

**TEACHING VOCABULARY USING AUDIOVISUAL AIDS AT THE
FIRST GRADE OF SDN 2 SAWAHAN IN 2014/2015 ACADEMIC YEAR:
A CLASSROOM ACTION RESEARCH**



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by

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ACCEPTANCE

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**TEACHING VOCABULARY USING AUDIOVISUAL AIDS AT THE
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The teaching English vocabulary in Elementary School was different from teaching in Junior High School or Senior High School. The teacher needs some audiovisual and visual aids to catch the students' attention. This study is aimed at describing the procedures of teaching vocabulary using audiovisual aids, its result to the students and for explaining the advantages and disadvantages of teaching English using audiovisual aids. The teaching learning process was conducted by using Classroom Action Research (CAR). The result of teaching English vocabulary using audiovisual aids for the first grade students of SDN 2 Sawahan improved. The entire student showed with their participation in learning English, their score was also better and the class became happy and fun. The advantages of teaching English using audiovisual aids are: 1) the teacher could control the classroom situation easily; 2) the teacher could teach the students easily; 3) the students could be interested in learning English; 4) the students could know how to spell the words correctly; 5) the teaching-learning process became funny and happy, and 6) the students became active. The disadvantages of teaching English vocabulary using audiovisual aids are: 1) the teacher took more time to prepare the projector; 2) the teacher could not teach using audiovisual everyday; 3) the teaching-learning process could not run well if the electrical power went down, and 4) the teaching-learning could not run well if the teacher didn't understand how to use the audiovisual aids.

Keyword : teaching English vocabulary, audiovisual aids

TEACHING VOCABULARY USING AUDIOVISUAL AIDS AT THE FIRST GRADE OF SDN 2 SAWAHAN IN 2014/2015 ACADEMIC YEAR: A CLASSROOM ACTION RESEARCH

A. Introduction

Teaching English in Elementary School is different from teaching in Junior High School or in Senior High School. In Elementary School, especially in grade 1 until grade 3, the teacher must be patient to teach their student. In that grade, many students have not concentration to learn English materials.

In that problem, the teacher has to always create an idea to teach English. Learning English in Elementary School is basic before learning English in Junior High School and Senior High School. In the first grade, English material should be easy and fun.

And to learn English, people have to know about vocabulary and pronunciation before knowing about reading and writing. Fauziati (2005:155) states that vocabulary is central to language. Without sufficient vocabulary, one cannot communicate or express his ideas both orally and in written forms.

In teaching English in Elementary School, the teacher needs some audiovisual and visual aids to teach vocabulary, for example, film strip, power point, video, puzzle, card, picture, etc, because by using audiovisual aids the students can remember vocabulary well. The student also can pay attention to what the teacher teaches and the students have more interest in learning English.

In this study, the writer uses audiovisual aids to facilitate the student to learn English. Beside using audiovisual aids can make the students more curious to learn English, that audiovisual aid can make the students will not get bored. Based on the previous explanation, the writer is interested in conducting research in *Teaching Vocabulary Using Audiovisual Aids at the First Grade of SDN 2 Sawahan in 2014/2015 Academic Year: A Classroom Action Research*

Based on the problem statement above, the objectives of the study are: a). to describe the implementation teaching vocabulary using audiovisual aids to the first grade students of SDN 2 Sawahan in 2014/2015 academic year, b) to describe

the result of teaching vocabulary using audiovisual aids to first grade students of SDN 2 Sawahan in 2014/2015 academic year, and c) to describe the advantages and the disadvantages of teaching vocabulary using audiovisual aids to the first grade students of SDN 2 Sawahan in 2014/2015 academic year.

In this research paper the writer found the same research paper that used audiovisual aids as media to learn vocabulary. The first research paper has been conducted by Wati (2009), "*Improving Students' Vocabulary Using Audiovisual Aids (A Classroom Action Research at SD Birul Walidain Muhammadiyah Sragen)*". The result of her research paper shows that teaching vocabulary using audiovisual aids can improve the students' vocabulary. In addition, the students also feel interested in learning vocabulary using audiovisual aids, because they can watch the image of the object in the form of cartoon video while listening to pronunciation from the native speaker.

The second research is conducted by Yanita (2012), "*Improving Students' Vocabulary Mastery Using Audiovisual Aids (An Action Research at the Fourth Grade of Sd Negeri 04 Jaten Karangayar in 2011/2012 Academic Year)*". In her research paper, she describes whether and to what extent Audio-visual aids improves students' vocabulary mastery, the research findings showed that Audio-visual aids could improve students' vocabulary mastery and motivation, which involved 1) the improvement of students' vocabulary mastery, 2) the improvement of motivation. It can be concluded that this research could improve students' vocabulary mastery and motivation. It is hoped that this result can give other teacher's inspiration to conduct a collaborative action research in their classroom.

It covers general concept of vocabulary that include notion of vocabulary, teaching vocabulary, notion of Audiovisual Aids, teaching English vocabulary to children. Harris and Sipay (1980:489) state that the first and the most important problem in comprehension is the difficulty of vocabulary. Craft (1982:263) says that the student's vocabulary continues to grow as long as she continues to use the language through listening, reading, and writing. Haycraft (1979) in Hatch and Brown (1995:370) classifies vocabulary into two kinds, Receptive Vocabulary and Productive Vocabulary. Receptive vocabulary is words that the learners

recognize and understand when the words are used in the context, but which they cannot produce. Productive vocabulary is words that student can recognize, understand, and can pronounce correctly. The students also can use them in speaking and writing. It is needed to improve the students' vocabulary and the ability in speaking or writing at appropriate time.

Wallace (1982:207) explains that teaching vocabulary has to be the following things:

a. Aims

How many of things listed does the teacher expect the learners to be able to achieve the vocabulary? What kind of words?

b. Quantity

The teacher may have decided the number of vocabulary items to be learned. How new words in lesson the learners can learn? If there are too many words, the learner may become confused or discouraged.

c. Need

In teaching vocabulary, teacher has to choose the words really needed by the students in communication. For their communication they need words needed for communication with the other.

d. Frequent Exposure Repetition

Frequent exposure repetition here means that the teacher should give much practice on repetition, so that her students master the target words well.

e. Meaningful Presentation

In teaching vocabulary, the teacher should present target words in such way that their meaning are perfectly clear.

f. Situation and Presentation

The teacher should tell the students that they have to use words appropriately. The use of words depends on the situation in which they are seeking and depends on the person to whom they are speaking.

Teaching vocabulary is teaching the learners about word and how to memorize that word.

In teaching English vocabulary to children, the teacher has to look for words that are easy to remember, match in reality and the teacher gives that word into context. Suyanto (2008:47) states that when words are presented in context,

the learning will take more concrete and smoothly, because the students have a through understanding. Phillips (1995) in Suyanto (2008:47) states that both vocabulary and grammar need to be taught in context and the children should always to be given plenty of opportunities to use the language that they have learned in the class.

Percival and Ellington (1988:2) state that audiovisual aids generally consist of two components that are interdependent but different from one another, which is called hardware and software. The definition of hardware is related to real equipment, such as an overhead projector (OHP), slide projector, tape recorder, video cassette recorders, TV monitor, micro-computer, projector and projector movie film strip. Software is the thing related with the hardware used. There are transparency, slide programs, audio tapes, video tapes, and computer program.

According to Levie and Lentz (1982) in Arsyad (2011:16), there are four benefits of using audiovisual in teaching, they are:

1. Attention function, this function is the principal function and to directing the students' attention on the lesson.
2. Affective function, this function can be shown in the students' interest when learn and read the text with picture.
3. Cognitive function, this function can shows that the students can understand and memorizing the information from the picture easily.
4. Compensatory function, this function is can be shows that audiovisual aids can help the students who cannot read to understand, take information from the text and memorizing the information from the text.

Using audiovisual aids in teaching learning have advantages and disadvantages, so the teacher should be active in teaching learning process and make the students can understand what they learn.

The audiovisual aids are the one of kind way to deliver information to the students. Arsyad (2003:30-31) identified characteristic of audiovisual aids, such as:

1. Character of audiovisual aids is linear.
2. Audiovisual aids present dynamic visual aids.
3. Audiovisual aids used after being prepared by the user.
4. Audiovisual is physical representation as real idea or abstract idea.
5. It is developed according to the principles of behaviorism and cognitive psychology.
6. In generally, audiovisual aids oriented to teacher with low interactive engagement of the students.

The characteristics above make audiovisual aids be the one of media for teaching English to children. With those characteristics the teacher can explain the material and make the students understand easily.

B. Research Method

The research method used in this study is a classroom action research. The goal of classroom action research is to know what the problem that faced by the students in teaching-learning process and to know how to solve that problem.

The research is conducted in the first grade of SDN 2 Sawahan of Surakarta. The observation was held to two cycles, each cycle consists of three meetings. The observation was held in the classroom on November 14th, 2014–January 23th, 2015. The subjects of the research are the students of the first grade at SDN 2 Sawahan of Surakarta. The object of the research is the action of teaching vocabulary using audiovisual aids to the first grade students of SDN 2 Sawahan, Surakarta. The writer gets the data from the result of teaching action and the result of interview and also test accumulated at the first and the last meeting.

The data sources are event, informant, documents and tests. The methods of collecting data are test, observation, and interview. The techniques of analyzing data are comparing the changes in the classroom, providing the data by comparing the pre-test and post-test, and drawing conclusions.

C. Research Finding

The writer presents the research finding to answer the research problems in the problem statement. There are three objects in this research, there are: implementation of teaching vocabulary using audiovisual aids to the first students of SDN 2 Sawahan, the result of teaching vocabulary using audiovisual aids to the first students of SDN 2 Sawahan, and the advantages and disadvantages of teaching vocabulary using audiovisual aids to the first students of SDN 2 Sawahan

1. The Implementation of Teaching Vocabulary Using Audiovisual Aids to the First Students of SDN 2 Sawahan.

The writer finds the result through doing teaching vocabulary to the first grade students of SDN 2 Sawahan. The implementation of teaching vocabulary using audiovisual aids is conducted in two cycles. Every cycles contain of three meetings. The writer is as an English teacher of the first grade students SDN 2 Sawahan. The meeting is held in the classroom on November 14th, 2014– January 23th, 2015.

Before cycles, the teacher teaches the students like usual and does not use audiovisual aids yet. The procedures before cycle are opening, teaching-learning process, and doing pre-test. The result before cycle is the writer identifies that the students are not interested in learning English. The teacher should make the student interested in learning English and can improve their English vocabulary. Therefore, the teacher uses audiovisual aids to make the students interested in learning English and the situation of the class is so noisy in English lesson. Many students don't give their attention to the teacher. So, their score of the test is unsatisfied. The lowest score was 38 and the higher is 80. Their score is under *KKM (Kriteria Ketuntasan Minimal)* of SDN 2 Sawahan.

Cycle I was conducted on November 21 and 28, 2014 and December 5, 2014, the writer acts as the English teacher. This cycle consists

of two meetings, each meeting takes 45 minutes. It consists of planning, implementing, observing, and reflecting.

The procedures of this cycle are opening, exploration, elaboration, confirmation and the last is closing. In opening, the teacher informs the students what they will learn and gives the students motivation to learn. There are three activities in whilst-teaching activities as stated at *Permendiknas No. 41 Tahun 2007*, exploration, elaboration and confirmation. In exploration, the teacher involves the students in the learning activity to explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher just functions as a facilitator. The students are given opportunity to think, create and produce things from exercise and assignment given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience. Closing was the end process of this cycle that consists of greeting and praying together.

The teacher teaches about color. The teacher uses video to show the material of color to the students. The first meeting is held on Friday, November 21, 2014, the second meeting is held on Friday, November 28, 2014 and the third meeting is held on Friday, December 5, 2014. The result of cycle I is there are still problems faced by the teacher. The problem needs to solve. Some of students answer the teacher's question slowly and are unconfident with their answer, they still scare if they make a mistake. The class is so noisy, although the teacher asks them to be silent. Some students don't want to write the materials on their book. So, the writer has to do the second cycle.

Cycle II is conducted on January 9 and 16 and 23, 2015, the writer acts as the English teacher. This cycle consists of two meetings, each meeting take 45 minutes. It consists of planning, implementing, observing, and reflecting.

The procedures of this cycle are opening, exploration, elaboration, confirmation and the last is closing. In opening, the teacher informs the

students what they will learn and gives the students motivation to learn. There are three activities in whilst-teaching activities as stated at *Permendiknas No. 41 Tahun 2007*, exploration, elaboration and confirmation. In exploration, the teacher involves the students in the learning activity to explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher just functions as a facilitator. The students are given opportunity to think, create and produce things from exercise and assignment given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience. Closing was the end process of this cycle that consists of greeting and praying together. In cycle II, the writer solves the several mistakes that happen in cycle I.

The topic in this cycle was number. The writer uses audiovisual aids to explain the topic material. In this case, the writer uses video and LCD projector. The writer also designs lesson plan and prepares the video related to the material about number.

The teacher teaches about color. The teacher uses video to show the material of color to the students. The first meeting is held on Friday, January 9, 2015, the second meeting is held on Friday, January 16, 2015 and the third meeting is held on Friday, January 23, 2015. The result of cycle II is the students are more interested in and enjoy in learning English. They enjoy every section, they also can answer the teacher's question. Every student shows their participation in spelling words. There are one or two shy students, but the other students can spell the vocabulary bravely and loudly. The classroom situation becomes fun and attractive.

2. The Result of Teaching Vocabulary Using Audiovisual Aids to the First Students of SDN 2 Sawahan.

After comparing the pre-test, cycle I and cycle II, it could be seen that teaching English vocabulary using audiovisual aids could improve the students' score, attitude, and also could make the students interested in learning English. The students also could memorize the vocabulary easily.

Their attitude changed after learning English vocabulary using audiovisual aids. The students were calmer. The student also listened what the teacher said, and could answer the teacher's question bravely.

3. The Advantages and disadvantages of Teaching Vocabulary Using Audiovisual Aids to the First Students of SDN 2 Sawahan.

Teaching vocabulary using audiovisual aids had advantages and disadvantages. The advantages of teaching vocabulary using audiovisual aids are: 1) the teacher can control the condition of the classroom situation easily, 2) the teacher can teach the students easily, 3) the students can be interested in learning English, 4) the students can know how to spell the words correctly, 5) the teaching-learning process becomes funny and happy, and 6) the students can be more active.

Teaching English vocabulary using audiovisual also had disadvantages, they are: 1) the teacher had taken more time to set up the projector with manual, 2) the teacher also cannot use the audiovisual aids everyday because the school just had one projector and sometimes the other teacher had to use it to teach, 3) the projector cannot be used if the electrical power went out, and 4) the teaching-learning cannot run well if the teacher doesn't understand how to use the audiovisual.

D. Discussion

In this research, all of the students also showed the improvement with their participation in learning English. They were also braver in answering the teacher's question. In cycle II, the teacher also did the post-test II. In that post-test, the students had more concentration. They didn't ask their friend and the teacher about the answer. They became confident doing the test by themselves. In post-test II, the students' score was better. The highest score was 100 and the lowest score was 65. It improved more. In cycle II, it was also fun and happy lesson, because the students could sing together to memorize the materials.

After comparing the result of this research between the previews study, the writer found some differences. There are:

- a. The subject of this research paper is the first grade in SDN 2 Sawahan while the subject of the previous researches is the higher grade in Elementary School. In the higher grade, the students have been can writing well and speak well.
- b. In this study, the writer finds the result and the advantages and disadvantages through teaching vocabulary using audiovisual aids while in the previous researches, the researchers find the way how to improve vocabulary mastery by using audiovisual aids.

Teaching English vocabulary could make the students enjoy the teaching-learning process, the students gave their attention in teaching-learning process and the students also more enthusiastic in teaching-learning process.

E. Conclusion

Based on the research finding, the writer can draw conclusions about teaching English vocabulary using audiovisual aids at the first grade of SDN 2 Sawahan as follows:

1. The implementation teaching vocabulary is conducted in two cycles. Every cycle consists of three meetings. The writer acts as the English teacher of the first grade students at SDN 2 Sawahan. The materials of teaching-learning process are videos taken from YouTube related with the materials. The procedures used in the cycles on this research are opening, exploration, elaboration, confirmation, and closing.
2. The result of teaching vocabulary using audiovisual aids to the first grade students at SDN 2 Sawahan are:
 - a. The students' interest to English also increases after the writer teaches English vocabulary using audiovisual aids.
 - b. The teacher can control the students' attitude easily.
 - c. The students become happy and not bored when they learn English.

- d. Teaching English vocabulary using audiovisual aids also makes the classroom situation become happy and funny.
 - e. Teaching English vocabulary using audiovisual can increase the students' score in English. The students can reach the *KKM (Kriterian Ketuntasan Minimal)* sets in SDN 2 Sawahan.
3. Teaching vocabulary using audiovisual aids had strengths and weakness.
- a. The strengths of teaching vocabulary using audiovisual aids are follows:
 - 1) The teacher can control the condition of the classroom situation easily.
 - 2) The teacher can teach the students easily.
 - 3) The students can be interested in learning English.
 - 4) The students can know how to spell the words correctly.
 - 5) The teaching-learning process becomes funny and happy.
 - 6) The students can be more active.
 - b. Teaching English vocabulary using audiovisual also had weakness. they as follows:
 - 1) The teacher had taken more time to set up the projector with manual.
 - 2) The teacher also cannot use the audiovisual aids everyday because the school just had one projector and sometimes the other teacher had to use it to teach.
 - 3) The projector cannot be used if the electrical power went out.
 - 4) The teaching-learning cannot run well if the teacher doesn't understand how to use the audiovisual.

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