

USING AUDIO VISUAL MEDIA IN TEACHING AND LEARNING ENGLISH TO IMPROVE VOCABULARY OF THE SEVENTH GRADE STUDENT OF SMP NEGERI 2 EAST ROTE

Heni Luisa Sarlince Dopena¹, Laurensius Kian Berab², Soleman Dapa Takab³

^{1,2,3}English Education Study Program, Nusa Cendana University, Indonesia

Email: 1enidopen96@gmail.com

INFO ARTIKEL

Riwayat Artikel:

Received :26-06-2025

Revised :08-07-2025

Accepted :14-07-2025

Keywords: Use of audio-visual media, finding new vocabulary, classroom action research

DOI: <https://doi.org/10.62335>

ABSTRACT

This research aims to describe the improvement of students' vocabulary using audio-visual media. This research is a Classroom Action Research conducted in 1 cycle, consisting of 4 stages: planning, action, observation, and reflection. With 21 students, the research findings show that in the post-test, only 7 students (33%) achieved the KKM score (75), while 10 students (48%) were below and 4 students got average grades KKM. In the pre-test, only 4 students (19%) did not achieve the KKM score, while 17 students (81%) exceeded the KKM score. The description of learning outcomes using audio-visual media shows that 81% of students are in the complete category, and only a few students did not pass in the pre-test (19%). However, in the post-test, 33% of students did not pass. This illustrates that learning with audio-visual media has been going well and can support the improvement of vocabulary from the learning outcomes of audio-visual media. Therefore, it is recommended that teachers prioritize the use of audio

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peningkatan kosakata siswa dengan menggunakan media audio visual. Penelitian ini merupakan Penelitian Tindakan Kelas yang dilaksanakan dalam 1 siklus, terdiri dari 4 tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Dengan jumlah siswa sebanyak 21 orang, temuan penelitian menunjukkan bahwa pada post-test hanya 7 siswa (33%) yang memperoleh nilai KKM (75), sedangkan

10 siswa (48%) berada di bawah dan 4 siswa memperoleh nilai rata-rata KKM. Pada pre-test hanya 4 siswa (19%) yang tidak mencapai nilai KKM, sedangkan 17 siswa (81%) melebihi nilai KKM. Gambaran hasil belajar menggunakan media audio visual menunjukkan 81% siswa berada pada kategori tuntas, dan hanya sedikit siswa yang tidak lulus pada pre-test (19%). Namun pada post-test, 33% siswa tidak lulus. Hal ini menggambarkan bahwa pembelajaran dengan media audio visual telah berjalan dengan baik dan dapat mendukung peningkatan kosakata dari hasil belajar media audio visual. Oleh karena itu, disarankan agar guru mengutamakan penggunaan media audio visual dalam pengajaran mata pelajaran.

INTRODUCTION

Vocabulary refers to the collection of words used in a language, either in general or in a specific field. In English language instruction, students are introduced to four essential language skills: speaking, reading, writing, and listening. These four skills are interconnected and interdependent, requiring simultaneous learning and development. As noted by Hornby (1984: 959), vocabulary is an integral component of the four language skills, including reading, writing, listening, and speaking. According to the IMSE journal, vocabulary encompasses all words, phrases, and expressions that an individual can use or comprehend when communicating through speaking, listening, reading, or writing. When acquiring new vocabulary, it is beneficial to study word families, which involve learning multiple related words simultaneously. This approach enables learners to use words more flexibly in writing and speaking. The incorporation of learning media is a crucial aspect of the learning process. Media serves not only as a teaching aid but also as an integral part of the learning process. As Hamalik (2008: 200) notes, media has unique potential to facilitate student learning, beyond merely presenting material.

The way teachers teach also plays a role in the difficulties students face. The monotonous way of teaching by using online repetition or also by memorizing dialogue makes students unable to express themselves better. To increase students' interest in speaking English, teachers must use methods or applications that provide more opportunities for students to be more active and expressive.

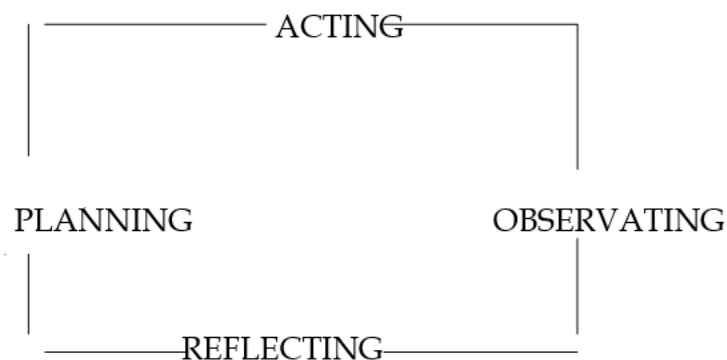
For this reason, researchers utilize audio-visual media in English language learning. It is hoped that students will become more enthusiastic and motivated in learning, thereby enhancing their ability to speak English.

Audio-visual media are extremely useful for students, as they can learn about real-life problems in their environment through the stories they hear from audio-visual media, teachers, or other individuals who share new experiences about existing problems in their surroundings.

Audio-visual media refer to media that can be seen and heard, meaning that they serve as an intermediary medium for learning through sight and sound. This enables students to acquire knowledge, skills, and attitudes. Examples of audio-visual media include television, video, films, and live demonstrations (Arsyad, 2005).

METHOD

This research employs Classroom Action Research (CAR), as it aims to address problems that arise in the classroom. CAR consists of four general stages, namely: Siklus PTK Kurt Lewis



(Kurt Lewin 2023)

Kurt Lewin's model consists of four stages that must be undertaken in the research process, namely: Planning, Acting, Observing, and Reflecting.

1. Planning

Planning is the initial stage of research, involving thorough preparation to address existing problems. In this study, three topics were prepared for three meetings, covering narrative text, descriptive text, and recount text. The planning stage includes:

- Consulting with the supervisor regarding research techniques
- Communicating with teachers at the research site to identify challenges and student difficulties
- Preparing learning materials, such as cartoon videos and English songs, to enhance listening skills
- Administering questionnaires to evaluate students' English speaking and listening proficiency.

2. Action

Action is the second stage of Kurt Lewin's model, involving controlled implementation of the research plan. In this study, the researcher carried out learning activities using the Audio-Visual Media learning model. The activity stages include:

- Greeting students and appointing a student to lead the prayer
- Assessing students' readiness and explaining the learning process

- Using audio-visual media to enhance vocabulary
- Reviewing material with students

3. Observation

Observation is the third stage of Kurt Lewin's model, involving careful observation of the research process. In this study, observations were carried out to:

- Record and observe the learning process and final results
- Evaluate the effectiveness of the lesson plans and audio-visual method
- Identify changes or lack thereof resulting from the audio-visual method

4. Reflection

The final stage involves reflecting on the observation results to assess the impact of the actions taken.

RESULTS AND DISCUSSION

Research Findings

Action Hypothesis is proved in cycle 1

Audio-visual media can improve student vocabulary is proved in cycle 1 describe below describing pre-test and post-test result. The researcher was successfully in cycle 1 because the researcher gave student:

1. The seen by discussing vocabulary with friend after watch videos in lcd using by media audio-visual.
2. The seen by giving home work to student after watching and discuss vocabulary in media audio-visual.
3. The seen by providing mobile phone and laptops to access internet.
4. The seen by providing some for help for example teacher or researcher and friends to help student less vocabulary or student don't understand

Application of Audio Visual Media to Increase Students' Vocabulary

In using audio-visual media, researchers observed that many students acquired new vocabulary and were able to apply it in pronunciation. This was evident when students watched the Cinderella film with subtitles, enabling them to learn the written form of the vocabulary and practice pronunciation by listening to the audio from the speakers.

Description of Research Results

In carrying out the first cycle of the research, the researcher conducted teaching and learning activities in accordance with the materials that had been prepared.

Discussions

The following is a description of the implementation process of Cycle I actions:

1. Planning

The planning stage was carried out as preparation before taking action. What was done at the planning stage included:

- (1) Determining the schedule for implementing the action.

- (2) Coordinating in advance with the homeroom teacher, subject teachers, and students regarding the activities that would be carried out to research the effectiveness of using audio-visual media to acquire new vocabulary and improve students' speaking skills in English for seventh-grade students at SMP NEGERI 2 ROTTE TIMUR.
- (3) Preparing a lesson plan (RPP).
- (4) Preparing learning outcome test equipment, namely in the form of videos that would be shown. The students would then answer the questions that would be given based on the video they watched.

2. Implementation

The first activity involved preparing lesson plans and media for learning. The lesson began with greetings and prayers, followed by the researcher asking students to complete an attendance list. Learning activities included explaining narrative text, its function and benefits, examples in everyday life, and introducing new vocabulary. Students then read the vocabulary and watched a video. A pre-test assessed students' understanding before using audio-visual media, and a post-test evaluated its impact after video presentation. Before using audio-visual media, 16 students scored 10-60, and 5 students scored 70. After implementation, scores between 40-50 decreased to 2 students, while good scores increased to 18 students.

1. Observation

Observations were made on students' activities in conveying lesson material information using audio-visual media to improve students' vocabulary. The observation results showed significant improvement. Before implementing the media, only 5 students scored well. After implementing audio-visual media, the number of students scoring well increased to 18. Many students were very enthusiastic in answering questions during the learning activity.

2. Reflection

The use of audio-visual media in learning helps students in several ways:

- Increasing interest and motivation: Audio-visual media makes learning more engaging and varied, increasing students' interest and motivation.
- Facilitating understanding: Audio-visual presentation helps students understand the material more easily.
- Improving retention: Students tend to remember information better when presented through images or videos.
- Broadening understanding: Audio-visual media provides a wider context and perspective on the subject matter.
- Practicing listening skills: Audio-visual media is effective for improving students' listening skills.

The use of audio-visual media can be an effective tool for improving the quality of learning and student outcomes. By considering the challenges and necessary considerations, teachers can utilize this media to create a more engaging and meaningful learning experience for students.

CONCLUSION

This research concludes that the implementation of audio-visual media, specifically video and brief explanations, is effective in enhancing students' vocabulary at SMP N 2 East Rote. The effectiveness is evident from the increase in vocabulary acquisition after the implementation of audio-visual media, students' motivation to learn new vocabulary, and the improvement in oral language skills. Effectiveness of Audio-Visual Media: Audio-visual media, particularly video and brief explanations, has proven to be effective in enhancing students' vocabulary. This is demonstrated by the increase in vocabulary acquisition after the implementation of the media. Increased Motivation: Students exhibit intrinsic motivation to learn new vocabulary through audio-visual media, as reflected in the pre-test and post-test results. Improved Oral Language Skills: Observations of students' oral language skills, assessed through video recordings, also show improvement after the implementation of audio-visual media.

REFERENCES

- Aflah, Nurul. 2021. *The influence of the Audio-lingual Method on pronunciation abilities in Yogyakarta English*. Muhammadiyahsinjai.
- Ammelia, Deandra, Rizki 1, Pance, Mariati 2. 2023. *Use of Audio-visual learning media in the form of music in the form of English language music to develop Surabaya vocabulary*. University Ulamah Surabaya.
- AyuFitria 12014. *Use of media audio media in learning*.
- Faizah Nur, SeptiGumiandari 2021. *The Effectiveness of Audio and Visual Media in Learning English Vocabulary*. Cirebon.
- Fitriyanti, Auliya, Nurul. 2021. *Effectiveness of Using Audio Visual Media to Improve Speaking Skills*. Muhammadiyah. Sinjai.
- Gendis Siti Hatmanti1, Syukri Hamzah2, dan Agus TriantoTahun Pelajaran 2016/2017. *The relationship between vocabulary mastery and students' speed reading ability X ipa 6 curup country school year 2016/2027*. Indonesia language and literature education study program majoring in language and arts education fkip, Bengkulu University.
- Hery Setiyawan1 University Wijaya Kusuma Surabaya *Utilization of Audio Visual Media and Image Media for Students Class V* Vol. 3 No. 2, December 2020.
- Indah Ayu Ainintahun 2014 *use of audio media as a source of history learning Department of History, of Social Science, Semarang State University*.
- Nur Amini, Suyadi 2. December 2020. *Picture card media improving the vocabulary skills of early childhood Sunan Kalijaga State Islamic University Yogyakarta*.
- Sapto Haryoko Jurnal Edukasi @Elektro Vol. 5 No. 1, March 2009, Universitas Negeri Makasar. *Effectiveness of using Audio-visual media as an alternative learning models*.
- Wahyu Ningshy, SryGrrety Maria, Haris Mudjiman, Samsi Hariyanto. 2014. *Application of Audio-visual Media in English Language Learning*. Bawen