve            |
| 10                | MAH      | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 11                | MA       | 6                       | 6                   | 5                   | 17    | 85             | Improve                |
| 12                | MHFI     | 5                       | 2                   | 5                   | 12    | 60             | Not Improve            |
| 13                | MFSY     | 5                       | 6                   | 5                   | 16    | 80             | Improve                |
| 14                | MAF      | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 15                | MO       | 7                       | 5                   | 5                   | 17    | 85             | Improve                |
| 16                | MHA      | 6                       | 6                   | 4                   | 16    | 80             | Improve                |
| 17                | RY       | 7                       | 6                   | 4                   | 17    | 85             | Improve                |
| 18                | SRW      | 7                       | 6                   | 5                   | 18    | 90             | Improve                |
| 19                | VN       | 6                       | 3                   | 3                   | 12    | 60             | Not Improve            |
| 20                | VUR      | 7                       | 5                   | 5                   | 17    | 85             | Improve                |
| 21                | ZA       | 5                       | 5                   | 5                   | 15    | 75             | Improve                |
| 22                | ZR       | 6                       | 4                   | 4                   | 14    | 70             | Improve                |
| <b>Total</b>      |          |                         |                     |                     |       | 1710           |                        |
| <b>Percentage</b> |          |                         |                     |                     |       | 81%            |                        |

Based on above table, the frequency score based on marking scheme after the students conducted and evaluation test there were 7 got highest score. 7 got high score, 3 got enough score, and 4 got low score or 18 students improve and 4 students not improve. From the result of observation above, the researcher got description that the weakness of the first cycle had been repaired, with percentage about 27%. whereas the indicator of successfulness of their vocabulary mastery were minimally 86% of the students got standard 65. It means that the students have reached the target of the study in this cycle.

**Table Students' Problem During Teaching And Learning And Its Solution On Cycle**

| Students problems |   | Solution on cycle two   |
|-------------------|---|---|
| First meeting     | <ul style="list-style-type: none"> <li>. few students little bit difficult to be controlled in their pairs</li> <li>. few students were still not active in their audio visual.</li> <li>.some students difficult to audio the words quickly.</li> <li>. some students still made mistakes in pronounce the words correctly.</li> </ul> | <ul style="list-style-type: none"> <li>- the researcher asked the students to sat face to face</li> <li>- the researcher gave motivation to each students to participate in their pairs.</li> <li>- give instruction/clue which simple</li> <li>- give more practice to pronounce the words.</li> </ul> |
| Second meeting    | <ul style="list-style-type: none"> <li>. few students difficult to audio the words quickly.</li> <li>. few students still made mistake in pronounce the target words.</li> </ul>  | <ul style="list-style-type: none"> <li>- give translate of clue was given.</li> <li>- more practice to pronounce the words correctly one by one.</li> </ul>   |

Based on the table above, in the first meeting showed that some problems from cycle one have solved well. In this meeting, the condition of class was more quietly than previous meeting. The researcher easy to control some students in their pairs mates in audio the media. Moreover, the students also have good motivation to ask the researcher when they got difficulty in learning process. Some of problems that have not solved in this meeting such as: Some students difficult to audio the word quickly and some students still made mistakes in pronounce the words correctly. the solution for these problems was solved in the next meeting on cycle two.

In the first and second meeting, most of students' problems from previous meeting have solved well. Most of students in their pairs have good work in media the word correctly. Although few students that have not good improvement in pronounce the words correctly.

Based on the table 5 in action and observation for cycle two, there significant improvement of students activity that was found by the English teacher and the researcher in their observation in the classroom when the action was running.

In the first meeting, they noted that some students made mistake in spelling the target words, they also difficult to audio the words quickly and some of students still made mistakes in pronounce the word correctly. While, based on the result of note taking by the researcher, she noted the atmosphere of teaching and learning process was running well. In this case most of students were not noisy; they had good participation and more active in their pairs when the researcher asked them to work in pairs. Although there minor students still were noisy and not really active in their individu. To anticipate it the researcher gave motivation to the students to participate in their pairs and asked the students to sit face to face with their pairs. In the second meeting, the students had progress in learning process such as students able to expand the audio and visual the word correctly and quickly.

Other than, most of students also advance in pronunciation, wrote the words correctly and also remembered it well. while, based on the result of note taking by the researcher, she noted the atmosphere of teaching and learning process was running well. in this case most of students were not noisy, they had good participation and more active in their pairs when the researcher asked them to work in pairs. the English teacher and the researcher conclude that during applying through audio visual there was improvement of students' vocabulary. it seemed that in the second cycle there was no significant problem was found since the solution from the teacher and the researcher was successfully useful for students. the weakness in the first cycle had been recovered in the second cycle.

In the three meeting when the students' did the evaluation, the researcher did not find the significant problems to students' work. the English teacher and the researcher conclude that during applying through audio visual there was improvement of students' vocabulary. It seemed that in the second cycle there was no significant problem was found since the solution from the teacher and the researcher was successfully useful for students. The weakness in the first cycle had been recovered in the second cycle. It also shown in the students' score when they did their evaluation.

After the activity was completely done, the writer performed a test as the same like in the first cycle, to check students vocabulary mastery that have been learnt. The test in this final meeting was writing. However, the test in post-test was conducted to find out the result of the audio visual whether it was improvement from pre-test to post-test.

The was as follow:

**Table Students' score on post-test**

| No                | Students | Comprehe<br>nsion cheek | Word in<br>sentence | Word in<br>families | Score | Total<br>Score | Improve/not<br>Improve |
|-------------------|----------|-------------------------|---------------------|---------------------|-------|----------------|------------------------|
| 1                 | AR       | 5                       | 5                   | 5                   | 15    | 75             | Improve                |
| 2                 | AN       | 7                       | 5                   | 5                   | 17    | 85             | Improve                |
| 3                 | AR       | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 4                 | ADP      | 5                       | 5                   | 6                   | 16    | 80             | Improve                |
| 5                 | AIA      | 5                       | 5                   | 2                   | 12    | 60             | Not Improve            |
| 6                 | AT       | 5                       | 7                   | 5                   | 17    | 85             | Improve                |
| 7                 | DAPR     | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 8                 | DS       | 7                       | 6                   | 5                   | 18    | 90             | Improve                |
| 9                 | FT       | 6                       | 4                   | 5                   | 15    | 75             | Improve                |
| 10                | MAH      | 5                       | 6                   | 5                   | 16    | 80             | Improve                |
| 11                | MA       | 6                       | 6                   | 5                   | 17    | 85             | Improve                |
| 12                | MHFI     | 4                       | 4                   | 4                   | 12    | 60             | Not Improve            |
| 13                | MFSY     | 5                       | 6                   | 5                   | 16    | 80             | Improve                |
| 14                | MAF      | 6                       | 6                   | 4                   | 16    | 80             | Improve                |
| 15                | MO       | 6                       | 6                   | 5                   | 17    | 85             | Improve                |
| 16                | MHA      | 6                       | 5                   | 5                   | 16    | 80             | Improve                |
| 17                | RY       | 5                       | 7                   | 5                   | 17    | 85             | Improve                |
| 18                | SRW      | 5                       | 6                   | 7                   | 18    | 90             | Improve                |
| 19                | VN       | 5                       | 5                   | 2                   | 12    | 60             | Not Improve            |
| 20                | VUR      | 7                       | 5                   | 5                   | 17    | 85             | Improve                |
| 21                | ZA       | 5                       | 5                   | 5                   | 15    | 75             | Improve                |
| 22                | ZR       | 5                       | 4                   | 5                   | 14    | 70             | Improve                |
| <b>Total</b>      |          |                         |                     |                     |       | 1725           |                        |
| <b>Percentage</b> |          |                         |                     |                     |       | 86%            |                        |

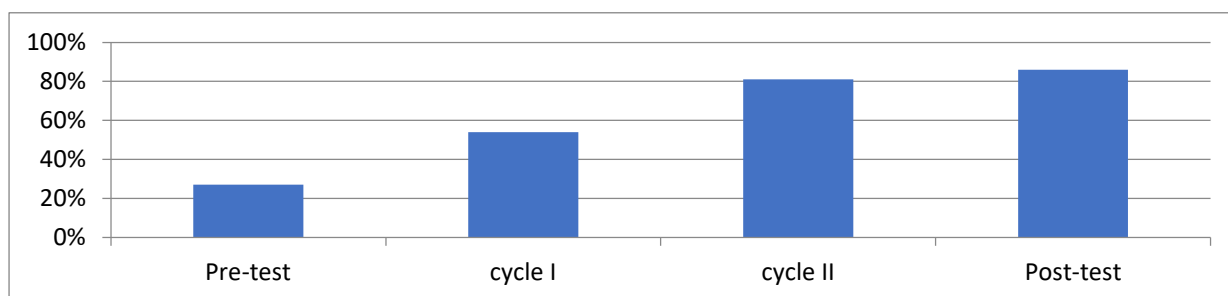
## 2. The Result of Students' Vocabulary Improvement

From the data above, it showed that there were 22 students' in class VIII<sub>b</sub>, Social Study of SMP N 2 Unaaha. The result of students' vocabulary test on cycle one that there were 3 students' who got the category Highest, 4 students' got the category high, 8 students' into enough and 6 students' classified into low. The percentage in first cycle was 54% got

score >65 as the standard KKM and the researcher target 70% . it means that the result was still under the target and continued in cycle two.

In the second cycle, the result of students' vocabulary test there 7 got highest score. 7 got high score, 3 got enough score, and 4 got low score. The percentage in this cycle was 81% got score >65 as the standard KKM and the researcher target 70% . it means that the result had been fulfill the target.

**Table Diagram of result Pre-test, Cycle I, Cycle II, and Post-test**



Based on this finding, the researcher concluded that the level of students' in class VIII<sub>b</sub> Social Study of SMPN 2 Unaaha in students' vocabulary was increased. It means that there was significant improvement of students' vocabulary score after applying audio visual in teaching and learning process.

**Diference Students' Score from Three evaluation**

| No | Students' Initial | Respondent      |         |          |           |
|----|-------------------|-----------------|---------|----------|-----------|
|    |                   | Pre-Observation | Cycle I | Cycle II | Post-test |
| 1  | AR                | 55              | 60      | 75       | 75        |
| 2  | AN                | 60              | 70      | 85       | 85        |
| 3  | AR                | 70              | 75      | 80       | 80        |
| 4  | ADP               | 65              | 70      | 80       | 80        |
| 5  | AIA               | 40              | 50      | 60       | 60        |
| 6  | AT                | 60              | 70      | 85       | 85        |
| 7  | DAPR              | 65              | 75      | 80       | 80        |
| 8  | DS                | 70              | 80      | 90       | 90        |
| 9  | FT                | 30              | 40      | 60       | 75        |
| 10 | MAH               | 70              | 75      | 80       | 80        |
| 11 | MA                | 60              | 70      | 85       | 85        |
| 12 | MHFI              | 30              | 50      | 60       | 60        |

|   |      |      |      |      |      |
|---|------|------|------|------|------|
| 13  | MFSY | 55   | 60   | 80   | 80   |
| 14  | MAF  | 55   | 60   | 80   | 80   |
| 15  | MO   | 60   | 75   | 85   | 85   |
| 16  | MHA  | 40   | 60   | 80   | 80   |
| 17  | RY   | 50   | 70   | 85   | 85   |
| 18  | SRW  | 70   | 80   | 90   | 90   |
| 19  | VN   | 40   | 50   | 60   | 60   |
| 20  | VUR  | 55   | 65   | 85   | 85   |
| 21  | ZA   | 50   | 60   | 75   | 75   |
| 22  | ZR   | 40   | 50   | 70   | 70   |
| <b>Total</b>  |      | 1190 | 1415 | 1710 | 1725 |
| <b>Percentage of score <math>\geq</math><br/>65</b> |      | 27%  | 54%  | 81%  | 86%  |

## Discussion

Before conducted this study, the researcher did pre-observation to look base students' vocabulary mastery which the result was only 27% or 6 students got score 65. After implementing Audio visual on the teaching vocabulary in two cycles, which each cycle consist of three meetings found that there were improvement on students' vocabulary mastery. This study indicated that by giving Audio visual could improve students' vocabulary mastery, especially in SMP Negeri 2 Unaaha at Grade VIII<sub>b</sub>.

The result of this study also indicated that most low and average achievers gained the advantages using Audio visual. Were 18 students 81% whose mean scores improved; most were average and low achievers. They point out that student with learning disabilities benefited as much as did their normally achieving peers and improved their academic achievement by using Audio visual.

This result is in line with the result of the study on the number of students' who raised their hands to respond to the teacher's questions, were 3 out of 22 students, who raised their hands in the first meeting, 5 students, in the second meeting, 11 students, in the third meeting, 3 and students, who actively participated in raising their hands to respond to the question in the third meeting successively. This result pertinent with the view point by Raii (2012) who states that audio is often offered by a group or someone as an incentive for the accomplishment of a task. Audio visual in learning process are given when a child has reached a certain stage of development, a great mastery, or target mastery. Audio visual is the

authoritative imposition of something negative or unpleasant on a person or animal in response to behavior deemed wrong by an individual or group. Audio visual may be judge as fair or unfair in terms. Audio visual is usually done when a specific target is not reached, or there is a childs behavior that is inconsistent with norms which are believed by the school.

Based on the result of obsrvation, it showed that students interested in teaching vocabulary through audio visual. They said that with the giving audio visual can motivated them in learning, make them more active in class, and could change their attitude. But, there were many students didn's interest in teaching vocabulary with audio visual because they feel afraid with the audio visual that given by the teacher if they could not answer the teacher's questions. This result pertinent with the view point by Azoulay (1999) in Strater (1999:2) 'audio visual' has a specific, accepted definition in psychology: 'An aversive stimulus that occurs after some specific response and is intended to suppress that response is known as audio visual. Audio visual can be anything that decreases the occurrence of a behavior: physical pain, withdrawal of attention, loss of tangibles or activities, a reprimand, or even something others would find rewarding but the particular individual does not like.

Based on the discussion above, it could be concluded that by giving audio visual on students' vocabulary mastery at grade VIII<sub>b</sub> of SMP Negeri 2 Unaaha, got significant improvement on results of students' vocabulary mastery.

## **Conclusion**

Based on the results and discussion of research, it concluded as follows: through Audio visual in teaching vocabulary could improve students' vocabulary mastery at grade VIII<sub>b</sub> of SMP Negeri 2 Unaaha. The research was conducted in two cycles, where in each cycle consist of three meeting, students' results got significant improvement. It could be seen from the preliminary date the percentage of students' vocabulary mastery of 27%, after the action of cycle I the result of students increased to 54%, then on the cycle II students' results increased to 81%.

Students interested in teaching vocabulary through Audio visual. They said that Audio visual could motivate them in learning. The superiority of students who learned vocabulary through Audio visual was supported principle in learning, they are more active in teaching learning process, and students had motivated because there was Audio visual that given by the teacher.

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