

**THE USE OF AUDIO VISUAL AIDS ON STUDENTS
VOCABULARY ENRICHMENT**

A PAPER

**Submitted to English Language Education Study Program, Faculty of Teacher Training
and Educational Sciences of Pakuan University as a partial fulfillment of the
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By

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VOCABULARY ENRICHMENT

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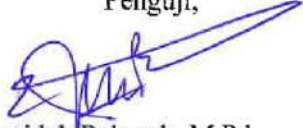



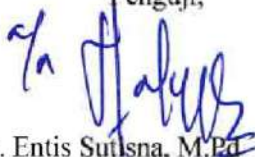
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DECLARATION

I hereby declare that the paper entitled **“THE USE OF AUDIO VISUAL AIDS ON STUDENTS VOCABULARY ENRICHMENT”** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, 11 October 2020



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PREFACE

Praises be to Allah SWT, the Most Merciful and the Almighty for his blessings that allowed the researcher to finish the paper entitled “The Use of Audio Visual Aids on Students’ Vocabulary Enrichment”.

The purpose of this paper is to fulfill one of the requirements for *Sarjana Pendidikan* examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that this paper has many mistakes and far from being perfect. Therefore, all comments, criticisms and suggestions for the completion of this paper are highly appreciated. The researcher also hopes that this paper will be beneficial for him, the readers, and the future researchers.

Bogor, 11 October 2020

The Researcher

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All praises and gratitude are dedicated to Allah SWT because His blessings have allowed the researcher to finish the paper entitled, “The Use of Audio Visual Aids on Students’ Vocabulary Enrichment”.

The writer would also like to express her gratitude and appreciation to the honorable people who give their help, encouragement, advices and countless contribution to the writer in the process of the research. The first and foremost, her thanks are extended to Dr. Entis Sutisna., M.Pd. as the first supervisor, and Gusnadi, S.Pd., M.M., who is also the second supervisor for their guidance, correction, criticism, support, and suggestion all the time of the process of writing and conducting the research. Without their assistance and dedicated involvement in every step throughout the process, their paper would have never been accomplished.

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THE USE OF AUDIO VISUAL AIDS ON STUDENTS'

VOCABULARY ENRICHMENT

ABSTRACT

Mastering English for the young learner is related closely to the ability of knowing and using vocabulary contextually. However, during the English session, some students find it quite difficult to do so. Additionally, the media used by the teacher is not enticing to make the students feel motivated. Therefore, the research to tackle this problem is needed. This research employs Quantitative One Group Pre-Test Post-Test research design. It involves a class of the fifth grade, which consists of 28 students, in SDN Selakopi Bogor, West Java, as the sample for this research. The objective of this research is to measure whether or not Audio Visual aids is effective to enrich the students' vocabulary level. Moreover, the instruments for this research are pre-test and post-test. The finding of this research is analyzed by using t-test calculation. The result of this research showed mean score for pre-test was 60.7 while the mean score for post-test was 77.5. Additionally, t-observed was 10, while the t-table with the *df* value of 27 at the significant level of 0.05 was 2,05. According to the result, it was concluded that the alternative hypothesis of this research was accepted, because the value of t-observed was higher than the t-table ($10 > 2.5$). This also meant Audio Visual Aids was effective to enrich the students' vocabulary mastery.

Keywords: *Audio Visual Aids, Vocabulary Enrichment*

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CHAPTER I

INTRODUCTION

A. Background of the study

Vocabulary is one language components which should be learned by the students since the elementary education level. Moreover, vocabulary holds the most important component that will become the basic competence in order to successfully master the four language skills, like 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 learning.

Vocabulary is an important aspect of language for communication and can build the good communication among teacher and students in the classroom. Additionally, it is required to improve those four skills in order to be able to use English communicatively. It means that, the vocabulary plays an important role for studying in their field of the study. In contrary, the students will find it difficult to understand the text, write their idea into a text, and speak English.

Based on the pre observation, some students found it difficult to master vocabulary. It can be seen during the teaching learning activity, the students' lack of vocabulary triggers their limited understanding to the meaning of words and its part of speech in sentence. One of the factors is that most students are less interest in finding the meaning in their dictionary, which prevents them to arrange sentences in oral or written form correctly.

Moreover, the teacher always asks to solve their problem in vocabulary during the English learning session by asking students to memorize, translate and use the words in context.

Audio visual aids is one of the most used teaching media that can attract and help motivate the students by bringing slice of real life into the classroom and by presenting language in a more communicative context. By using visual aid, it is expected for the students to have an effective learning environment in order to enrich and improve their vocabulary bank. It can also help motivating the students in learning and improving the learning outcomes in the field of vocabulary.

Based on the explanation above, the researcher is interested to use the visual aids method as the method to improve students' vocabulary mastery. The writer is interested in carrying out a study on "The Use of Audio Visual Aids on Students' Vocabulary Enrichment".

B. Reason for choosing the Topic

Vocabulary is difficult for foreign language students. Based on pre observation, the fifth grade students of elementary school still face some difficulties in learning vocabulary. Although some students study English for four years, they still cannot maintain good vocabulary mastery well. That being said, the researcher is interested to conduct research and mentions three reasons when choosing this topic.

First, vocabulary is important for students in order that they are able to communicate and apply it in real life. Thus, an appropriate way of teaching vocabulary is needed for increasing students' vocabulary.

Second, fifth grade students of SDN Selakopi Bogor still have difficulties in vocabulary mastery. For example, they are still confused to understand some vocabularies. The students also face some lack of motivation to learn English, and this also affects the learning outcome.

Last, she chooses Audio Visual Aids to increase students' Vocabulary enrichment, because it will help them to understand the material. This activity will involve the students in learning vocabulary. Thus, the researcher believes that the investigation of the use of audio visual aid is important to conduct.

C. Statement of the Problem

In conducting the research, there should be a statement of the problem and it has been discussed in the background of the study. The statement of the problem was: "Does the use of audio visual aid affect students' vocabulary enrichment?"

D. Aim of the Research

The aim of this research was to investigate the significant effect of using audio visual aids to enrich the students' vocabulary enrichment in the fifth grade of SDN Selakopi Bogor.

E. Hypothesis

In conducting the quantitative research, the researcher used an experimental hypothesis (*H_a*) there was an effect of using audio visual aids on students in vocabulary enrichment.

F. Limitation of the problem

Based on explanation above, the researcher only focused on using Audio Visual Aids which was video to improve students' vocabulary enrichment in English teaching and learning process.

G. Operational Definition

1. Vocabulary as one of English language components is an important thing besides other components. Without vocabulary, people will not able to say anything.
2. Audio Visual Aid is the combination from audio and visual media Instructional. Audio-visual aid are making teaching and learning process interesting and more productive with high motivation.

H. Research Significance

The researcher hopes that this research will be beneficial for the teachers, students and the next researcher. For teacher, the result of this research can be used to enrich the theory of teaching vocabulary through Audio Visual Aid. It also can be used as a consideration strategy in teaching vocabulary.

For students, this research hopefully can help them to increase their vocabulary enrichment and to build their interest in vocabulary. For other

researcher, it is used as reference to conduct the relevant research and as the comparative material.

CHAPTER II

THEORETICAL FOUNDATION

A. The Definition of Audio Visual Aids

Media is needed to reach the objectives of the teaching learning process. In the teaching-learning process, media play has an important role. Harmer (2001: 134) states that as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in a topic or as the basis of a whole activity. It means that teachers should use various media or teaching aids in giving the material to the students. One of media that can be used to teaching is audio-visual aids.

Audio - visual aids are useful materials which help both teachers and students in the speaking classes. Many scholars, writers and websites provide different definitions of audio-visual. Burton (1960) states that “audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning”. In addition, according to Good (2009) dictionary of education “audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of the sight”.

McKean and Roberts (2000) add that audio-visual is supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate

concepts, interpretations and appreciation).

From these definitions, It can be concluded that audio visual aids are important devices which facilitate learning and teaching speaking process. Besides, they help students to acquire the foreign language and develop their speaking skills since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers. So audio visual are very useful devices because they motivate students and make the course interesting and proceeds meaningful.

1. Kinds of Audio Visual Aids

There are many kinds of Audio Visual aids, such as:

a. Television

The TV programs are of great importance in teaching. The teacher may ask students to see a certain TV program or show, then will make an under discussion topic. In addition, it gives the students the creation of new ideas and topics to express and perform, also television employ all other audio and visual aids and combine their effectiveness and it is more real because of its frequent visual appearance in the classroom. All of these give the students the chance to create new forms of education of their own and improve their language performance. This educational tool can be broaden and enrich the classroom learning experience of the students, create genuine interest in the topic or the subject that is being taught, evaluated the quality of classroom teaching process.

b. Computers

Computer is electronic device that can store, organize and find information, do calculation and control other machines. This device is very crucial in learning and teaching foreign language, using this tool will enable students to research information quickly and to be creative and interested in improving their speaking abilities. Instructor faces while presenting information, provide both audio and visual records also it is inexpensive. In other hand, computers require a small number of students and its preparation takes time. So computers are considered as a major facilitator in improving and enhancing the students' speaking skill in and out the classroom.

c. Films

Preparation for the aid takes time. It is an audio- visual aid used in foreign language teaching in the forms of fixed films strips or slides and motion pictures film. The advantages of slides and film strips are they direct the attention of the students to the screen and to the pictures and words on it. What the teacher can present in a film strip can be shown over and over, while motion pictures are very interesting in teaching meaning and the form of the language. Therefore, the audio-visual aids play an essential role in teaching speaking skills.

d. Videos

Nowadays, educational videos are available with videos libraries. Instructors must be familiar about how to use the material effectively. Hence, the more interested and engaged students are, and the more interactive each learning sessions is, the more students will enjoy, learn from and retain information from the lesson. Videos provide a means of interactive instruction and are very flexible medium. Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate point of historical reference, the teacher can ensure to add further information in one video or different videos. The most effective way to use video is an enhancement to a lesson, or unit of study. Videos should be used as a facet of Instruction, learning and teaching facilitator, an instructor and an activity reinforce. (Jones, L, C.:2013 “Supporting listening comprehension and vocabulary acquisition with multimedia annotations: the students’ voice” CALICO Journal)

Based on the explanation above it can be concluded that, there are four kind of audio visual namely; Television, Computers, Films, and Video. All of them are very important for the teaching learning especially in teaching using audio visual. Thus the main function of visual aids is to allow the students to understand what

they see, to learn different situations in which language forms are used

2. The Significance of Audio Visual

Audio Visual aids are becoming widespread technology, generally in classroom teaching-learning process, particularly in the universities. Making use of audio-visual allows teachers to diversify their lectures, display more information, and enhance students' speaking skills. Using different types of audio-visual aids in the classroom may help teachers save time and energy, and allow for more attention to be paid to the content of the oral classes.

Indeed, Madhavaiah (2013) argues "technology has become a powerful catalyst in promoting learning, communication, and life skills for economic survival in today's world". According to Madhavaiah (2013), this piece of technology is powerful tool with enormous potential for paving the high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of this century work, communication, learning, and life. In short, the audio-visual aids are considered as one of the most major drives of both social and linguistic changes.

From these definitions, it can be concluded Visual Aids a very vital role in language teaching. It provides several options in terms of

improvements. For instance, audio-visual aids are making teaching and learning process interesting and more productive with high motivation.

3. The Importance of Audio Visual Aids

The Important Audio Visual on students in vocabulary enrichment, when it comes to the audio-visual aids think of every modern instruments and every modern method of teaching; however, audio-visual aids are very old that is to say using audio-visual aids is not something new because they were used by educators in world war two as a training tools for soldiers to increase their motivation and enhance their learning. Then the technology has developed and the field evolved to newer devices with great potentials. Nazneen (2009) has described the importance of audio-visual aids in this way: 1) Promote a mood of mutual understanding and sympathy in over classroom. 2) Bring about significant changes in students' behavior.

Based on the explanation above it can be seen that audio visual aid is very important for the teaching learning proses because audio visual have modern instrument and modern method of teaching. There are two important of audio-visual aids by Nazneen.

4. The Component of Visual Aids

Visual Aids consists of four components; class presentation, quiz, scoring and team recognition (Slavin, 2005). Here are the components;

a. Class presentation

Teacher as a facilitator must state material, rule and teaching technique before explaining the aim of subject that is reached in the class. Teacher motivates students to be active and creative during teaching and learning process. In visual aids, students must be concerned with the material that is presented. It can help them to do the quiz and individual quiz score can determine the team score.

b. Team Teaming or grouping

Grouping is a step to gather students in a team from different ethnic, achievement, and gender. Students work in a team that the teacher divides. Teacher prepares worksheet as a guide for the team, so that all members master and each member give contribution. When the team is working, teacher observes, give guidance, motivation and helps if the students need. The aim of team is to determine that all of members can study seriously and to prepare the members work the quiz well

c. Quiz

Teacher evaluates the result of study with giving quiz about material that is learned and students evaluate other team presentations. In quiz, students are expected to work in a pair and they are allowed to help each other. So every student has to be responsible for understanding the material individually.

d. Score of Individual Development

Every student is given first score that is acquired from average of score in doing the similar quiz. Then, the students can collect the point for their team based on the increasing of score quiz that is compared with their first score.

From all explanation above, it can be summarized that Visual Aids consists of four components; class presentation, quiz, scoring and team recognition. First is class presentation, in this component teacher only as a facilitator. The second is team teaming or grouping, in this component the student divide into some group, and they should work together to answer the question. The third is quiz; in this component the teacher will give a question to the students, and the students should answer the question correctly. The last is score, in the component the teacher given first score that is acquired from average of score in doing the similar quiz. And the student can compare those scores.

B. The Terminology of Vocabulary

Learning language cannot be separated from learning vocabulary. Fauziati (2005: 155) states that vocabulary is central to language. Without a sufficient vocabulary, cannot communicate or express his idea both oral and written form. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills,

there are listening, speaking, reading, and writing. Murcia (2011) Stated that importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, Hibert (2013) stated that vocabulary is the knowledge of meanings of words. Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Moreover, Averil (2006) stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

Based on the explanation above, the writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

1. Types of vocabulary

Based on the John (2000) there are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's

mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

Hiebert (2011) stated the group of passive vocabulary is usually large than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from Hibert, Wiji (2013) divides vocabulary into four groups as follows:

- a. Function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b. Substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- c. Types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well

although the sentences does not show immediately that Anton can speak English well.

- d. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

Based on the explanation above it concludes that two types of vocabulary, they are active and passive vocabulary. Active vocabulary is used in speech or writing and Passive Vocabulary is used in read or heard. According to Hiebert (2011) the group of passive vocabulary is usually larger than the one of active vocabulary.

2. The Importance of Vocabulary

Cited on Assa'diah (2014) there are four importance of a vocabulary. First, an extensive vocabulary aids expression and communication. Second, Vocabulary size has been directly linked to reading comprehension. Third, Linguistic vocabulary is synonymous with thinking vocabulary. Last, A person may be judged by others based on their vocabulary. Wilkinson (1972) once said, " Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed."

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows: 1) Promoting fluency Students who recognize and

understand many words read more quickly and easily than those with smaller vocabularies. 2) Boosting comprehension Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension. 3) Improving achievement A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies. 4) Enhancing thinking and communication Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting. In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching.

3. Vocabulary Enrichment

Vocabulary and vocabulary learning is an issue that almost all language educators have found important (Richard and Renandya 2002). It means that learning vocabulary is very important especially foreign language learner.

The communication will be stopped when people do not know the words. People should master the grammar. They should not postpone vocabulary learning until they have mastered their grammar. Barani and friends (2010) cited as Thorn burry (2002) stated that if you spend most of

your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. It means that people can speak little with grammar but they will speak very much if they have much vocabulary.

According Richard and Renandya (2002) , the status of vocabulary seems to be changing. Vocabulary is very important to learn. Several studies have indicated that the use of visual aids greatly improves information retention and improves students understanding unfamiliar. One type of visual aids is watching video.

C. Related Research

There are several studies that are relevant to this research as follows; first, the study was done by Nurullah Mansourzadeh (2014). Her title was A comparative Study of Teaching Vocabulary through Pictures and Audio Visual Aids to Young Iranian EFL Learners. The writer used quasi experimental research to find the students' vocabulary improvement.

Second, the study was done by Ghulam Shabiralyani and friends, they are a student's of Ghazi University, Punjab Pakistan. The title was Impact of Visual Aids in Enhancing the Learning Process Case Research. This study was conducted to investigate the impact of using visual aids in Enhancing the learning process. In this research the primary data was used for gathering information. The targeted population in this research was the staffs and students of the public and private educational institutions. The

result of this research is the teachers and students had positive perception of the use of visual aids.

Third, the study was done by Ali Sabah Jameel Al Khayat (2016). The title was The impact of Application Visual Aids and Computerize Materials on University ESP Students' Progress in English Language . The participant of this research was the chemical Engineering Department Faculty of Engineering at University of Anbar. The result of this research, there was a positive effect on the experimental group students' achievement.

By reading the relevant research above, the writer intended to study experimental research design which focuses on the effect of using visual aids to improve vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting this research, the writer used pre-experimental method and One Group Pretest-Posttest design. The method and design are adapted from Sugiyono (2015:75) as follows:

$$O_1 \text{ X } O_2$$

O_1 : Pretest on vocabulary mastery before giving treatment

X : Treatment (using Audio – Visual Aid)

O_2 : Posttest on vocabulary mastery after giving treatment

In this research, the researcher took one class as a sample. At the beginning of the research, the sample was given pretest to know their vocabulary. O_1 is used as a symbol of result of the pretest. Next, the researcher applied audio visual aids as the treatment (X) in teaching learning process that was conducted four times in the classroom. At the end of the teaching learning process, posttest was given to find out the effect of audio visual aids on student's vocabulary mastery. The symbol of O_2 is used as the posttest result.

B. Population and Sample

The writer conducted the research at SDN Selakopi Bogor. The population of this research is one of two fifth grade classes at SDN Selakopi Bogor. V.B was chosen to be the research sample, along with its 28 students. The writer uses purposive sampling technique.

C. Research Procedure

There are three steps use in this research. First, the researcher gave pre-test in the beginning of attending class to know the students' knowledge of the material that will be taught. Second, she gives treatment to the sample in two meetings by audio visual aids. The material used during the treatment is vocabulary. In implementation of Audio Visual Aids, there are some steps that were done by teacher.

In the pre-test, student was given a task related to the material. Then in the task cycle, they were asked to make a group which each group would do the task provided. During the task, each group was also asked to prepare their report and present their result. After that they were given feedback. Next, in language focus, the students were asked listen the story and they should answer the question based on the story.

Third, after the treatment was done, post-test was given to measure their vocabulary mastery and to find out the effect of audio visual aids on students' vocabulary mastery.

D. Research Instrument

The researcher used vocabulary test to collect the data and to know the effect of audio visual aids on students' vocabulary mastery. The quantitative data there was a vocabulary test and it were about 20 questions. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S: Score

R: The number of correct answer

N: The number of question

E. Data Analysis

To analyze the result after giving treatment on students' vocabulary, t-test was used to calculate it. The t-test was used to analyze the data of pre-test and post-test result. The following formulas are taken from Supardi (2013:325).

The processes are shown as follows:

1. Calculating Gain (d)

$$d = [y - x]$$

Y = the post-test result of one student

X = the pre-test result of one student

2. Calculating Mean of Gain (Md)

$$M_d = \frac{\sum d}{n}$$

M_d = Mean of gain

$\sum d$ = Sum of gain

n = total of sample

3. Calculating The test

To verify the statistic data, there were some steps to calculate the data. The researcher must calculate the formula to get the t-test. The data interval or ratio is t-test one sample. The T formula has the calculated by the researcher. For finding the t test, there are some steps; the researcher put the mean, deviation of gain, and the total number of students. Then, she calculates the formula. Here is the formula form to get the t-test.

$$t = \frac{M_d}{\frac{\sqrt{\sum x^2 d}}{n(n-1)}}$$

t	= t-test
M_d	= Mean of the difference
X_d	= Deviation of difference
n	= Number of the students

4. Testing the hypothesis

The hypothesis formula has the test by the researcher. She will get the final data from this formula. She puts the number of students. The

number of students will be reduced. Testing the hypothesis is done by first of all finding out the value of degree of freedom (df) as follow:

$$d . f = n - 1$$

n = Number of the students

Based on the explanation above, these formulas will used to get the data. In this study, the steps are scoring the writing test, calculating deviation of different, calculating t-test and testing the hypothesis. The result of experimental group will be known by using these formulas.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research was done in four occasions in March 2020, which was in 3rd, 4th, 11th, and 12th March. It was conducted in SDN Selakopi, Bogor, West Java. The schedule of the research can be presented in the table below.

No	Date and Time	Activity	Place
1	Wednesday, January 15th 2020	Observation	SDN Selakopi Bogor
2	Wednesday, March 3rd 2020	Planning + Pre-test	Fifth grade of SDN Selakopi Bogor
3	Thursday, March 4th 2020	Implementation of AudioVisual Aid	Fifth grade of SDN Selakopi Bogor
4	Wednesday, March 11th 2020	Implementation of AudioVisual Aid	Fifth grade of SDN Selakopi Bogor
5	Thursday, March 12th 2020	Post Test	Fifth grade of SDN Selakopi Bogor

The researcher discussed about the findings and the discussion about students' vocabulary enrichment by using audio visual aids. In order to find out differences between the time when the audio visual aids is not implemented and when it is implemented, the research is conducted to the fifth grade of SDN Selakopi Bogor.

1. Description of Pre-test score

On the first step, the first cycle was run first when the researcher distributed a pre-test to measure the level of vocabulary mastery of the students. The range of questions in the pre-test is around the hobbies and fruits, as mentioned in RPP. The list of students' scoresheet when taking the pre-test is presented as followed.

Table 4.1

Frequency distribution of pre-test cycle

No	Class interval	Class boundary	Midpoint	F absolute	F relative (%)
1	40 – 45	39.5 - 44.5	42.5	1	3,6%
2	46 – 51	45.5 - 50.5	48,5	2	7,2%
3	52 – 57	51.5 - 56.5	54,5	0	0%
4	58 – 63	57.5 - 62.5	60,5	14	50%
5	64 – 69	63.5 - 68.5	66,5	10	35,6%
6	70 – 75	69.5 - 74.5	72,5	1	3,6%
TOTAL				N= 28	100%

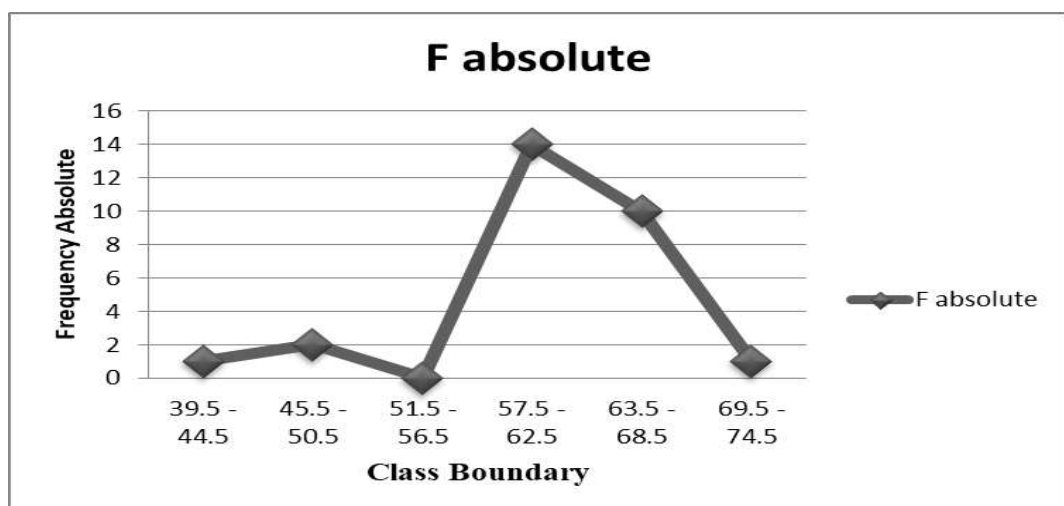
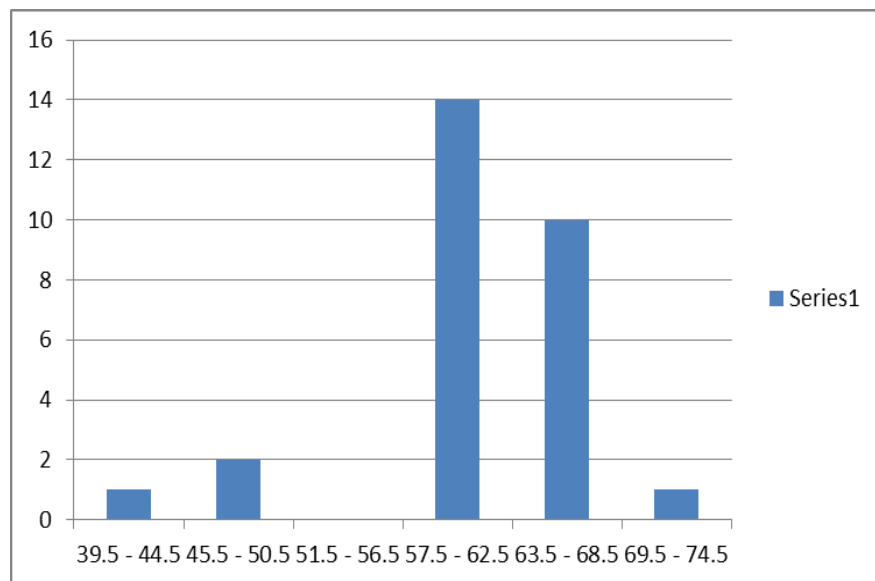
According to Table 4.1, which showed the distribution of pre-test, 50% of the respondents scored on the range of 58-63 and the second most score was on the range of 64-69. On the other hand, a respondent, about 3,6%, scored the lowest during this pre-test on the first cycle, which was on the range of 40-45. This showed that apparently the students had an average level

of English. However, the score from the pre-test did not meet the minimum criteria of score set by the school, which was 65. Therefore, the treatment was needed to push the score up to, at least, the minimum criteria.

Additionally, the data described on the pre-test was actually presented in the form of histogram and polygon graph to see the ups and downs of the statistical data.

Figure 4.1

Hystogram and Polygon Graph of Pre-test cycle score



According to the histogram and polygon graph shown on the figure 4.1, the ups and downs of the data were not that significant until the dot went down from the margin of 51,5-56,5. There was a significant increase on the margin of 57,5-62,5, which then followed by decrease on two margins, including the range of 63,5-68,5 and 69,5-74,5. The abnormality on the polygon graph showed that the level of English and vocabulary mastery of the students were average to lower. This also strengthened the assumption that treatments were needed to boost the score, their vocabulary mastery and vocabulary enrichment.

2. Description of Post-test score

After two occasions of the Audio Visual Aid implementation technique to the research objects, another test was distributed in order to see how far the students' improvement and level of understanding of the words. The questions in the post test were also listed around food and hobbies as well, with different type of questions and pictures. The results of the students were listed in the form of polygon and histogram in order to view the ups and downs. The data is presented on the frequency distribution data below

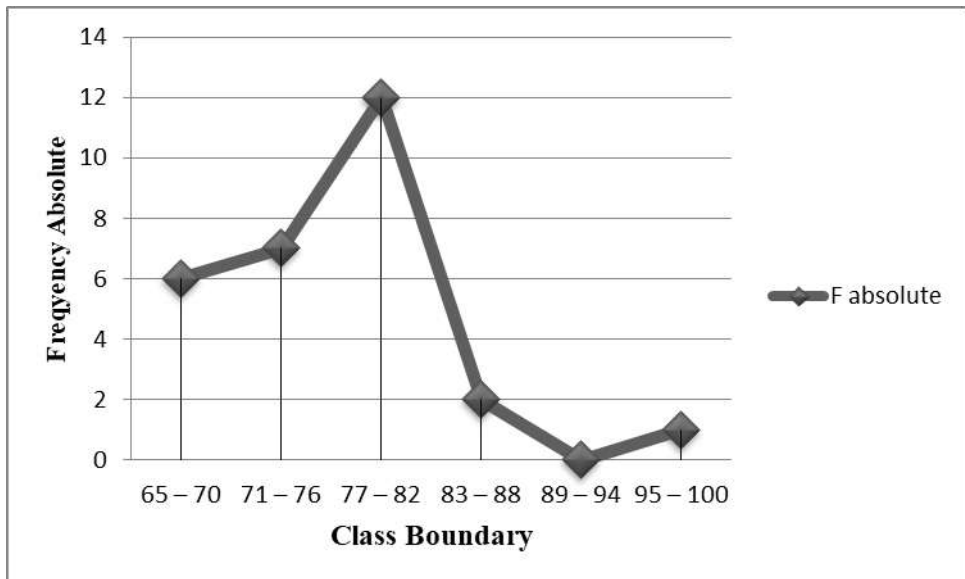
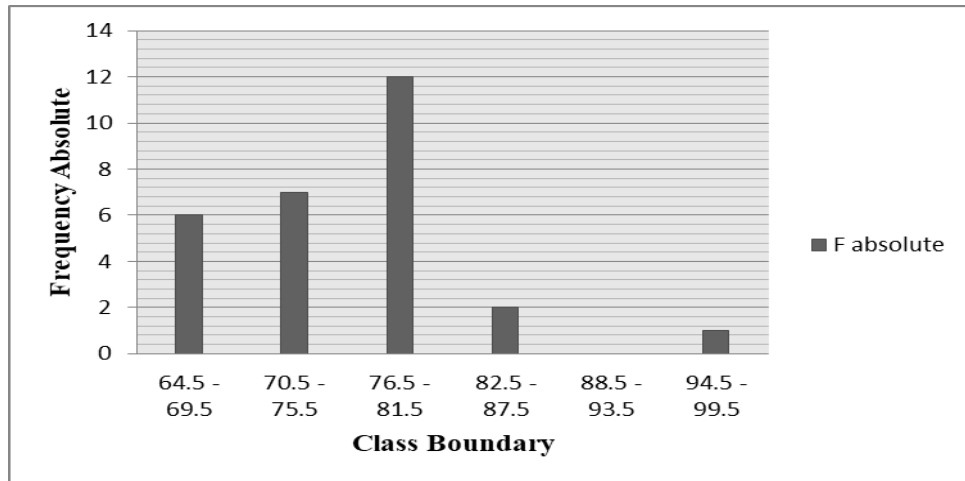
Table 4.2: **Result of the post-test cycle**

No	Class interval	Class boundary	Midpoint	F absolute	F relative (%)
1	65 – 70	64.5 - 69.5	67.5	6	21%
2	71 – 76	70.5 - 75.5	73,5	7	25%
3	77 – 82	76.5 - 81.5	79,5	12	43%
4	83 – 88	82.5 - 87.5	85,5	2	7%
5	89 – 94	88.5 - 93.5	91,5	0	0%
6	95 – 100	94.5 - 99.5	96,5	1	4%
TOTAL				N= 28	100%

The result of post-test showed a much more stable scoresheet produced by the students. The table showed that the audio visual aids improved the students' vocabulary enrichment significantly, until there was none of the students had the scoresheet below 70. According to the calculation above, the post test showed an increase of 17 points, with a student reached the score of 95. This showed a great effect of audio visual aids towards the students' vocabulary enrichment. The score hit 77,5, which means a high score.

Figure 4.2

Histogram and Polygon Graph of post=test score on the first cycle



The histogram and polygon of the post test result clearly showed significant increase after four occasions of Audio Visual Aids implementation. Starting from the lowest score on pre-test, it was on the margin of 65-70, compared to pre-test's lowest score with only around the margin of 40-45. There were 6 respondents to score on the margin of 65-70, which was the

minimum criteria of score. Then, continuing to the second highest score margin of 71-76, which was scored by 7 respondents or around 21%. Additionally, the Audio Visual aids also triggered higher score margin of 77-82, which was scored by twelve respondents, or 43%.

Moreover, another significant effect of the Audio Visual aids implementation was the highest score in post test, which was on the margin of 95-100. This score was highly unlikely to happen if it was using common method of teaching. The scoresheet was pretty stable comparing to pre-test due to the confidence level of students was raised up. According to the polygon and histogram of the post-test result, the scoresheet was at the minimum criteria of score set by the school. It was much lower on pre-test, and many respondents scored below the average.

3. Mean difference and mean gain (M_d)

Mean of gain was calculated in order to find out the average result of the samples. Moreover, mean of gain was calculated by dividing total score of gain with total samples on the research. According to the statistical formula, total score of gain is set as $\sum d$, while the total sample of the research will be set with variable n . The calculation is presented as below

$$\begin{aligned} \frac{470}{28}M_d &= \frac{\sum d}{n} \\ &= \\ &= 16,79 \end{aligned}$$

According to the calculation above, mean of gain for the vocabulary enrichment test was gained through dividing total gain with the amount of samples. Apparently, the total gain came from the addition of gain which was coming from the subtraction of post-test result to pre-test result. Therefore, according to the data, mean difference or Md result was 16,79.

4. Standard of Deviation or Gain Deviation (X_d)

Standard of Deviation or Gain deviation was obtained from the difference of post-test and pre-test score, which then would be subtracted with mean of difference (Md). The formula to calculate standard deviation or gain deviatio is presented as below

$$\begin{aligned} X_d &= d - Md \\ &= 10 - 16,79 \\ &= \mathbf{-6,79} \end{aligned}$$

The value of gain was 10 on the formula. It was taken from one of the results from certain student. Moreover, the standard deviation or gain deviation was counted separately, one by one. Additionally, the score of Md, as presented and calculated from the formula on point 3, was 16,79. Therefore, the standard of deviation or gain deviation was -6,79.

5. T-test calculation

After calculating both mean difference and the value of gain, t-test was calculated in order to be compared out with degree of freedom. This is one of

the two variables to decide the rejection or acceptance of hypotheses made by the researcher. The calculation of t-test is presented below

$$\begin{aligned}
 t &= \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}} \\
 &= \frac{16,79}{\sqrt{\frac{2011}{28(27)}}} \\
 &= \frac{16,79}{\sqrt{\frac{2011}{756}}} \\
 &= \frac{16,79}{1,63} \\
 &= 10
 \end{aligned}$$

According to the result of t-test calculation from the formula above, the value was 10. This result meant that the Audio Visual technique was an accepted technique. Additionally, as mentioned before, t-test was counted to be one of two comparison variables, deciding whether the alternative hypothesis was gaining acceptance or rejection. With this, one of the deciding variables was obtained, leaving the counting the degree of freedom and hypothesis testing to do next.

6. Degree of Freedom (*df*) and Hypothesis Testing

After finding the t-test value, another variable that was needed to be counted was degree of freedom. Degree of freedom equals to how much data in the research and how many parameter is needed to estimate. In other words,

degree of freedom is the number of sample size minus the number of parameter needed to calculate during the analysis. Therefore, the formula will be presented as below

$$\begin{aligned}df &= N - 1 \\ &= 28 - 1 \\ &= 27\end{aligned}$$

According to the calculation above, the result of degree of freedom was 27. Moreover, by checking the t-table, the degree of freedom (*df*) of 27 at significant level of 0,05 was 2,05. However, as the calculation of t-test above, the t-test value or t_{cal} was 10. It literally meant that t_{cal} was higher than the value of t_{tab} ($10 > 2,05$). It could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Another conclusion could be drawn that, according to the explanation beforehand, audio visual aid technique to initiate the vocabulary enrichment to the students being researched was accepted, as well.

B. Discussion

After comparing the pre-test and post-test, it can be seen that teaching English by using audiovisual aids improves the students' score, ability, and mood of the students to be engaged in learning English. Additionally, the students are triggered to memorize the words easily, as pictures or visual with voice will initiate them to have greater interest in learning English, especially new words. Moreover, the change of attitude can also be noticed after implementing the audiovisual aids. They seem to be much calmer and

confident when learning new words and topics, as well as answering questions from the teacher.

One thing that can also be noticed clearly is that the improvement of the students' vocabulary bank and the willing to engage in learning. In the second cycle, the students even show a much better concentration ability and keep listening and looking at the pictures shown by the teacher. Coming along with that, the result also has shown that the greater improvement in understanding the words trigger them to perform better, as shown in the table above that a student can even reach a score of 95 points, while before the implementation of audiovisual aids, the same student only can score 65 points.

The research result also revealed the effect of pictures with sound in audio visual aids on the fifth grade students' vocabulary acquisition of language. It is recommended that the teachers understand the value and effectiveness of pictures in teaching vocabulary and other aspects of English language, especially in beginner level. Vocabulary is one of the most important factors in all language teaching learning, and the students must continually learn new words as they learn structure and as they practice sound system. However, most students are not interested and motivated at all, which therefore, the researcher uses pictures as one of the strategies in teaching that is proven beneficial to the students in many ways.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research examines the use of audio visual aids on the students' vocabulary acquisition and enrichment. In particular, this study is used to find the effect of audio visual media on students' ability to learn, memorize and use new vocabulary. It is also found that the audio visual aid actually empowers the students to be more active and to increase the level of confidence in order to finish the task given by the teachers. Moreover, the audio visual aids is proven effective to enrich their vocabulary in terms of the score they have got.

According to the result, it can be concluded that the students experienced excitement and happiness during the implementation of the technique. This leads to increase their vocabulary acquisition level, which is proven from the gap between pre-test and post test score. During the pre-test session with 28 students taken as the respondents, it was found that one student, or 3,6%, gained the highest score at the range of 69,5 - 74,5. In contrast with that, one student gained the lowest score at the range of 42,5 - 44,5. Additionally, average score on the pre-test at the range of 57,5 - 62,5 was scored by 14 students, or 50% of the total population. Moreover, the implementation of audio visual aids showed quite a difference to the post-test result. There was a student, or 4% of the population that scored the highest grade at the margin

of 94,5 - 99,5, while six students, or approximately 21%, gained the score in the range of 64,5 - 69,5. Moreover, the highest frequency score in the scoresheet was at the margin of 76,5 - 81,5, which was 12 respondents, or around 43% of the population. It showed significant increase in terms of average score, comparing to pre-test result. This also proves that the students' ability to use newly gained vocabularies through audio visual aids is increasing. From this result, audio visual aids is proven effective to increase the students' vocabulary enrichment.

Additionally, t-test result value was higher than t-table, with the t-test value hit 10 with the degree of freedom (*df*) was 27. Then, the t-table of *df*, at the significance level of 0,05 was 2,05. According to the statistical table, it means that the alternative hypothesis (*Ha*) is accepted because value of t-calculated (10) is higher than t-table value (2,05).

Hence, it is quite clear to see that audio visual aids media has tremendous effect on students' vocabulary enrichment. As a result, this technique triggers the students to be more active in their vocabulary acquisition. to memorize the word from the media.

B. Suggestion

After completing this research and drawing conclusions from the research findings and analysis, several suggestions are offered for the teachers and future researchers.

For the future researchers of the similar subject, the researcher highly advises the application of this technique to the higher level of education, such

as junior and senior high. As for the teachers, they should apply the audio visual aids technique in order to enhance their students' ability to memorize and use the new vocabularies. This technique has been a solid proof that it has successfully increased the students' vocabulary bank and lowered the anxiety and boredom during the English learning session.

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RESEARCH INSTRUMENT

PRE-TEST

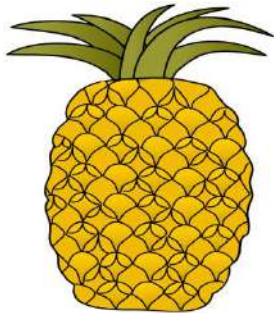
Choose the correct answer!

1. What is your hobby?



- a. My hobby is cooking
- b. My hobby is playing guitar
- c. My hobby is fishing

2. What is this.....



- a. This is a pineapple
- b. This is a papaya
- c. This is broccoli

3. What is Indah's hobby?



- a. Travelling
- b. Playing Basket Ball
- c. Playing Guitar

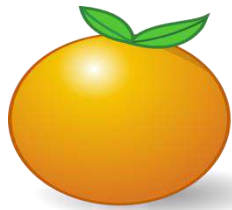
4. X : “What do you like?”

Y : “I like ...



- a. Playing Guitar
- b. Playing Basket ball
- c. Playing Volley ball

5. What is this.....



What is this....

- a. This is an avocado
- b. This is an apple
- c. This is an orange

6. Arrange this sentence!

Camping – like – not – does – Ali

- a. Camping does not like Ali
- b. Camping like does not ali
- c. Ali does not like camping

7. What is this.....



- a. This is a tomato
- b. This is a chili
- c. This is a cucumber

8. What is this,

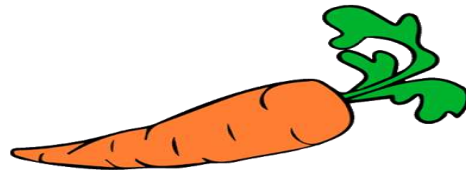


- a. This is a melon
- b. This is a pineapple
- c. This is an avocado

9. My mother likes In the kitchen.

- a. Singing
- b. Writing
- c. Cooking

10. What is this



- a. This is carrot
- b. This is a spinach
- c. This is a cucumber

POST-TEST

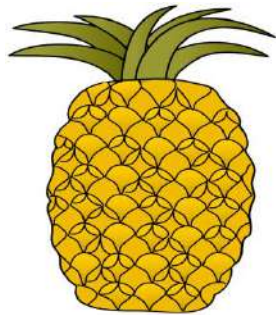
Choose the correct answer!

1. What is this



- a. This is an apple
- b. This is an orange
- c. This It is a papaya

2. What is this.....



- a. This is a pineapple
- b. This is a papaya
- c. This is an orange

3. What is this



- a. This is a chili
- b. This is a broccoli
- c. This is a spinach

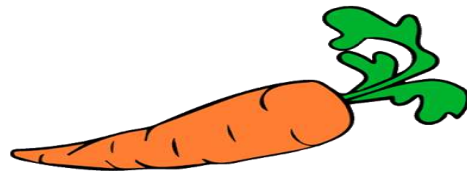
4. You are eating a

- a. apple
- b. papaya



c. mango

5. What is this



- a. This is carrot
- b. This is a spinach
- c. This is a cucumber

6. My uncle hobby's is?



- a. Fishing
- b. Swimming
- c. Playing Batminton

7. Ferdi's hobby is ...

He likes going up mountains

- a. Reading
- b. Hiking
- c. Cooking

8. Shidqi can write very well. He has written many books. His hobby is ...

- a. Reading
- b. Writing

c. Cooking

9. Sinta has many collection of books, magazines and novels. She likes ...

a. Writing

b. Dance

c. Reading

9. My brother hobby is?



a. Singing

b. Hiking

c. Playing Game

10. My hobby is....

My favorite singer is Agnes Monica.

a. Swimming

b. Dancing

c. Singing

PENILAIAN PRE TEST

Pertanyaan	Bobot Maksimal	Kunci Jawaban
1	1	B
2	1	A
3	1	B
4	1	B
5	1	C
6	1	B
7	1	B
8	1	C
9	1	A
10	1	A
Nilai	10	

Cara penilaian : Jumlah benar x 10 =

PENILAIAN POST TEST

Pertanyaan	Bobot Maksimal	Kunci Jawaban
1	1	A
2	1	A
3	1	C
4	1	C
5	1	A
6	1	B
7	1	B
8	1	B
9	1	B
10	1	C
Nilai	10	

Cara penilaian : Jumlah benar x 10 =

DATA PRE-TEST & POST TEST

Table 4.1 Result of the pre-test cycle

NO	NAMA	SCORE
1	AISYAH EKA DWIYANTI	65
2	ADAM FUDHOLA	50
3	ADHI NUGROHO SAPUTRO	60
4	AHMAD AS'ARI	40
5	ALAMUL YAKIN	50
6	ALIYATUL FITRI	65
7	ANGGA TRI WIBOWO	70
8	ANINDYA NASTITI RESTU VIANI	65
9	ANIZ ZULIAYANINGSIH	60
10	ARIF BAHTIAR	60
11	BAI;ATU IZZA	60
12	DEVI RAMA SITA	65
13	DEVI TIANAH SAH	60
14	DEWI ASTRI SEPTIANI	65
15	FEBRIYANTI PRASETYONINGRUM	60
16	FEBY FANDHITA ALFIAN	65
17	FERY SETIAWAN	60
18	HASIM MUZADI	60
19	HATTA NAJJAH	60
20	LAKHIQOTUL KHASANAH	60
21	MOHAMAD ALAM SADEWA	60
22	MOHAMAD FAHRUROZI FARUQ	60
23	MOHAMMAD SAIFUL	65
24	MOHAMMAD SOFAH	65
25	MOHAMMAAD DIMYATI WAHID	65
26	MOHAMMAD EQI EZRA FANIO	65
27	MUHAMMAD RIFQI SETIAWAN	60
28	MUKHAMAD MUJIB	60
	TOTAL	1700
	AVERAGE	60,71428571

Table 4.2: Result of the post-test cycle

NO	NAMA	SCORE
1	AISYAH EKA DWIYANTI	75
2	ADAM FUDHOLA	80
3	ADHI NUGROHO SAPUTRO	80
4	AHMAD AS'ARI	80
5	ALAMUL YAKIN	80
6	ALIYATUL FITRI	85
7	ANGGA TRI WIBOWO	70
8	ANINDYA NASTITI RESTU VIANI	85
9	ANIZ ZULIAYANINGSIH	70
10	ARIF BAHTIAR	70
11	BAI;ATU IZZA	70
12	DEVI RAMA SITA	75
13	DEVI TIANAH SAH	70
14	DEWI ASTRI SEPTIANI	95
15	FEBRIYANTI PRASETYONINGRUM	80
16	FEBY FANDHITA ALFIAN	75
17	FERY SETIAWAN	80
18	HASIM MUZADI	80
19	HATTA NAJJAH	80
20	LAKHIQOTUL KHASANAH	80
21	MOHAMAD ALAM SADEWA	80
22	MOHAMAD FAHRUROZI FARUQ	80
23	MOHAMMAD SAIFUL	75
24	MOHAMMAD SOFAH	75
25	MOHAMMAAD DIMYATI WAHID	75
26	MOHAMMAD EQI EZRA FANIO	75
27	MUHAMMAD RIFQI SETIAWAN	70
28	MUKHAMAD MUJIB	80
	TOTAL	2170
	AVERAGE	77,5

The result pre- test and post-test

Students (n)	Score Result		Gain (d)	Xd (d-md)	Xd2
	Pretest (x)	Posttest (y)	y-x		
AISYAH EKA DWIYANTI	65	75	10	-6,79	46,1041
ADAM FUDHOLA	50	80	30	13,21	174,5041
ADHI NUGROHO SAPUTRO	60	80	20	3,21	10,3041
AHMAD AS'ARI	40	80	40	23,21	538,7041
ALAMUL YAKIN	50	80	30	13,21	174,5041
ALIYATUL FITRI	65	85	20	3,21	10,3041
ANGGA TRI WIBOWO	70	70	0	-16,79	281,9041
ANINDYA NASTITI RESTU VIANI	65	85	20	3,21	10,3041
ANIZ ZULIAYANINGSIH	60	70	10	-6,79	46,1041
ARIF BAHTIAR	60	70	10	-6,79	46,1041
BAI;ATU IZZA	60	70	10	-6,79	46,1041
DEVI RAMA SITA	65	75	10	-6,79	46,1041
DEVI TIANAH SAH	60	70	10	-6,79	46,1041
DEWI ASTRI SEPTIANI	65	95	30	13,21	174,5041
FEBRIYANTI PRASETYONINGRUM	60	80	20	3,21	10,3041
FEBY FANDHITA ALFIAN	65	75	10	-6,79	46,1041
FERY SETIAWAN	60	80	20	3,21	10,3041
HASIM MUZADI	60	80	20	3,21	10,3041
HATTA NAJJAH	60	80	20	3,21	10,3041
LAKHIQOTUL KHASANAH	60	80	20	3,21	10,3041
MOHAMAD ALAM SADEWA	60	80	20	3,21	10,3041
MOHAMAD FAHRUROZI FARUQ	60	80	20	3,21	10,3041

MOHAMMAD SAIFUL	65	75	10	-6,79	46,1041
MOHAMMAD SOFAH	65	75	10	-6,79	46,1041
MOHAMMAAD DIMYATI WAHID	65	75	10	-6,79	46,1041
MOHAMMAD EQI EZRA FANIO	65	75	10	-6,79	46,1041
MUHAMMAD RIFQI SETIAWAN	60	70	10	-6,79	46,1041
MUKHAMAD MUJIB	60	80	20	3,21	10,3041
AISYAH EKA DWIYANTI	65	75	10	-6,79	46,1041
N= 29	1.505	2.100	595		174,5041



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
NOMOR: 413/SK/D/FKIP/IX/2018

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 67/KEP/REK/VIII/2015, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2015-2020 di Lingkungan Universitas Pakuan.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- Menetapkan
Pertama : MEMUTUSKAN
: Mengangkat Saudara:
1. Dr. Entis Sutisna, M.Pd.
2. Gusnadi, S.Pd., M.M.
sebagai pembimbing dari :
Nama : Nurjamilah
NPM : 031113205
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Use of Audio Visual Aids on Students Vocabulary Enrichment
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 25 September 2018
Dekan, N. ...



Drs. Deddy Sofyan, M.Pd.
NIP. 19560108-1986011001

Tembusan:

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan
3. Kepala BAAK/BAUm Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan



BIMBINGAN SKRIPSI



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN
BOGOR**

IDENTITAS MAHASISWA

Tanggal	Bab	Catatan Pembimbing	Paraf

Nama Mahasiswa : Nur Jamilah
 Alamat : Jl. raya tajur RT02/05
 :
 Tempat, Tgl Lahir : Bogor, 30 Juni 1999
 NPM : 0311 13 205
 Program Studi : Pb. Ingris
 Tahun Masuk/Angkatan : 2013
 Judul Skripsi : The Use of Audio Visual Aids
 : on student's Vocabulary Enrichment
 Pembimbing : 1. Dr. Entis Sutisna, M. Pd
 : 2. Gusnadi, S. Pd. MM

Bogor, 20.....

Ketua Program Studi,

.....



ETIKA PENULISAN SKRIPSI





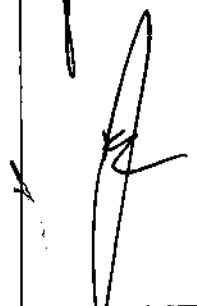
Etika dan norma yang harus diperhatikan peneliti antara lain:

1. Berperannya sebagai ilmuan di masyarakat.
2. Proses, hasil dan produk dari laporan hasil penelitiannya akan dibaca oleh banyak orang termasuk masyarakat akademis.
3. Tidak melakukan pencurian ide orang lain yang disebut plagiarism yaitu mengutip tanpa menunjukkan sumbernya.
4. Tidak mengubah informasi responden dengan pengertian yang berbeda atau bertolak belakang.
5. Tidak mengganti angka-angka hasil penelitian di dalam tabulasi data atau membuat data sendiri.
6. Tidak berbohong tentang metodologi yang dipergunakan dalam penelitian.
7. Tidak mengklaim penelitian orang lain.
8. Tidak memaksakan kehendak agar responden memberikan informasi kepadanya.

Tanggal	Bab	Catatan Pembimbing	Paraf



Tanggal	Bab	Catatan Pembimbing	Paraf





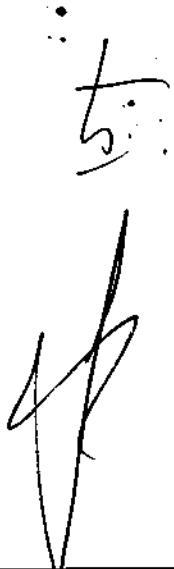
Tanggal	Bab	Catatan Pembimbing	Paraf
19/12 ¹⁸	I	REVISI	
21/1 ¹⁹	I	Revisi next chapter	

Tanggal	Bab	Catatan Pembimbing	Paraf
18/13 04	i	- Perbaiki cover - Jangan ada pengulangan kata. - Perbaiki diksi	
14/2019 05	i	- Back ground jangan terlalu banyak - Susun kalimat yang benar. - Jangan ada pengulangan kalimat - liat buku panduan penyusunan skripsi terbaru.	
29/2019 08	i	- Perbaiki diksi dan - halaman	
29/19 08	Acc Bab i		

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf

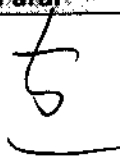



Tanggal	Bab	Catatan Pembimbing	Paraf
6/19 09	Bab 2	-	
2/19 19	Bab 11	Interes Revisi	

Tanggal	Bab	Catatan Pembimbing	Paraf
06/2019 09	2	- Kurang referensinya (ditambahkan)	
20/2019 09	2		
10/19 10		Raisi Ranic.	

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf
21/15 /10	<u>II</u>	for du	<u>t</u>
23/19 /10	<u>II</u>	Vorbereitung enrichment	<u>t</u>
23/19 /10	<u>III</u>	Instrument must be validated	

Tanggal	Bab	Catatan Pembimbing	Paraf
8/12/19	III	Congkang L-III Lampiran	
28/12/19	III	Revisi	
05/2020	III		

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf
5/11 ²⁰	propos	Revisi smpo	t
5/2 ²⁰	propos	lari untuk penerbitan	t
6/20 ²	propos	Bimbingan setelah Seminar Proposal <ul style="list-style-type: none"> - Perbaiki judul - Cari guru yang latar belakangnya pendidikan bahasa Inggris. - Mengecek instrument sesuai dengan silabus - Perbaiki diksi bab I 	t

Tanggal	Bab	Catatan Pembimbing	Paraf
17/2020 06	4	Revisi. ke I - Buat tabel distribusi frekuensi dan histogram. - Tidak boleh muncul sample.	
24/2020 06	4	Revisi. II	
6/2020 07	4	- Histogram khat contoh. - Next bab 5.	
18/2020 06	4	- Meminta materi penelitian - Makna kalimat ... - Perbaiki kalimat ...	

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf

Tanggal	Bab	Catatan Pembimbing	Paraf
29 / 2020 07	4	Revisi ke 2	
03 / 2020 08	4	Acc bab IV	
21 / 2020 07	5	Revisi * Tuliskan persentase dan jumlah sample yang ada pengaruhnya. kalimat ini harusnya = " The researcher also highly advises the application of this technique to the higher lever of education, Kirim ke WA,	

Tanggal	Bab	Catatan Pembimbing	Paraf
25/2020 08	5	- Merevisi kalimat yang di beri tanda merah dengan menghapus / mengganti dengan kalimat yang benar.	
03/2020 09	5	- Revisi ke II	
16/2020 09	5	- Revisi ke III	
17/2020 09	5	- Revisi ke <u>IV</u>	
22/2020 09	5	Atas bab 5 dan lanjut ke dokumen selanjutnya.	

Tanggal	Bab	Catatan Pembimbing	Paraf
28/2020 09	1-5	meminta mengirimkan ulang bab 1-5	



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 752/WADEK I/FKIP/III/2020

02 Maret 2020

Perihal : Izin Penelitian

Yth. Kepala SDN Selakopi Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : NUR JAMILAH
NPM : 031113205
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 9 Maret s.d. 30 Maret 2020 mengenai:
THE USE OF AUDIO VISUAL AID ON STUDENTS' VOCABULARY ENRICHMENT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Dr. Entis Sutisna, M. Pd.
NIK : 1.1101 033 404



PEMERINTAH KOTA BOGOR
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI SELAKOPI

Jl. Komplek Kehutanan Pasir Mulya Telp. 0251 8631010 Bogor 16116 E-mail : selakopi_h@yahoo.com

NSS.101020501057

SURAT KETERANGAN TELAH MELKUKAN PENELITIAN

Nomor : 421.2 / 436 / IX / 2020

Kepala SD Negeri Selakopi Kecamatan Bogor Barat Kota Bogor, menerangkan bahwa :

Nama : NURJAMILAH
NIM : 031113205
Prodi : FKIP
Jurusan : Pendidikan Bahasa Inggris
Judul : The use of Audio Visual Aid On Students' Vocabulary Enrichment.

Benar nama tersebut telah melaksanakan penelitian dari tanggal 3,4,11 dan 12 Maret 2020 di SD Negeri Selakopi Kecamatan Bogor Barat Kota Bogor dengan Judul : "The use of Audio Visual Aid On Students' Vocabulary Enrichment.

Demikianlah surat keterangan ini dibuat dan untuk dapat dipergunakan seperlunya.

Bogor, 30 September 2020
Kepala Sekolah

Dadang Sudrajat, M.Pd
NIP. 19641202 198410 1 003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

TREATMENT 1

Satuan Pendidikan : SDN Selakopi
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Vocabulary
Kelas : V SD
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 55 Menit

- **Standar Kompetensi**

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks siswa dan kelas.
- Mengungkapkan instruksi sangat sederhana dalam konteks siswa dan kelas.

- **Kompetensi Dasar**

- Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks yang sesuai.
- Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, meminta, bertanya dan menjawab dengan sopan.
- Melafalkan kosakata dan language function dengan benar.

- **Indikator**

- Menirukan kata benda sederhana dengan pengucapan yang benar.
- Membedakan jenis-jenis pakaian dan kegunaannya.
- Bertanya dan menjawab berkaitan dengan jenis-jenis pakaian dan kegunaannya.

- **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

- Siswa dapat menyebutkan nama-nama jenis pakaian dalam bahasa Inggris.
- Siswa dapat melafalkan kosa kata tentang jenis pakaian dengan benar.

- **Materi Pembelajaran**

Hobbies

Mengucapkan kalimat sederhana / model teks.

Language function:

- a. What is your hobby? My hobby is...
- b. What is her/his? she/he is hobby's is...
- c. What is your mother hobby? My mother hobby is...

Mengenal kosa kata baru.

Vocabulary : Singing, Dancing, Writing, Reading, Playing football, etc

- <https://www.youtube.com/watch?v=N1o4oOXLOZc> (hobbies)

- **Metode Pembelajaran**

- **Discussion**
- **Cooperative Learning**

- **Media Alat dan Bahan Pembelajaran**

- ❖ **Media :**

- ▲ *Work sheet* atau lembar kerja (siswa)
- ▲ Lembar penilaian

- ❖ **Alat/Bahan :**

- ▲ Spidol, papan tulis
- ▲ Laptop & infocus

- ❖ **Sumber Belajar:**

- a. <https://www.youtube.com/watch?v=N1o4oOXLOZc> (Hobbies)
- b. <https://youtu.be/S2hX3N7mHYk> (Fruits and vegetable)

1. Pertemuan Ke-1 (1 x 55 menit)	Waktu
KegiatanPendahuluan	
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik. 	5 Menit
Kegiatan Inti	
<p>a. Eksplorasi</p> <ul style="list-style-type: none"> • Mengenalkan kosakata macam-macam benda menggunakan gambar. • Menggali pengetahuan awal siswa dengan tanya jawab agar mengenal jenis- jenis hobbies. • Meminta untuk menirukan pengucapan kosa kata sampai benar. <p>b. Elaborasi</p> <ul style="list-style-type: none"> • Menayangkan video tentang jenis-jenis hobby. • Mengajarkan language function kepada siswa. <p style="padding-left: 40px;">Contoh:</p> <ol style="list-style-type: none"> a) <i>“What are your hobbies?”</i> b) <i>“Do you have any hobbies?”</i> c) <i>“What is your father hobby?”</i> <p>c. Konfirmasi</p> <ul style="list-style-type: none"> • Guru mengajukan beberapa pertanyaan mengenai video yang sudah ditunjukkan. • Guru memberikan soal latihan yang berhubungan dengan materi yang telah diajarkan dan dikerjakan secara individu. 	45 menit
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan siswa bersama-sama menulang materi yang telah dipelajari mengenai jenis-jenis hobby. 	5 menit

1. Pertemuan Ke-1 (1 x 55 menit)	Waktu
<ul style="list-style-type: none"> Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerja sama yang baik. 	

I. Penilaian Tertulis, Lisan, Observasi, Performance

Pertanyaan	Bobot Maksimal	Answer Key
1	1	B
2	1	A
3	1	A
4	1	C
5	1	C
6	1	A
7	1	C
8	1	C
9	1	A
10	1	C
Nilai	10	

J. Evaluasi

Analisis Butir Soal

No Soal	Jumlah benar	Jumlah Salah
	Kelas 5	Kelas 5
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Analisis Hasil

Nilai	Jumlah Siswa
	28
10	
9	
8	
7	
<6	

Bogor , ... Januari 2020

Mengetahui,
Guru Bahasa Inggris

Mahasiswa Penelitian

.....

Nurjamilah
031113205

I. LAMPIRAN

Nama :
No Absen :
Kelas :

Choose The Correct Answer by Crossing (x)

1. What is Indah's hobby?



a Travelling

b. Playing Basketball

c. Playing Guitar

2. X : "What do you like?"

Y : "I like ..."

a. Playing Guitar

b. Playing Basket ball

c. Playing Volley ball



3. Ferdi's hobby is ...
He likes going up mountains
4. Sinta has many collection of books, magazines and novels. She likes ...
5. My hobby is....
My favorite singer is Agnes Monica.
6. My mother likes In the kitchen
7. My brother likes story book
8. My father In the sea.
9. Your hobby is....
- a. hiking
b. Reading
c. Cooking
- a. Writing
b. Dance
c. Reading
- a. Swimming
b. Dancing
c. Singing
- a. Cooking
b. Dancing
c. Hiking
- a. Playing football
b. Swimming
c. Reading
- a. Hiking
b. Playing guitar
c. Fishing
- a. Hiking.
b. Singing
c. Playing football



10. Arrange these sentences correctly!

Nidya – basketball – likes – playing

- a. Basketball likes playing Nidya
- b. Playing basketball likes Nidya
- c. Nidya likes playing basketball

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

TREATMENT 2

Satuan Pendidikan : SDN Selakopi
Mata Pelajaran : Bahasa Inggris
Materi pokok : Vocabulary
Kelas : V SD
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 55 Menit

- **Standar Kompetensi**

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks siswa dan kelas.
- Mengungkapkan instruksi sangat sederhana dalam konteks siswa dan kelas.

- **Kompetensi Dasar**

- Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks yang sesuai.
- Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, meminta, bertanya dan menjawab dengan sopan.
- Melafalkan kosakata dan language function dengan benar.

- **Indikator**

- Menirukan kata benda sederhana dengan pengucapan yang benar.
- Membedakan macam-macam buah buahan dan sayur sayuran.
- Bertanya dan menjawab berkaitan dengan macam-macam buah-buahan dan sayur-sayuran.

- **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

- Siswa dapat menyebutkan nama-nama benda yang ada di ruang kelas dalam bahasa Inggris.
- Siswa dapat melafalkan kosa kata nama-nama benda yang ada di ruang kelas dengan benar

- **Materi Pembelajaran**

- a. <https://www.youtube.com/watch?v=N1o4oOXLOZc> (Hobbies)
- b. <https://youtu.be/S2hX3N7mHYk> (Fruits and vegetables)

- **Metode Pembelajaran**

- **Discussion**
- **Cooperative Learning**

- **Media Alat dan Bahan Pembelajaran**

- ❖ **Media :**

- ▲ *Work sheet* atau lembar kerja (siswa)
- ▲ Lembar penilaian

- ❖ **Alat/Bahan :**

- ▲ Spidol, papan tulis
- ▲ Laptop & infocus

- ❖ **Sumber Belajar:**

- a. <https://youtu.be/S2hX3N7mHYk>
- b. https://youtu.be/Q_EwuVHDb5U

1. Pertemuan Ke-1 (1 x 55 menit)	Waktu
KegiatanPendahuluan	
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik. 	5 Menit
Kegiatan Inti	
<p>d. Eksplorasi</p> <ul style="list-style-type: none"> • Mengenalkan kosakata macam-macam benda menggunakan gambar. • Menggali pengetahuan awal siswa dengan tanya jawab agar mengenal benda-benda yang ada diruang kelas. • Meminta untuk menirukan pengucapan kosa kata sampai benar. <p>e. Elaborasi</p> <ul style="list-style-type: none"> • Menayangkan video tentang benda-benda yang ada di ruang kelas. • Mengajarkan language function kepada siswa. <p>Contoh:</p> <p>d) What is it? It is an apple.</p> <p>e) What is the color? The color is red.</p> <p>f) Do you like apple? Yes, I do.</p> <p>g) Eat fruits and vegetables every day, please.</p> <p>f. Konfirmasi</p> <ul style="list-style-type: none"> • Guru mengajukan beberapa pertanyaan mengenai video yang sudah ditunjukkan. • Guru memberikan soal latihan yang berhubungan dengan materi yang telah diajarkan dan dikerjakan secara individu. 	45 menit
Kegiatan Penutup	
<ul style="list-style-type: none"> • Guru dan siswa bersama-sama menulang materi yang telah dipelajari mengenai benda-benda yang ada diruang kelas. 	5

1. Pertemuan Ke-1 (1 x 55 menit)	Waktu
<ul style="list-style-type: none"> Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerja sama yang baik. 	menit

I. Penilaian Tertulis, Lisan, Observasi, Performance

Pertanyaan	Bobot Maksimal
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
Nilai	10

J. Evaluasi

Analisis Butir Soal

No Soal	Jumlah benar	Jumlah Salah
	Kelas 5	Kelas 5
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Analisis Hasil

Nilai	Jumlah Siswa
	28
10	
9	
8	
7	
<6	

Bogor , ... Januari 2020

Mengetahui
Guru Bahasa Inggris

Mahasiswa Penelitian

.....

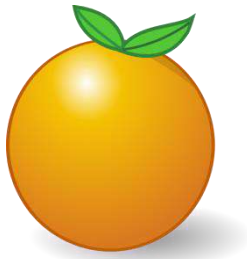
Nurjamilah
031113205

II. LAMPIRAN

Nama :
No Absen :
Kelas :

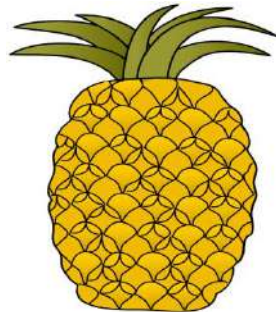
Choose The Correct Answer by Crossing (x)

1. What is it



- a. It is an apple
- b. It is an orange
- c. It is a papaya

2. What it is.....



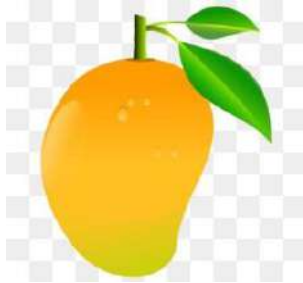
- a. It is a pineapple
- b. It is a papaya
- c. It is broccoli

3. Do you like papaya?



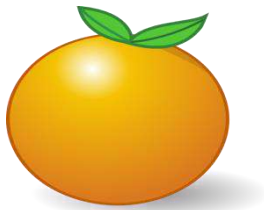
- a. Yes, I do.
- b. No, I don't
- c. Yes, I don't

4. You are eating a



- a. apple
- b. papaya
- c. mango

5. You are eating an.....



- a. orange
- b. apple
- c. avocado

6. What is this....

- a. This is a Spinach
- b. This is a Chili
- c. This is a Broccoli

7. What is this



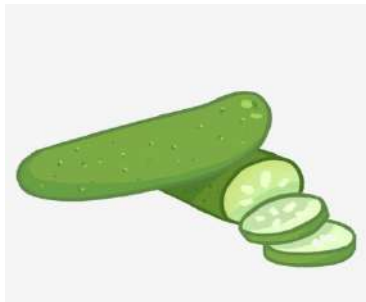
- a. This is a Tomato
- b. This is a Chili
- c. This is a cucumber

8. Do you like spinach? Yes,



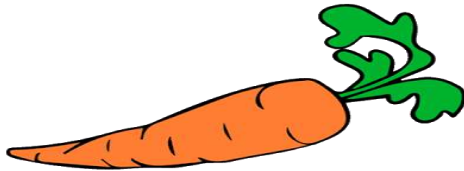
- a. I am.
- b. I do.
- c. I am not.

9. What is this



- a. This is a carrot
- b. This is a cucumber
- c. This is a chili

10. Rabbit is eating a



- a. carrot
- b. spinach
- c. cucumber