

**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**

THESIS

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for the degree of *Sarjana Pendidikan Islam* in English Education



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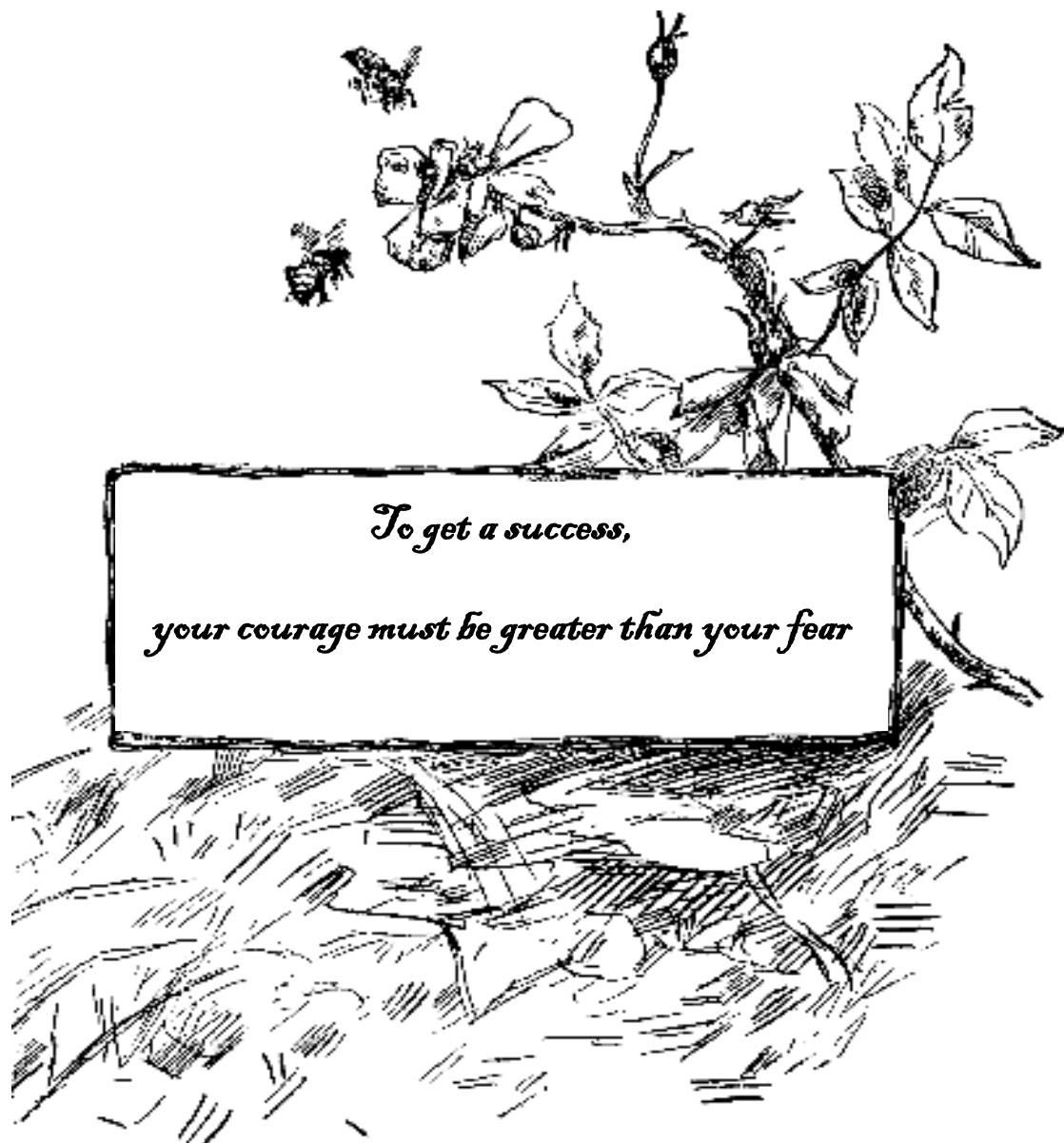
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MOTTO



DEDICATION

I would like to dedicate for:

1. My beloved parents: My late father Mr. Herry Purwanto and My mother Mrs. Kusnul Hikmah who always give me a pray and motivation for my study.
2. My lovely uncle Mr. Sunyoto who always motivates me to continue this study in this college when my father pass away.
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7. This thesis is dedicated to all of my friends in English Charismatic Class '11 (C class). Thank you for your Exciting friendship.
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DECLARATION OF AUTHORSHIP

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States that thesis is entitled “The Effectiveness Of Teaching Vocabulary By Using Audio-Visual Media Toward Vocabulary Mastery Of The VII ^C Grade Students Of Smpn 3 Kedungwaru Tulungagung In Academic Year 2014/2015” is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I am the only person who is responsible for the thesis if there are any claims for others.

Tulungagung, July 6th, 2015

FIRDAUS RIZAL HIMAWANTO

ABSTRACT

Himawanto, Firdaus Rizal. Registered Number Student: 3213113077. *The Effectiveness Of Teaching Vocabulary By Using Audio-Visual Media Toward Vocabulary Mastery Of The VII^C Grades Students Of SMPN 3 Kedungwaru, Tulungagung In Academic Year 2014/2015.* Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Nany Soengkono M, SS, M.Pd.

Keyword: *effectiveness, teaching vocabulary, audio visual*

In teaching vocabulary, sometimes the teacher explained the methods that are less interesting, to make the teaching of vocabulary was very interesting, the suitable media which can be used in teaching vocabulary is audio-visual as media. Audio visual media is a media that involves the senses of hearing and sight at once in one process. In teaching vocabulary using audio-visual as media, the teacher plays the vocabulary using laptop and LCD projector. Using this media, the students are able to see the objects in the form of pictures, and the spelling of the objects name. In addition, the students are also able to listen the way to pronounce the words which they learn. As a result, they can understand and memorize the vocabularies well.

Formulation of the research problems. Is using Audio-Visual as media effective to teach English vocabulary at the VII^C grades students of SMPN 3 Kedungwaru Tulungagung in academic year 2014/2015?

The purpose of the study was to find out whether there is any effectiveness using Audio-Visual as media to teach vocabulary at the VII^C grades students of SMPN 3 Kedungwaru Tulungagung in academic year 2014/2015.

Research method of this study was using experimental design with quantitative approach, the research design used by the researcher is pre-experimental in the form of one group pretest-posttest design. The population of this study was all students of the seventh grades students at SMPN 3 Kedungwaru-Tulungagung. The samples were the Seventh C Class of SMPN 3 Kedungwaru-Tulungagung consisting of twenty six students. The research instrument was test. The data analysis was using t-test.

Research found that the teaching of vocabulary by using audio-visual media to the VII^C grades of SMPN 3 Kedungwaru-Tulungagung made them spiritful and enthusiastic to improve their vocabulary in the context of speaking or writting. From the data analysis, the result showed 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 visula media was 83.46. In addition, the result of the

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-visual as media in teaching vocabulary toward vocabulary mastery achieved by the VII^C grades students of SMPN 3 Kedungwaru in academic year 2014/2015.

The use of audio-visual as media will be significant if $t_{count} > t_{table}$. Data analysis above shows that $t_{count} > t_{table}$ ($11.00 > 2.060$). In other words, the alternative hypothesis stated that teaching vocabulary using audio-visual as media was effective to improve the students' vocabulary mastery, it means that H_a is accepted. Whereas, the null hypothesis was rejected (H_0 is rejected). In other words, audio-visual media can be used as an alternative to teach vocabulary to the students at Junior High school level.

ABSTRAK

Himawanto, Firdaus Rizal. NIM: 3213113077. *Keefektifan Pembelajaran Kosa Kata Bahasa Inggris Dengan Menggunakan media Audio Visual Untuk Meningkatkan Kemampuan Kosa Kata Siswa kelas VII^C SMPN 3 Kedungwaru, Tulungagung Tahun Akademik 2014/2015.* Skripsi. Program Tadris Bahasa Inggris. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Nany Soengkono M, SS, M.Pd.

Kata Kunci: *keefektifan, pengajaran kosa kata, audio visual*

Dalam mengajar kosakata, kadang-kadang guru menjelaskan metode yang kurang menarik, untuk membuat pengajaran kosakata sangat menarik, media yang cocok yang dapat digunakan dalam pengajaran kosakata adalah audio visual media. Media audio visual adalah media yang melibatkan indera pendengaran dan penglihatan sekaligus dalam satu proses. Dalam mengajar kosakata menggunakan audio visual sebagai media, guru memainkan kosakata menggunakan laptop dan LCD proyektor. Menggunakan media ini, siswa dapat melihat benda-benda dalam bentuk gambar, dan ejaan nama benda. Selain itu, siswa juga dapat mendengarkan cara untuk mengucapkan kata-kata yang mereka pelajari. Akibatnya, mereka dapat memahami dan menghafal kosakata dengan baik.

Rumusan masalah penelitian. Apakah penggunaan media Audio-Visual efektif untuk mengajar kosa kata bahasa Inggris pada siswa kelas VII^C di sekolah SMPN 3 Kedungwaru Tulungagung angkatan 2014/2015?.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada keefektifan penggunaan media Audio-Visual dalam pengajaran kosa kata bahasa Inggris pada siswa kelas VII^C di SMPN 3 Kedungwaru Tulungagung angkatan 2014/2015.

Metode penelitian studi ini menggunakan desain eksperimen dengan pendekatan kuantitatif, desain penelitian yang digunakan oleh peneliti adalah pra-eksperimental dalam bentuk satu kelompok pretest-posttest. Populasi penelitian ini adalah semua siswa dari kelas tujuh SMPN 3 Kedungwaru Tulungagung. Sampel yang digunakan kelas VII^C SMPN 3 Kedungwaru Tulungagung yang terdiri dua puluh enam siswa. Instrumen penelitian adalah tes. Analisis data menggunakan t-test.

Penelitian Menemukan bahwa pengajaran kosakata dengan menggunakan media audio visual untuk siswa kelas VII ^C SMPN 3 Kedungwaru-Tulungagung membuat mereka lebih bersemangat dan antusias untuk meningkatkan vocabulary dengan cara berbicara dengan teman sekelas ataupun dengan menulis esay tentang kesehariannya. Dari analisis data, hasilnya menunjukkan bahwa nilai siswa sebelum mereka diajarkan kosa kata Bahasa Inggris menggunakan media audio visual adalah 71,73. Sementara nilai siswa setelah mereka diajarkan kosa kata Bahasa Inggris menggunakan media audio visual adalah 83,46. Selain itu, hasil perhitungan statistik menggunakan t-test menunjukkan bahwa t_{count} yang diperoleh adalah 11,00. Kemudian t-table untuk $t_{0,05}$ sekitar 2,060. Dengan demikian, terdapat efek atau perbedaan dari penggunaan media audio visual dalam pembelajaran kosa kata Bahasa Inggris terhadap penguasaan kosa kata Bahasa Inggris yang dicapai oleh nilai siswa kelas VII ^C SMPN 3 Kedungwaru di tahun akademik 2014/2015.

Penggunaan media audio visual akan signifikan jika $t_{count} > t\text{-tabel}$. Analisis data di atas menunjukkan bahwa $t_{count} > t\text{-tabel}$ ($11,00 > 2,060$). Dengan kata lain, hipotesis alternatif menyatakan bahwa pengajaran kosa kata Bahasa Inggris dengan menggunakan media audio visual efektif untuk meningkatkan kosa kata Bahasa Inggris siswa diterima (H_a diterima). Sedangkan, hipotesis nol ditolak (H_0 ditolak). Dengan kata lain, media audio visual dapat digunakan sebagai alternatif untuk mengajarkan kosakata Bahasa Inggris untuk siswa di tingkat SMP.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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The writer

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