

**UTILIZATION OF AUDIO VISUAL MEDIA TO ENRICH THE
STUDENTS' VOCABULARY IN LEARNING ENGLISH**



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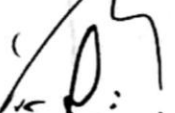
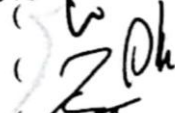


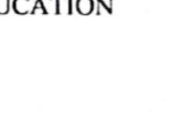
APPROVAL SHEET
UTILIZATION OF AUDIO VISUAL MEDIA TO ENRICH THE
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INDONESIAN ABSTRACT

NUR ALISA : Pemanfaatan Media Audio-Visual untuk Memperkaya Kosakata Siswa dalam Pembelajaran Bahasa Inggris. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan media audio-visual untuk memperkaya kosakata siswa dalam pembelajaran bahasa Inggris dan mengetahui persepsi siswa terhadap penggunaan media audio-visual. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Lokasi penelitian ini berada di SMP NEGERI 2 SENDANA. Total sampel penelitian ini sebanyak 50 siswa dari kelas eksperimen dan kelas kontrol dengan pengambilan sampel secara purposive sampling. Teknik pengumpulan data menggunakan pre-test, post-test and kuisioner. Proses pembelajaran dilaksanakan selama 4 kali pertemuan. Pre-test dan post-test masing-masing terdiri dari 20 soal pilihan ganda tentang kosakata dan 10 item persepsi Siswa. Tekni analisis data dalam penelitian yang digunakan adalah uji normalitas, uji homogenitas dan uji hipotesis. Kelas eksperimen dengan nilai rata-rata pada pra-tes yaitu 41.00 dan nilai rata-rata pasca-tes yaitu 68.80. Sementara kelas kontrol dengan nilai rata-rata pada pra-tes yaitu 36.40 dan nilai rata-rata pasca-tes yaitu 40.20. Uji hipotesis menggunakan uji independent sampel t-test dengan hasil yang Menunjukkan bahwa nilai sig (2-tailed) adalah $0,001 < 0.05$ yang artinya hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Adapun hasil dari persepsi bahwa nilai rata-rata siswa yaitu 91,9% yang termasuk dalam klasifikasi sangat baik, artinya siswa merespon dengan baik penggunaan media audio-visual. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari pemanfaatan media audio-visual terhadap kosakata siswa dalam pembelajaran bahasa Inggris.

Kata Kunci : Media Audio-Visual, Kosakata

ABSTRACT IN ENGLISH

NUR ALISA : Utilization of Audio-Visual Media to Enrich the Student Vocabulary in learning English. Undergraduate Thesis. Majene : Faculty of Teacher Training and Education, University Sulawesi Barat, 2025.

This study aims to know how the use of audio-visual media to enrich the students' vocabulary in learning English and knowing the students perception of audio-visual media use. The method used in this study was quantitative method of the study site at the SMP NEGERI 2 SENDANA. The total sample of this study was 50 students from the experiment class and control class with sampling by purposive sampling. Data collection techniques using pre-test, post-test and questionnaire. The learning process was implemented for 4 meetings. Pre-test and post-test each consists of 20 multiple choices about vocabulary and 10 students perception items. Technician data analysis in the research used was normality test, homogeneity test and hypothesis. The pre-test average experiment class was 41.00 and the post-test average was 68.00. While the pre-test average control class was 36.40 and the post-test average was 40.20. The hypothesis using independents sample t-test with the result showing that the value of sig (2-tailed) is $0.001 < 0.05$ it means that the alternative hypothesis (H1) received and null hypothesis (H0) was rejected. The result of perception that the average value of the students was 91.9% included the classification was very good, it means that students respond well using the audio-visual media. So that it can be concluded that there is a significant effect of utilization of audio-visual media on students vocabulary in learning English.

Key Word : Audio visual media, Vocabulary

CHAPTER I

INTRODUCTION

A. Background

Language plays a crucial role in human life serving as a tool for communication that facilitates interaction, socialization, and adaptation to the environment. Language is a supporting success in various studies. Nurrisal & Septiani (2020) emphasized that Language is essential for communication because it provides the necessary structure and medium for expressing thoughts, ideas, and emotions. Without language, the exchange of information and effective communication would be impossible. And also explains that language is a system to express meaning. So by using language someone can communicate, socialize, sharing their opinions, feelings, or ideas in speaking.

Language development in Indonesian not only includes national language learning but also develops various foreign language learning. One of which is English. Sipayung (2018) emphasized that English exemplifies the significance of language, as it serves as an international language and has become the most important language for people across different regions of the world. Furthermore, Izzan (Githa, Biola, & Patintingan, 2021) also explains that most likely English becomes the basic language of the world civilization. Learning English is crucial because it is an international language, making it easier for individuals to communicate with people from various countries. Many books on science, language, and other information are written in English so to understand it must certainly understand English (Muttaqien, 2017). The various benefits that can be obtained from learning a language especially English. English is also a mandatory subject in school. This proves that learning English is important to learn.

Learning English requires a vocabulary. Expanding vocabulary is a fundamental aspect that plays a vital role in developing language skills. Communicating in English requires a lot of vocabulary to communicate smoothly in the form of oral and writing. According to Tozcu and Coady

(2004) (Puspita, Sutarsyah, & Burhanuddin, 2021), acquiring vocabulary is essential to both academic performance and learning a foreign language, and the two are related when learning a foreign language. The fundamental component of language is vocabulary. The four fundamental English language abilities that are often taught are speaking, writing, listening, and reading. The first step in mastering three talents is to improve our vocabulary. A limited vocabulary hinders effective communication, as it restricts the speaker's ability to convey ideas clearly. Without sufficient vocabulary, meaningful interaction becomes challenging. Therefore, the importance of enriching the vocabulary becomes the highest priority in the learning English.

Based on the observation by the researcher at SMPN 2 Sendana shows that many obstacles are experienced by students in the English learning process. Researchers find some problems namely; The student's inability to communicate effectively in English may be attributed to their limited vocabulary mastery and the teacher's monotonous teaching method, it makes students not enthusiastic and feel bored in the learning English, and some students even choose not to attend English classes because they feel English is difficult to understand. Students experience a lot of difficulties when the learning method used does not make them feel interested and excited to learn. It's imperative to address these issues because they hinder the students' progression to the next level of education.

Creating an effective and efficient way of teaching English is not an easy process, therefore English teachers should be able to present material by using teaching techniques that interest students. Effective and efficient teaching becomes a solution for students who have learning difficulties. The form of teaching that makes students feel interested in the learning is to utilize the learning media. According to Miarso (Fikri & Madona, 2018), learning media encompasses all tools utilized to convey messages, capable of stimulating students' thoughts, feelings, attention, and desires, thereby fostering the learning process.

The utilization of learning media is highly significant in teaching and learning activities, as it aids teachers in creating effective learning environments. Based on the stated Harsa, Saragih, & Husein, (2020) incorporating media into the teaching learning process enables teachers to create effective learning environments. Furthermore, according to Susilana (Harsa, Saragih, & Husein, 2020), various forms of media and visual presentations are beneficial for language learners. The integration of audio-visual media into the learning process positively contributes to teaching and learning activities.

Utilization of audio-visual media tends to be indispensable. It is caused by the way students study more suitable to actualize the language that learn in real form. As explained by Rusman (2018) students find it easier to learn specific words when supported by real-life visuals and auditory aids. Therefore, audio-visual media stands out as one of the appropriate tools for teaching English. Accordingly, make student students enthusiastic and motivated to learn by using the audio-visual learning method. In conveying material, that media is very appropriate for teachers to apply in the learning process.

Based on the previous explanation, therefore researcher wants to do research with the title “Utilization of Audio-visual Media to Enrich the Students’ Vocabulary in learning English”.

B. Problem Identification

Considering the background of the problems above, some problem can be identified, namely:

1. Students think that it is not easy to learn English because lack of students' vocabulary.
2. Learning methods are monotonous and make the student feel bored to be involved in learning.

C. Problem Limitation and Formulation

Based on the background described, this research will focus on the utilization of audio-visual media to enrich the student's vocabulary in the learning English. Therefore, the researcher's formula for the problem formulation is as follows:

1. Does audio-visual media enrich the students' vocabulary in learning English?
2. What are the students' perceptions of learning English after the utilization of audio-visual media?

D. Research Objective

Derived from the problem formulation mentioned earlier, the research objective of this study is to:

1. To know the influence of media audiovisual on the students' vocabulary at SMP Negeri 2 Sendana.
2. To know the student's perception of learning after utilization of audio-visual media at SMP Negeri 2 Sendana

E. Research Benefit

1. For teacher

The researcher aspires that this study can enhance teachers' creativity and motivation in crafting teaching media to facilitate active, creative, and enjoyable learning experiences.

2. For student

The researcher aims for this study to aid in enhancing students' learning experiences in English, particularly by bolstering their vocabulary skills.

3. For researcher

Future scholars looking to investigate the effects of audio-visual media on students' vocabulary development may find this study to be useful as a reference.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The first research was conducted (Arif, 2020) entitled “The Influences of Audio-visual Media and Vocabulary Mastery towards English Learning Achievement of EFL University Students”. The purpose of this research is to ascertain whether there is a meaningful relationship between instructional media and students' command of language and academic accomplishment in Jambi University's education colleges. A quasi-experimental approach was used in this investigation, including non-equivalent control and experimental groups. To choose participants, the researcher used a purposive sampling strategy. The sample of this research is a second-semester student of math education who takes the English course and the researcher takes two classes with a total of 76 students. As a type of treatment, the researcher uses audio-visuals materials in the form of movies, adjusting the playback speed to suit the needs of the students in the experimental class. The study's conclusions show a strong correlation between vocabulary mastery and media instruction, which in turn affects students' academic performance.

The second research (Nurrizal & Septiani, 2020) entitled “Improving Students' Vocabulary Mastery by Using Audio-visual Media.” The aim of this study is to evaluate how well audio-visual materials can improve first-grade students' vocabulary knowledge at MTs. Al-Islami Darul Hikam Banjaran. Students in MTs' first grade make up the study population. 30 pupils from class VIIB served as the sample size for Darul Hikam Al-Islami Banjaran. This research employs a pre-experimental design with a single independent variable. In this study, the researcher utilizes animation videos as a method for teaching the process of learning English vocabulary. Several instruments employed in this study include pre-tests, post-tests, and questionnaires. The results of this study show that pupils' vocabulary significantly improved after using audio-visual materials.

The third research (Puspita, Sutarsyah, & Burhanuddin, 2021) entitled “The Implementation of Audio-visual Media in Improving Students’ Vocabulary Mastery through WhatsApp”. The purpose of this study is to investigate whether vocabulary achievement among students differs significantly before and after the addition of audiovisual materials through WhatsApp. Pre- and post-test measurements are the main instruments used in this quantitative study, which is based on an experimental group design. Thirty students from X MIPA 1 at SMA Muhammadiyah Bandar Lampung make up the entire sample size for this study. They were chosen at random from both classes. In this study, WhatsApp is used by the researcher as a direct teaching tool with students and also the population that uses the above taken from senior high school. The findings of the research reveal significant differences in students’ vocabulary following the implementation of audiovisual aids.

From the explanation provided, the researcher makes a conclusion that the differences observed in this research. One of the differences in this research is the method. In Puspita, Sutarsyah and Burhanuddin’s research use an experimental group design in which an applied test is the instrument, a quasi-experimental design comprising two classes an experimental group and a control group will be used in this study in the interim. Tests and questionnaires are the equipment used in this investigation. It's important to note that this research uses eighth-grade junior high school students as its sample, whereas the prior study concentrated on a sample of class X senior high school students. Whereas the researcher in the last study used WhatsApp as the teaching medium, the researcher in this study will use YouTube video as the instructional medium in the learning process.

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Mastering vocabulary is considered the cornerstone of language acquisition as it forms the foundation of linguistic

competence. Nurrizal & Septiani (2020) emphasize that vocabulary stands as the primary element that English learners must prioritize in mastering the language, alongside other essential components and skills. That is aligned with the statement by Sipayung (2018), it is clarified that one of the most important components of learning a language when someone is learning a foreign language is vocabulary. Arif (2020) underscores that mastering vocabulary is crucial for students as it represents a vital language component. Learning vocabulary is thus deemed an essential step in acquiring proficiency in a foreign language.

Studying vocabulary holds significant importance in facilitating communication, particularly when acquiring a new language like learning English. According to statement by Ur (Puspita et al, 2021) emphasize that teaching vocabulary is crucial in foreign language learning since speaking effectively necessitates a diverse range of words. Vocabulary forms the essence of English, and mastering English entails proficiency in four fundamental skills: listening, speaking, reading, and writing. Learning English is crucial because it serves as the most important and convenient means for us to communicate and interact with people worldwide. The goal of learning a language is to be able to communicate, to interact with others through oral and written. To achieve that goal we need to enrich our vocabulary mastery.

Nurrizal & Septiani (2020) emphasizes that when students learn English vocabulary, it's essential for them to grasp and comprehend the meanings of words in order to effectively communicate. When someone has a lot of vocabulary and understands it, then it makes it easy for them to communicate. In fact, a language's vocabulary can be described as its collection of terms, each with its own meaning, which enables individuals to communicate, share opinions, and exchange ideas to interact effectively with one another. A vocabulary that a little makes someone unable to communicate well and without vocabulary there is nothing to be delivered. That is with limited

vocabulary, speakers will have difficulty in communicating. In the Thornbury (2002) books, underscores the significance of vocabulary by stating that while grammar facilitates communication to a certain extent, without vocabulary, conveying meaningful messages becomes impossible. Therefore, it is important to enrich vocabulary in the learning English. When someone becomes more familiar with vocabulary then someone understands and it is easy for them to know what is spoken, read, heard, and written.

b. Kinds of vocabulary

Harmer, referenced (Nurrisal & Septiani, 2020), states that vocabulary can be classified into two categories: active vocabulary and passive vocabulary.

1) Active vocabulary

What is meant by "active vocabulary" is the language that pupils use in their written and oral writing. Students effectively utilize words in speaking and writing when they have a strong understanding of them.

2) Passive vocabulary

Words that children can identify and comprehend in context make up passive vocabulary, which helps them remember the definitions of the words. Students typically employ passive vocabulary when engaging with listening and reading materials.

Based on the preceding explanation, active vocabulary is exclusively utilized in speaking or writing and consists of words that readily come to mind when a person constructs a sentence, whether in spoken or written form. Conversely, passive vocabulary refers to words that an individual recognizes and understands but does not actively use. Individuals comprehend these words or sentences when they encounter them in reading or listening contexts.

c. Student Problem in English Learning Vocabulary

According to Rohmatillah (2017), students encounter a variety of difficulties when learning English. Some of the problems experienced by students include:

1. Students struggle with pronouncing words correctly and writing them accurately.
2. The varying grammatical forms of words, known as inflections, contribute to students' difficulty in learning vocabulary.
3. Students face challenges in selecting the appropriate meaning of words.
4. Students often find themselves perplexed when attempting to use words based on the context.
5. Students possess a limited understanding of English.

The difficulties experienced by students in the learning English show that the students have a learning problem in the learning English. According to the statement by Abraham (Muttaqien, 2017), The learning problem is the difficulty of learning caused by external factors, the wrong learning strategy, and the management of learning activities that do not increase the child's motivation. While (Rohmatillah, 2017) stated the factors that cause difficulties in learning English namely; the differences in writing form and pronunciation, the daunting task of learning a large number of words, the limitations of the resources about words, and the wrong pronunciation because the students' language and English do not share any phonetic similarities.

Based on the explanation above, some problems experienced in the learning vocabulary such as students feeling learning vocabulary is very difficult because of the difficulty of writing and pronunciation, the lack of learning motivation cause English learning is considered too hard, limitations of vocabulary knowledge, and limitations of student information in the learning English at school and also monotonous teacher teaching methods make students less

enthusiastic to learning. To mitigate the issues that arise, teachers should meticulously plan the material to be taught, ensuring a thorough understanding of it beforehand. This includes selecting engaging learning media and techniques tailored to students' needs. Therefore the researcher uses one of the media namely audio-visual media. Azhar Arsyad (2002) stated that utilization of audio-visual media functions as a medium that helps teachers present the message or information to students so the students can understand the information delivered. Teachers who have difficulty in conveying learning messages to students can use media to help teachers' needs in teaching particularly in English lessons. Indeed, audio-visual media serves as a valuable tool in the classroom, facilitating the learning process by enabling teachers to effectively convey messages to students. Its utilization can enhance the learning experience, making it more engaging and effective.

2. Learning Media

a. Definition of learning media

According to Nurrizal & Septiani (2020) media represents one of the alternative resources that can assist teachers in their instructional endeavors. While Arif (2020) Media is a mediator or conductor that provides information from the transmitter to the receiver. Media can be defined as a form that can be used in the process of transmission of information that occurs between provider information and receiver information. In the learning process, media are defined as all objects that serve as intermediaries or aids in facilitating the learning process. Muttaqien (2017) stated that learning media is a mediator that can be use by teachers as a tool in presenting information in the form of learning materials to students. Arsyad stated that learning media can be used to motivate learning interests, facilitate to present information and can be used to explain something not well describe (Amelia, Utami, & Ulum, 2020). So the conclusion, learning media is one

alternative can provide ease for teachers and students in the learning process.

When using media in the classroom, there are various types that need to be understood beforehand. According to Kasbolah (Arif, 2020) proposed that three categories apply to instructional media: audio, visual, and audiovisual. Audio media are designed for listening, while visual media are intended for viewing. Media that involve both sight and hearing are labeled as audio-visual.

Out of the three types of audio-visual media mentioned earlier, the researcher opted for audio-visual media as the medium to be utilized in this study. Based on Madhuri's explanation (Arif, 2020), audiovisual media can significantly enhance students' speaking skills, surpassing the effectiveness of other methods. Thus, the impact of using audio-visual media is better than using only audio and visual media, cause visual and audio media already combine two elements namely sound and picture, when it becomes one element may form a video or movie and so on. It is better when compared to using one element namely audio or video. In order to support teachers in their teaching and encourage student engagement in the learning process, this research focuses on the integration of audio-visual media in English language instruction.

b. Definition of Audio-visual Media

According to Asyhar (2011), a type of media called audio-visual media is one that simultaneously stimulates the senses of hearing and seeing when used in the learning process. While (Dewi, 2017) Audiovisual technology is typically employed to complement a teacher's presentation through the simultaneous use of both auditory and visual elements. Like Asyhar, Arif characterizes audio-visual media as materials and devices that aid in auditory and visual communication during teaching, thereby facilitating learning through the engagement of multiple sensory channels (Arif, 2020).

Audio-visual media serves as a tool that can offer students a precise and easily comprehensible overview during English learning because it involves two senses as well as vision and hearing incorporated in one form of images, writing, and sounds that can be seen and heard. Susilana and Riyana explain the benefits from utilizing learning media which are can clarify messages, overcome limitations of space, time, and energy, and can increase student learning spirit (Susilana & Riyana, 2009).

Suwarna et al in (Gunawan & Ritonga, 2019), stated the specific benefits from utilizing of audio-visual media as follows:

1. Creating learning materials can be uniform. Through media, a uniform interpretation can be produced at reduction, so that material can be conveyed uniformly.
2. The learning process becomes more engaging and interactive. The use of media can be seen and heard and the transmission of material becomes clearer and complete
3. The amount of teaching and learning time can be reduced. Utilizing media in the learning can use efficient limited time.
4. Student learning qualities can be improved. Media use not only makes learning more efficient but also helps students absorb in depth the material.
5. The learning process becomes flexible and accessible, transcending the constraints of space and time. This implies that learning media can be tailored to facilitate student learning anytime and anywhere.
6. Students' positive attitudes toward the learning process can be enhanced. Learning media clarify information presentation, there by facilitating and improving the learning process and outcomes.

From the reasoning given, it can be concluded that learning media provide advantages that go beyond helping students and teachers with the learning process. Using media effectively can grab students' interest and make learning more pleasurable. As a result, using audio-visual materials can improve how effective and efficient

the learning process is. emphasizes how crucial it is to incorporate media into schooling.

c. Kinds of audio-visual media

According to Dewi (2017), a variety of audio-visual media formats exist, such as:

1. Video. In addition to film, video represents another form of audio-visual media. In the learning process, an additional type of audio-visual media is video. Videos are frequently used and presented as VCD in the educational process.
2. Computer. Utilizing a computer in the learning process offers advantages over other forms of audio-visual media because it can display images, produce sound, and present text simultaneously. Even, computers can access the internet to search for various sources of learning.

Arsyad (2017) highlights videos and movies as forms of audio-visual learning. Video is the combination of images and sounds into one entity. Gunawan and Ritonga (2019) define a movie as a moving picture displayed in frames, with each frame projected through a projector lens onto a screen, resulting in a continuous visual presentation (Gunawan & Ritonga, 2019). Movies and videos have the ability to depict moving objects accompanied by natural or appropriate sound, offering a wide range of appeal. They can effectively convey information and depict events as they unfold.

The utilization of videos in education is not a new concept. Based on Batubaras's explanations in his book *Media Pembelajaran Efektif* incorporating videos into the learning process can enhance student motivation to learn, help students understand and improve students understanding of learning materials, and increase student independence in the learning process (Batubara, 2020).

Video is one of the many audio-visual media formats that can help students learn and teach in the classroom more effectively,

according to the aforementioned claim. Videos allow students to both see and hear content, including pronunciation demonstrations. Hence, the researcher employed video as an audio-visual medium in this study to enhance students' vocabulary in English learning.

The researcher used audio-visual material taken from the YouTube video in which contains about variety of vocabulary, as follows; the first is food (https://youtu.be/QMmWyFbWN6M?si=08-W_1tPPXukM0fQ), the second is opposite words (<https://youtu.be/Oy9FB7TN1hM?feature=shared>), the last is daily activities (<https://youtu.be/z4zkMhAmgIE?feature=shared>). The vocabulary used in this material only use verb, adjective, and noun. As for some material examples used in this study as follows.

a) The first video about food.

In the video it describes how Bobby asking for Satria to help know the various English words about food because he wanted to help his uncle's stalls in Bali. The following some of the vocabularies that Bobby studied:

- | | |
|------------------------------|---------------------------------|
| - Food = <i>makanan</i> | - Fruit = <i>buah-buahan</i> |
| - Drink = <i>minuman</i> | - Apple = <i>apel</i> |
| - Vegetable = <i>sayuran</i> | - Orange = <i>jeruk</i> |
| - Chili = <i>cabai</i> | - Pineapple = <i>nanas</i> |
| - Broccoli = <i>brokoli</i> | - Mango = <i>mangga</i> |
| - Tomato = <i>tomat</i> | - Papaya = <i>papaya</i> |
| - Spinach = <i>bayam</i> | - Banana = <i>pisang</i> |
| - Carrot = <i>wortel</i> | - Starch = <i>makanan pokok</i> |
| - Cucumber = <i>mentimun</i> | - Rice = <i>nasi/beras</i> |

b) The second video about opposite words (*lawan kata*). In this material attach some vocabulary namely:

- | | |
|-------------------------------|----------------------------|
| - Beautiful (<i>cantik</i>) | - Agly (<i>jelek</i>) |
| - Blunt (<i>tumpul</i>) | - Sharp (<i>tajam</i>) |
| - First (<i>pertama</i>) | - Last (<i>terakhir</i>) |

- | | |
|------------------------------------|--------------------------------|
| - Go (<i>jalan</i>) | - Stop (<i>berhenti</i>) |
| - New (<i>baru</i>) | - Old (<i>lama</i>) |
| - Cheap (<i>murah</i>) | - Expensive (<i>mahal</i>) |
| - East (<i>timur</i>) | - West (<i>barat</i>) |
| - Horizontal (<i>horizontal</i>) | - Vertical (<i>vertical</i>) |
| - Dry (<i>kering</i>) | - Wet (<i>basah</i>) |
| - Melt (<i>meleleh</i>) | - Frozen (<i>membeku</i>) |
| - Enter (<i>masuk</i>) | - Exit (<i>keluar</i>) |
| - Give (<i>memberi</i>) | - Get (<i>mendapat</i>) |
| - Healthy (<i>sehat</i>) | - Sick (<i>sakit</i>) |
| - Same (<i>sama</i>) | - Different (<i>berbeda</i>) |
| - Child (<i>anak-anak</i>) | - Adult (<i>dewasa</i>) |
| - On (<i>nyala</i>) | - Off (<i>mati</i>) |
| - Heavy (<i>berat</i>) | - Light (<i>ringan</i>) |
| - Asleep (<i>tertidur</i>) | - Awake (<i>terbangun</i>) |
| - Here (<i>disini</i>) | - There (<i>disana</i>) |
| - Throw (<i>lempar</i>) | - Catch (<i>tangkap</i>) |

c) The last video about daily activity

- Get up (*bangun tidur*)
- Take a shower (*mandi*)
- Brush teeth (*gosok gigi*)
- Get dressed (*berpakaian*)
- Have breakfast (*sarapan*)
- Go to school (*pergi ke sekolah*)
- Go home (*pulang kerumah*)
- Have lunch (*makan siang*)
- Take a nap (*tidur siang*)
- Play (*bermain*)
- Do homework (*mengerjakan pr*)
- Have dinner (*makan malam*)
- Wash the dishes (*mencuci piring*)

- Watch TV (*menonton TV*)
- Go to bed (*tidur*)

The material above presented in the form of video in access by teacher and students and exposed using laptop, projector etc.

d. Strengths and weaknesses of audio-visual media

According to Dewi (2017) mentions a few advantages and disadvantages of audio-visual materials in the classroom:

- 1) The strength of the audio-visual media for learning
 - a) Using audio-visual materials can improve students' motivation to learn.
 - b) Implementing audio-visual media can help to save time.
 - c) To clarify the presentation of the data and the materials to be presented
 - d) Very useful in conveying emotive elements
 - e) Using audio-visual media can aid in memorization.
 - f) Can display real events and evidence
- 2) The weaknesses of audiovisual media are is as follows:
 - a) Produce films and videos can be expensive
 - b) Not all the information in the movie can be understand for students
 - c) It may necessitate a designated space for viewing and listening.

It is clear from the explanation that follows that the benefits and drawbacks of audio-visual media do not obstruct learning.

e. The utilization of audio-visual media in the teaching and learning process

According to Mayer (Dewi, 2017)the utilization of audio-visual materials in teaching English as a foreign language involves employing stimuli aligned with the text to enhance second language

acquisition. It is observed that the use of media aids in the acquisition of the second language. Thus, incorporating audio-visual materials into English language instruction has a favorable impact on acquiring a second language.

A number of preparations are required before utilizing audio-visual materials in the teaching and learning process, including: teachers must know how to repress the media, teachers must first know the materials and tools to be use, and must be the indicators of achieving to achieve. According to Suprijanto (2005) in (Gunawan & Ritonga, 2019), suggests there are several things to be considered to utilize of audio-visual media in the learning to function optimally:

- 1) The material presented should directly to the issues discussed by the group, in a sense should be direct.
- 2) The material should be presented at the right time so as not to cause the disconnection of the thinking.
- 3) Teachers or renders should know how to use tools.
- 4) The tools should teach something and not merely show something.
- 5) Student participation is expected in the learning when the audio-visual media used.
- 6) An absolute plans are required to create materials presented using the tools more effectively.
- 7) Not only use one media but some tools should be used.
- 8) Using carefully the audiovisual media and well kept.

It is clear from the different justifications offered for using audio-visual learning materials that educators need to take into account a number of variables before incorporating them into their lesson plans. In the teaching and learning process, these factors are crucial to reaching the intended outcomes.

3. Perception

According to Robbins (2005) described perception as the process through which individuals organize and interpret their impressions to

assign meaning to their surroundings. Walgito stated that perception is a process that begins with sense, which is the process of receiving or stimulus by individuals through the sense or can be called sensory process. In addition, The process involves sensing, wherein information received by the senses is processed and comprehended to form a complete perception (Aminuddin, 2022). Perception involves the process by which individuals interpret information received through sensory stimuli.

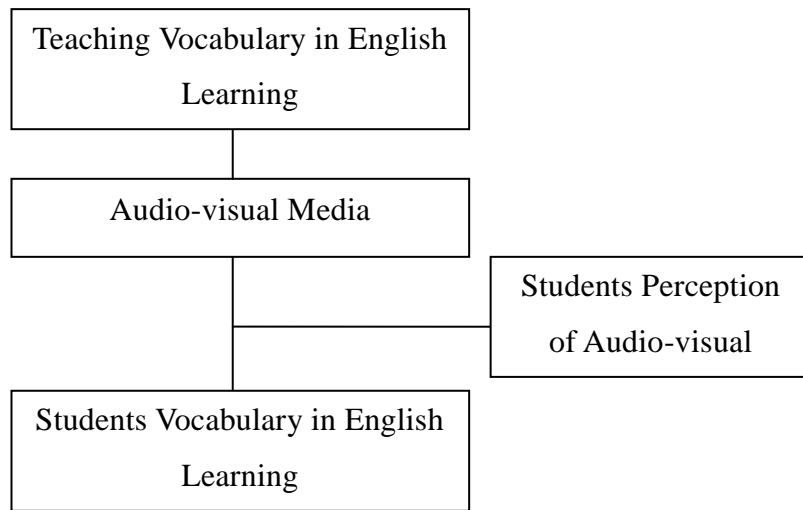
According to Irte in (Aminuddin, 2022), there are two types of perceptions: positive perception and negative perception. Positive perception entails perceiving all forms of knowledge and responses with inherent benefits. Conversely, negative perception involves perceiving all knowledge and responses in accordance with the stated object, considering them as detrimental.

Therefore, it can be concluded that both positive and negative perceptions influence an individual's actions based on the information acquired from stimuli. The emergence of positive or negative perceptions depends on how individuals understand and categorize all the information they receive. In this study, the researcher employs positive perception to facilitate data analysis.

During the learning process, students' perceptions commence with receiving stimuli presented in the form of material using audio-visual media, which engages both sight and hearing. This perception is utilized to understand the students' viewpoints regarding the stimuli they receive, and students should be capable of articulating their perceptions based on their comprehension.

The conceptual framework is require to facilitate the readers in understanding this research.

Table 2.1 Conceptual Framework



C. Hypothesis

Hypothesis is a statement that predicts how interconnects are reacted and tested through research. The hypothesis is designed to test relationships between variables and use of hypothesis is usually used in experiment research (Leavy, 2017). The null hypothesis (H0) and alternative hypothesis (H1) that make up the research hypothesis are stated as follows:

1. Alternative hypothesis (H1): Students' vocabulary study during English language instruction is impacted by the use of audio-visual media.
2. Null hypothesis (H0): Students' vocabulary study during English language instruction is unaffected by the use of audio-visual materials.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter delves into the conclusion and recommendations provided by the researcher. The conclusion encapsulates the findings of the study, while the suggestions offer solutions for the identified issues or outline the subsequent steps following the research outcomes.

A. Conclusion

1. Utilization of audio visual media can enrich the students vocabulary in learning English.

It is clear from the data analysis that pupils' vocabulary learning is impacted by audio-visual media. The findings and opinions from the post-test in both the experimental and control groups support this. On the post-test, the experimental group outperformed the control group in terms of score. In particular, the experimental group's on the pre-test average was 41.00 and the post-test average value was 68.80. Whereas the control group's pre-test average value was 36.40 and the post-test average was 40.20. According to these results, the experimental group fared better than the control group. With a significant value of 0.001 in the t-test results, less than the 0.05 threshold, the null hypothesis was rejected and the alternative hypothesis was accepted. This demonstrates that students' learning of English vocabulary was significantly impacted by audio-visual media.

2. Students perception from utilization of audio-visual media to enrich the students' vocabulary in learning English

25 students in the experimental class were asked to respond to ten statements on how they felt about using audio-visual materials to learn English. The analysis of students' perception revealed that the average value of students in positive perception about the utilization of audio-visual media was 91.9% with very good classification, it means that students responds well using the audio-visual media. So the researcher

deduced that utilization audio-visual in English learning can help students to learn vocabulary.

B. Suggestion

Based on the findings of this study, the researcher offers the following suggestions.

1. For teacher

The researcher recommends that educators incorporate the utilization of audio-visual media into their teaching practices. Because the media can make it easy for the delivery of learning material, it can also create an effective and attractive learning atmosphere for students and teacher.

2. For students

Students are anticipated to proficiently employ diverse forms of media, including audio-visual resources, to enhance the quality of their studies.

3. For next researcher

Researcher suggests to researcher who will carry out research with new and different studies. Furthermore, this study could serve as a point of reference for other researchers conducting similar research.

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