

**ARTICLE**

**THE EFFECTIVENESS OF TEACHING VOCABULARY USING  
AUDIO-VISUAL MEDIA AT TK SALMA INSANI KEDIRI**



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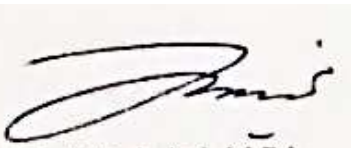
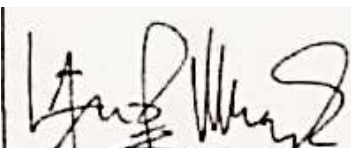

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## THE EFFECTIVENESS OF TEACHING VOCABULARY USING AUDIO-VISUAL MEDIA AT TK SALMA INSANI KEDIRI

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### ABSTRACT

Vocabulary is an important element of language teaching in EFL classes. Vocabulary is considered difficult for young learners because they do not apply them in everyday life. Young learners learn new vocabulary through activities related to seeing and hearing. Therefore, English teacher must select the appropriate media. One of them is by using Audio-visual media. This research has two problems as follows: (1) How is the students' vocabulary ability after being with audio-visual media at TK Salma Insani Kediri? (2) How is the students' pronunciation ability after being with audio-visual media at TK Salma Insani Kediri? The approach of this research is Quantitative Research and pre-experimental design as a technique that is one-shot case study. The sample of this research was B class with 15 students. This research was held in three meetings, the first treatment, second-treatment, and the last post-test. The researcher used oral test as the instrument to collect the data. She used the mean score to analyse the data of the students. The researcher assessed vocabulary from 3 aspects, they are: meaning, pronunciation, and intonation. Based on data analysis most of the students got the good score. It can be seen from the mean of the score is 72,2. The highest mean score is located on the meaning aspect that is 75. While the mean score of pronunciation aspect is 68 and intonation aspect is 73. Thus, it can be concluded that using Audio-visual media to teach vocabulary is effective to B class of TK Salma Insani Kediri.

**Keyword:** Teaching Vocabulary, Audio-visual media

### A. BACKGROUND

Kindergarten is a formal educational institution before children enter a higher formal education. The institution is considered important because children in this age come to the period of golden age which is a sensitive period and only comes once. Sensitivity is a time that demands optimal child development.

Children have ability to speak since they were born. They acquire the language

from the people surround them. When they start in the formal schooling, young learners begin to know the other language beside their mother tongue. Krashen (1996: 10) said, "Acquiring language is predicated upon the concept of receiving message learners can understand". From the above statement means does not need to use grammatical second language in communicating. What is needed is the



meaningful interaction that is contained in the language itself.

Vocabulary is an important element of language. This statement is supported by Richard (2002: 255) who said, "Vocabulary is the core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write". Learning English in Kindergarten is supported by Law no. 20 of 2003 that kindergarten to provide education to develop personality and self-potential in accordance with the stage of development of learners.

Young learners are very interested in learning a new language by doing the physical activities they love. According to Scoot & Ytreberg (2001: 1-2) stated, "Children five to seven years old has characteristics of the rules, language, situations, their own understanding comes through hand, eyes and ear, they are very logical. According to the unique characteristics of young learner, teacher should be creative in selecting the technique to introduce English as foreign language for them focusing on the vocabulary.

Learning language in early age is very important. Language is the way people say their thought and their feeling. English learning as a second language in Kindergarten should use a customized

strategy to their characteristics. According to Departemen Pendidikan Nasional (2006:5) "*Berbahasa, pengembangan ini bertujuan agar anak mampu mengungkapkan pikiran melalui bahasa yang sederhana secara tepat, berkomunikasi secara efektif, dan membangkitkan minat untuk bahasa*". It means language is the term of verbal communication that takes an important role in life.

Teaching vocabulary to young learners is different from teaching vocabulary to adult. It is caused since young learners have different characteristics with adult. According to Scoot & Ytreberg (2001: 2) "Young children own understanding comes through hands, through eyes, and ears. The physical world is dominant at all time". The English teacher should look for ways to teach vocabulary including physical activity inside since children have a great motivation to do physical activity.

In relation to young learner's characteristics they are more interested in concrete things, the teacher can bring the real object and song in teaching and learning process. They can understand the meaning of vocabulary without the teacher translate it is because they have seen the objects which shown by the teacher directly. And teachers can sing and invite students to sing song they are more interest



in the learning process. Learning through an interaction with real objects and real experiences. Wati (2016: 54-55) admits Audio-visual media is one type of learning media that is considered to have more effective and interesting to learning English. Audio visual it means collaboration between media realia and song.

In addition to the realia, young learners will usually feel happy and rilex when they listen song. Songs offer a change from routine classroom activities. They are precious resources to develop student's abilities in listening and speaking skills. Murphey (1992: 55) states that perhaps the greatest benefit to using songs in the classroom is that they can be fun. Through its lyrics and repetition rhyme, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while enjoying the music. Through the song, students will also find the meaning of difficult words in the dictionary.

Introducing new vocabulary using a real object and song makes students have a strong memorization because they can see the object directly. They can understand the meaning of vocabulary quickly when the teacher seen the object and sing a song. It is clear enough that using real object and

song in the teaching learning process can help pupils to learn.

Based on the things mentioned above, the researcher wants to write her research entitled "THE EFFECTIVENESS OF TEACHING VOCABULARY USING AUDIO-VISUAL MEDIA AT TK SALMA INSANI KEDIRI.

## II. METHOD

In this research used quantitative approach. According to Ary et al (2010: 26), "Quantitative research may be further can be classified as experimental or non-experimental". The researcher decided to use experimental method. According Sugiyono (2013: 73), explained that there are four kinds of experimental research, they are Pre Experimental, True Experimental, Factorial Experimental and Quasi Experimental. The design of this research is one-shot case study.

This research was conducted in TK Salma Insani Kediri of B class in academic year 2017/2018. The population of the research was all the student of TK Salma Insani Kediri. For sample, the researcher used B class with 15 students at TK Salma Insani Kediri. The instrument is Treatment and post-test. In collecting the data, the researcher held three meetings. The test was conducted oral test. For post- test that



is students say what the meaning name of animals, how to good pronunciation when teacher touched one of the animals and answer simple question.

The data by using mean to measure the aspect of vocabulary. The researcher used Mean to know the effectiveness teaching vocabulary using Audio-visual Media.

### III. FINDINGS AND DISCUSSION

The result of the research shows that audio-visual media bring an impact to B class in vocabulary ability. The mean score of the post-test is 72,2. From this score shows that audio-visual was effective to enhancing student mastery vocabulary. Audio-visual media can made students have motivation to remember the meaning of word.

Beside its effectiveness, the students' response to this media was positive, they enjoyed when they followed this teaching. Audio-visual media made the students' more active and also very interested in learning English. First, audio-visual media is considered very effective since it provides the place for the students to giving strong memorization about vocabulary. It can be seen from the average value in aspect of meaning, 75. Used combining two media can made them learn enjoyed and can stimulate their physical motoric abilities. Second, the

media is very potential to be a new alternative for teacher to teach English especially vocabulary.

In this research, the researcher found some the weaknesses in using audio-visual media. First, the students ignored pronunciation aspect of the words. If can be seen from the mean of the students' score in pronunciation aspect, the mean was 68. The weakness in pronunciation can be caused by their confusion to follow the song taught by the researcher because the song is rather fast.

Based on the description above, the result of the research is in line with previous study according Wahyuningtyas, (2009), She admitted that realia can help teacher to teach English to young learners because realia is a activity related doing physical activities and young learners love it. Another research by Yuliantantri, (2012) explained that the teacher give relaxation to students through the song and the students follow her. Without realize that the song is materials and students very interested in learning process.

From this research, the researcher concluded that Audio-visual is media that can be used for learning vocabulary to young learner because this media accordance with the characteristic of



young learner. Thus, Audio-visual media can help students understand meaning.

#### IV. CONCLUSION

Audio-visual media is effective media to be applied in teaching vocabulary to young learner in which the students enjoy in the teaching learning process. This media help the students to memorize new vocabulary through song and realia. It can be seen from the average value in aspect of meaning, 75. While in the intonation students got 73. In this research, the researcher found some the weaknesses in using audio-visual media. First, the students' ignored pronunciation aspect in vocabulary, it can be seen from the mean of students score in pronunciation aspect, the mean was 68. The weakness of pronunciation is caused due students get difficulty in singing fast rhythm song and the students do not apply the materials in everyday life, thus the student difficulty in pronunciation.

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