



THE EFFECTIVENESS OF TEACHING VOCABULARY USING AUDIO-VISUAL MEDIA AT TK/RA

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ABSTRACT

Vocabulary is an critical detail of language coaching in EFL classes. Vocabulary is considered hard for younger beginners due to the fact they do now no longer practice them in ordinary life. Young novices study new vocabulary thru sports associated with seeing and hearing. Therefore, English instructor ought to pick out the suitable media. One of them is via way of means of the use of Audio-visible media. This research has two problems as follows: (1) How is the students' vocabulary ability after being with audio-visual media at TK/RA Al Maksum Langkat? (2) How is the students' pronunciation ability after being with audio-visual media at TK/RA Al Maksum Langkat? The approach of this research is Quantitative Research and pre-experimental design as a technique that is one-shot case study. The sample of this research was B class with 15 students. This research was held in three meetings, the first treatment, second-treatment, and the last post-test. The researcher used oral test as the instrument to collect the data. She used the mean score to analyse the data of the students. The researcher assessed vocabulary from 3 aspects, they are: meaning, pronunciation, and intonation. Based on data analysis most of the students got the good score. It can be seen from the mean of the score is 72,2. The highest mean score is located on the meaning aspect that is 75. While the mean score of pronunciation aspect is 68 and intonation aspect is 73. Thus, it can be concluded that using Audio-visual media to teach vocabulary is effective to B class of TK/RA Al Maksum Langkat.

Keyword: *Teaching Vocabulary, Audio-visual media*

I. INTRODUCTION

Kindergarten is a proper educational organization earlier than kids input a higher formal education. The organization is taken into consideration critical due to the fact kids in this age come to the length of golden age that is a touchy length and most effective comes once. Sensitivity is a time that demands superior infant development. Children have capacity to talk since they have been born. They accumulate the language from the humans surround them. When they begin within the formal schooling, young newbies start to realize the opposite language beside their mom tongue. Krashen (1996: 10) said, "Acquiring language is predicated upon the idea of receiving message newbies can understand". From the above announcement approach does now no longer need to apply grammatical 2d language in communicating. What is wanted is the significant interplay this is contained in the language itself. Vocabulary is an essential detail of language. This



announcement is aid through Richard (2002: 255) who said, “Vocabulary is the center factor of language talent and affords lots of the primary for a way nicely rookies speak, listen, read, and write”.

Learning English in Kindergarten is supported through Law no. 20 of 2003 that kindergarten to provide training to expand persona and selfcapacity according with the level of improvement of rookies. According to Scoot & Ytreberg (2001: 1-2) stated, “Children 5 to seven years antique has traits of the rules, language, situations, their personal information comes via hand, eyes and ear, they may be very logical. According to the unique traits of younger learner, teacher need to be innovative in choosing the method to introduce English as foreign language for them that specialize in the vocabulary.

Learning language in early age is very important. Language is the manner humans say their concept and their feeling. English gaining knowledge of as a 2nd language in Kindergarten need to use a customized method to their characteristics. According to Departement Pendidikan Nasional (2006:5) “Berbahasa, pengembangan ini bertujuan agar anak mampu mengungkapkan pikiran melalui bahasa yang sederhana secara tepat, berkomunikasi secara efektif, dan membangkitkan minat untuk bahasa”. It way language is the time period of verbalverbal exchange that takes animportant position in life.

TeachingTeaching vocabulary to younger learners isn’t like coaching vocabulary to adult. It is precipitated considering that younger learners have distinctive traits with adult. According to Scoot & Ytreberg (2001: 2) “Young kids very own understanding comes via hands, thru eyes, and ears. The bodily global is dominant at all time”. The English instructor must appearance for approaches to train vocabulary including bodily pastime internal because youngsters have a super motivation to do bodily pastime.

Introducing new vocabulary the use of a actual item and tune makes college students have a robust memorization due to the fact they are able to see the item directly. They can understand the which means of vocabulary fast when the trainer visible the item and sing a tune. It is apparent sufficient that the use of actual item and track withinside the coaching studying method can assist students to learn. Based at the matters stated above, the researcher desires to write her research entitled “THE EFFECTIVENESS OF TEACHING VOCABULARY USING AUDIO-VISUAL MEDIA AT STKIP AL MAKSUM LANGKAT.

II. LITERATURE REVIEW

Learning language in early age is very Important, English learning as a second language in Kindergarten should use a customized strategy to their characteristics. Teaching vocabulary to young learners is different from teaching vocabulary to adult. It is caused since young learners have different characteristics with adult. Ways to teach vocabulary including physical activity inside since children have a great motivation to do physical activity.

Audio-visual media is one type of learning Media that is considered to have moreEffective and interesting to learning English. Audio visual it means Collaboration between media realia and Song. In relation to young learner’s characteristics they are more interested in concrete things, the teacher can bring the real object and song in teaching and learning process They can understand the meaning of vocabulary without the teacher translate it is because they have seen the



objects which shown by the teacher directly. And teachers can sing and invite students to sing song they are more interest in the learning process effective and interesting to learning English. Songs offer a change from Routine classroom activities. our vocabulary while enjoying the music.

Through the song, students will also find the meaning of difficult words in the dictionary. Introducing new vocabulary using a real object and song makes students have a strong memorization because they can see the object directly. They can understand the meaning of vocabulary quickly when the teacher seen the object and sing a song. It is clear enough that using real object and song in the teaching learning process can Help pupils to learn.

III. REVIEW METHOD

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

This studies changed into carried out in TK Al Maksum Langkat of B elegance in academic year 2019/2020. The populace of the studies turned into all of the scholar of TK Al Maksum Langkat. For sample, the researcher used B elegance with 15 college students at TK Al Maksum Langkat. The tool is Treatment and post-check. In amassing the data, the researcher held 3 meetings. The check became carried out oral take a look at. For post- check this is college students say what the that means call of animals, a way to right pronunciation when instructor touched one of the animals and solution easy question. The statistics through the use of imply to degree the element of vocabulary. The researcher used Mean to realize the effectiveness teaching vocabulary the usage of Audio-visible Media.

IV. DISCUSSION

After doing research on children at school, with audio visual media children can understand vocabulary well, and when the post test is done, it turns out that children can get a pretty satisfactory score of sound 75,6. Of course, seen from this media , children can understand more easily, and of course it can be a motivation also in memorizing vocabulary and sentences in lessons.

When running learning media in the form of audio visual media , it turns out that according to students it is a fun thing, they are calmer when the teaching and learning system take place, audio visual media , makes children more active in their learning, and it can be said that audio visual media is very influential and is an effective way of delivering learning materials. And when the material is about memorizing vocabulary, the students can memorize the vocabulary well, it can even be said to be very good, of course in understanding english learning materials, student are better able to master and understand the material, if children al ready have good memory strong then it can make their motor nerves work very well.

But it turns out that after a deeper investigation that in using audio visual media there are few shortcomings, namely in the mention of vocabulary, children are more concerned with mentioning vocabulary from the origin without thinking about the correct pronunciation. The mention of vocabulary is also important but



activeness in speaking is prioritized. A slight lack of vocabulary is a natural thing because their tongue may not be used to doing it.

The following is the percentage between active, memorization and pronunciation.

Table 1

Theory	Percentage
Active	80 %
Memorization	80 %
Pronunciation	20 %

V. CONCLUSION

Audio-visible media is effective media to be implemented in coaching vocabulary to younger learner wherein the scholars revel in within the coaching studying process. This media assist the scholars to memorize new vocabulary via music and realia. It may be visible from the common price in issue of meaning, 75. While within the intonation college students were given 73. In this research, the researcher observed a few the weaknesses in the use of audio-visible media. First, the college students' disregarded pronunciation component in vocabulary, it is able to be visible from the imply of college students rating in pronunciation issue, the imply changed into 68. The weak spot of pronunciation is triggered due college students get problem in making a song speedy rhythm music and the scholars do now no longer practice the substances in ordinary life, consequently the pupil problem in pronunciation.

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