AKADEMIKA

JURNAL

KUALITAS TES ULANGAN UMUM MATEMATIKA KELAS IX SMP NEGERI 3 BAUBAU

Rasmuin

SYLLABUS MODEL OF ENGLISH TEACHING FOR GRADE X OF SENIOR HIGH SCHOOL
(RESEARCH AND DEVELOPMENT)

La Dunifa

PERANAN IBU RUMAH TANGGA PENJUAL SAYUR KELILING DI KELURAHAN KATOBENGE
KECAMATAN BETOAMBARI KOTA BAUBAU DALAM MENINGKATKAN PENDAPATAN KELUARGA

Wa Ode Rohmiati Mandati

KESETARAAN GENDER DALAM PERSPEKTIF SOSIAL DAN ISLAM

Hartini Amin

PENGARUH PARTISIPASI ANGGARAN TERHADAP SENJANGAN ANGGARAN DENGAN
KEADILAN DISTRIBUSI SEBAGAI VARIABEL MODERASI

Fitrianti Da'a

PENGARUH USIA TERHADAP KINERJA KARYAWAN PADA PT. PLN (PERSERO) CABANG BAUBAU

Estiani

IMPROVING STUDENTS' ACHIEVEMENT ON PPKN SUBJECT THROUGH DEBATING STRATEGY
AT IX CLASS OF SMP NEGERI 4 BAUBAU

Ahmad Abudin

PEMBERIAN BERBAGAI JENIS PAKAN YANG BERBEDA TERHADAP
PERTUMBUHAN IKAN BERONANG (*Siganus guttatus*)

Supasman Emu

PEMANFAATAN LIMBAH ABU SEKAM PADI SEBAGAI BAHAN TAMBAH PADA PAVING BLOK

Laswar Gombilo Bitu

THE EFFECT OF AUDIO VISUAL ON STUDENTS' VOCABULARY ABILITY
AT SECOND GRADE OF SMP NEGERI 1 PASARWAJO

La Mido

PERANAN PERADILAN AGAMA DALAM KERANGKA SISTEM PERADILAN DI INDONESIA
MENURUT UNDANG-UNDANG DASAR 1945

Darmawan Wiridin

TRANSFORMASI STRUKTUR EKONOMI KOTA BAUBAU

Nuryati

PENGHAMBATAN *Fusarium oxysporum* PENYEBAB BUSUK BATANG PADA ANGGREK *Dendrobium* SP.
(SONIA X WHITE BEAUTY) DENGAN FUNGI ENDOFIT SECARA IN VIVO

Badaria

MENINGKATKAN AKTIVITAS BELAJAR DAN HASIL BELAJAR EKONOMI DENGAN MENERAPKAN
MODEL PEMBELAJARAN *MIND MAPPING* PADA SISWA KELAS X
SMA NEGERI 1 WOLOWA KABUPATEN BUTON

Azan

THE EFFORTS TO IMPROVE SPEAKING SKILL WITH USING PRAGMATIC APPROACH FOR STUDENTS
OF GRADE XI TKJ DEPARTMENT AT SMKN 4 BAUBAU 2014/2015

Wa Ode Nurlina

UNIVERSITAS DAYANU IKHSANUDDIN
BAU - BAU

Pengelola Redaksi

Pembina/Penasehat

Ir. H. La Ode Muh. Sjamsul Qamar, MT
Ir. Tamar Mustari, MS
La Ode Ramlan, SE, M.Si
Drs. La Ode Hadia, M.Si
Dr. H. Andi Tenri, M.Si

Pengarah

Rahmatia, S.Pd, M.Pd

Pimpinan Redaksi

Wa Ode Zulia Prihatini, ST, MT

Sekretaris

La Mido, S.Pd, M.Pd

Reviewer

Dr. Sulhan Manaf, M.Si
Dr. Rasmuin, M.Pd
Dr. Andi Tendri, M.Si
Dr. Wa Ode Hanafiah, M.Hum
Ir. Tamar Mustari, M.S
Irzal Agus, ST, MT
Raninta Andriani, S.Sos, M.Kes

Sirkulasi

La Mbane, ST

Diterbitkan Oleh

*Lembaga Penelitian dan Pengabdian
 kepada Masyarakat
 Universitas Dayanu Ikhsanuddin*

Alamat Redaksi

Jl. Yos Sudarso No.43
Telp./Fax. (0402) 28 21327 Baubau
e-mail: lppm-unidayan@yahoo.co.id
Webside : lppm.unidayan.ic.id

DAFTAR ISI

	Halaman
Daftar Isi	i
Kata Pengantar	ii
Kualitas Tes Ulangan Umum Matematika Kelas IX SMP Negeri 3 Baubau Oleh : Rasmuin	133
Syllabus Model Of English Teaching for Grade X Of Senior High School (Research And Development) Oleh : La Dunifa	140
Peranan Ibu Rumah Tangga Penjual Sayur Keliling di Kelurahan Katobenge Kecamatan Betoambari Kota Baubau dalam Meningkatkan Pendapatan Keluarga Oleh : Wa Ode Rohmiati Mandati	147
Kesetaraan Gender dalam Perspektif Sosial dan Islam Oleh : Hartini Amin	153
Pengaruh Partisipasi Anggaran terhadap Senjangan Anggaran dengan Keadilan Distribusi Sebagai Variabel Moderasi Oleh : Fitrianti Da'a	162
Pengaruh Usia terhadap Kinerja Karyawan pada PT. PLN (Persero) Cabang Baubau Oleh : Estiani	174
Improving Students' Achievement On PPKn Subject Through Debating Strategy At IX Class of SMP Negeri 4 Baubau Oleh : Ahmad Abudin	181
Pemberian Berbagai Jenis Pakan yang Berbeda terhadap Pertumbuhan Ikan Beronang (<i>Siganus guttatus</i>) Oleh : Supasman Emu	189
Pemanfaatan Limbah Abu Sekam Padi sebagai Bahan Tambah pada Paving Blok Oleh : Laswar Gombilo Bitu	196
The Effect of Audio Visual on Students' Vocabulary Ability At Second Grade of SMP Negeri 1 Pasarwajo Oleh : La Mido	203
Peranan Peradilan Agama dalam Kerangka Sistem Peradilan di Indonesia Menurut Undang-Undang Dasar 1945 Oleh : Darmawan Wiridin	210
Transformasi Struktur Ekonomi Kota Baubau Oleh : Nuryati	220
Penghambatan <i>Fusarium oxysporum</i> Penyebab Busuk Batang pada Anggrek <i>Dendrobium</i> sp. (Sonia x White Beauty) dengan Fungi Endofit secara In Vivo Oleh : Badaria	228
Meningkatkan Aktivitas Belajar dan Hasil Belajar Ekonomi dengan Menerapkan Model Pembelajaran <i>Mind Mapping</i> pada Siswa Kelas X SMA Negeri 1 Wolowa Kabupaten Buton Oleh : Azan	237
The Efforts to Improve Speaking Skill With Using Pragmatic Approach for Students Of Grade XI TKJ Department at SMKN 4 Baubau 2014/2015 Oleh : Wa Ode Nurlina	245

THE EFFECT OF AUDIO VISUAL ON STUDENTS' VOCABULARY ABILITY AT SECOND GRADE OF SMP NEGERI 1 PASARWAJO

La Mido

(Lecturer of English Educational Study Program of Dayanu Ikhsanuddin University Baubau)

ABSTRAK

Pengaruh Penggunaan Audio visual Terhadap kemampuan Kosakata Siswa di SMP Negeri 1 Pasar Wajo. Tujuan Penelitian ini adalah untuk mengetahui pengaruh penggunaan audio visual terhadap penguasaan kosakata siswa yang diajarkan melalui audio visual dan dibandingkan dengan siswa yang belajar kosakata tanpa menggunakan audio visual. Jenis penelitian ini adalah penelitian quasi-eksperimen. Sampel penelitian terdiri atas 40 siswa SMP negeri 1 Pasar Wajo tahun ajaran 2013/2014. Data penelitian dikumpulkan dengan menggunakan objective test yaitu dengan menggunakan soal pilihan ganda tentang kosakata. Data penguasaan kosakata siswa dianalisis dengan menggunakan statistik deskriptif dan inferensial. Hasil penelitian ini menunjukkan bahwa siswa yang belajar kosakata dengan menggunakan audio visual memiliki penguasaan kosakata yang lebih baik dibandingkan dengan siswa yang belajar kosakata tanpa menggunakan audio visual.

BACKGROUND

Vocabulary is the set of words that is known and can be used by someone in a language. Vocabulary is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to develop a new sentence. The wealth of a person's vocabulary is generally considered to be an illustration of intelligence or level of education.

Mastery of vocabulary is the most fundamental thing that must be controlled by a person in learning English in a foreign language for all students and the people of Indonesia. Someone can not express a language when he does not understand the vocabulary of the language. It is studied a foreign language, so that the vocabulary of the language is something that is absolutely needed by language learners. If a student has a adequate vocabulary, English will automatically support the achievement of the four earlier English language competences and vice versa without having adequate vocabulary, a student will have difficulty in achieving competence in the language.

In the implementation process of learning English, students often have difficulties in achieving a basic competence. As lack of vocabulary, so it is very disturbing achievement of competence as specified in the curriculum. They often have difficulties in understanding the meaning of a word since their lack of understanding of vocabulary is inadequate to the process of achieving a basic competency.

When the students have difficulties in understanding the meaning of a word during the learning process, the teachers have to give them a shortcut by having students look up the meaning of the word in the dictionary. Its result is not good for the students because only a few students who have a dictionary and students become dependent on a dictionary rather than on understanding the context of the word.

Several factors affect the students' lack of vocabulary in English. The first is learning methods or techniques used by the teacher is not interesting to the students. The second is media are unavailability so it can

bring the students' interest in learning vocabulary. Finally, most of the students do not have great interest to learn English because they consider it is difficult to acquire.

Based on the above description, so the writer is interested in conducting the research with the title is "The Effect of Audio Visual on Students' Vocabulary Ability at Second Grade of SMP Negeri 1 Pasar Wajo". The objective of this research is whether audio visual has a significant effect on students' vocabulary ability at second grade of SMP Negeri 1 Pasar Wajo. Generally, English vocabulary consists of active and passive vocabulary however, in this research the writer focused learning active vocabularies by using English movie since it is frequently used in English sentences.

The hypothesis of this research was there is a significant effect on students' ability that use audio visual in learning vocabulary. This research is expected to have theoretical and practical contribution. In theoretically, it gives significant contribution to the English teacher to enhance the students' ability on vocabulary. In practically, it is a source of information for English teacher to teach vocabulary by using audio visual.

Theories of Vocabulary

Many linguist set out about the concept of vocabulary. Kathleen (1989) states that vocabulary is the ability to recognize individual better than of a word. This definition indicates as the competence of the learners to recognize the form and the meaning of word. Penny (1996) states that vocabulary can be defined as roughly as the words we teach the foreign language. While according to Joseph (1990) vocabulary is a list of word with their meaning, glossary, sum up words used in a language or in particular book or branch of science. Furthermore, Good (1979) define vocabulary as content and words function of language, which are learned

so thoroughly that they become a part of child's understanding speaking and later reading, and writing vocabulary. He adds that vocabulary is the word having meaning when learned or seen even though not produced by individual himself to communicate with others. Another opinion stated by Tampubolon (1987) vocabulary is a treasure of words that adopts from foreign and original language. The number is always following the maturation of a person and how long he or she has studied the language.

Approaches in learning Vocabulary

It is useful to know a distinction between direct and indirect vocabulary in learning. In indirect vocabulary learning, the learners do exercise that focus their attention on vocabulary. Such as exercise-includes, word building exercise, guessing word from context when it is done as class exercise, learning word in lists, and vocabulary games. In indirect vocabulary learning, the learners' attention is focused on some one other features usually the message that is conveyed by speaker or writer. Krashen and Terrel (1983) call this the input theory of language learning. They believe that certain condition must apply for such learning to occur. From the point of view of vocabulary learning, this interest creates a need to understand the unknown words in messages. Therefore, it should contain some items that are just outside the learners' present level of achievement. Vocabulary teaching can fit into language learning course, in any of the four ways. Nasution (1998) states that there are four ways that can be used to teach vocabulary from most indirect to most indirect as in the following:

1. The most common example of this is the preparation of simplified material and the carefully vocabulary graded of the first lesson of learning English.

2. Word is dealt with as they happen to occur. This means that unknown word appears in reading passages.
3. A vocabulary problem is taught in connection with other language activities. For example, the vocabulary of learning passages is dealt with before the learners read the passages.
4. Time is spent either in class or out of school where vocabulary studied without an immediate with some other language activities.

Meanwhile, Wills (1981) *expresses* the way of teaching practice vocabulary as follows:

1. Planning.
 - (a) Choosing short reading passages suitable for students who are learning.
 - (b) Isolating vocabulary that causes difficulties, and decide when and how to teach or explain each word
 - (c) Choosing up to six or seven new words that need pre teaching and decide the words up between the group members and plan the order in which you will teach, then pore pare any aids. Think up a signpost question for the reading process.
2. Teaching practice.
 - a) By re-forming the group, and teaching students who are new to the topic.
 - b) Begun an announcing what to do,
 - c) If there is time, set the class to read the passage silently, helping them to guess the other unknown word from the context, than give them a chance to ask a question.
3. Evaluation. Evaluating the vocabularies which have been given to the students. The teaching vocabulary way as stated above seems to be appropriate for students since the material of English is thematic (in relation to the theme of a passage) and is usually preceded by a text or a dialog.

Vocabulary Mastery

Vocabulary plays a very important role in developing language skills such as listening, speaking, reading, and writing. Mastery of English vocabulary means that a certain number of English vocabulary that should be mastered by the students. The number of English vocabulary is very important for the students to develop language skills. Charthy and O'Dell (2001) *state* that to speak or to write English in normal situations we need at least 1-2,000 words. Tarigan (1989) *states* that in effort to increase the quality and quantity of vocabulary, the students also increase their life, attitude, develop their conceptual, and knowledge. Tarigan (1989) *suggests* that all teachers should give attention to the development of words as conceptual development meaning. Although every words has a concept, it has more meaning and deeply rather than others.

The Concept of Audio Visual

Technical audio-visual are important in learning technical EFL because they stimulate the learners and encourage them to learn foreign languages Bavara, (1989). Furthermore, as Cundell (2008) *notes*, "One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts".

Morris (1968) *mentioned* that one of the instructional aids used in teaching is audio-visual. Audio-visual aids are those that involve the sense of vision as well as hearing such as television and videos with the purpose is to educate. In addition, Patil 2009 points out that one of the principles of audio-visual aids is that for effective teaching to take place, a good method must be adopted by the teacher. Morris (1968) also *explained* that audio-visual aids are employed; there is a great scope for pupils to move about, talk, laugh and comment upon. Therefore, under such

atmosphere the pupils work because they want to work and not because the teacher wants them to work. Audio-visual aids cannot be separated from educational material as a

whole. There is no doubt that audio-visual aids produce the best results when they are use in connection with active teaching methods Withers (2006).

METHOD OF THE RESEARCH

A method applied in this research was quasi-experimental design, the non equivalent control group design (Gay, et. al, 2006: 254). The researcher used two groups, experimental group received treatment by using audio visual and control group used conventional technique. Both groups were pretested, administered a treatment and posttested. The design formulated as follows:

EG	O1	X1	O2
CG	O1	X2	O2

Where:

EG = Experimental group

CG = Control group

O1 = Pretest

O2 = Posttest

X1 = Treatment by using audio visual

X2 = Treatment with conventional technique

Figure: 3.2 Research design (Gay, et. al. 2006: 255)

The population of this research was all of the second grade of SMP Negeri 1 Pasarwajo in 2013/2014 academic years. There were five classes and there were 20 students for each class. So, The number of

population was 100 students. This research applied *cluster random sampling*. The number of sample was 40 students since two of four classes were taken randomly for experimental and control groups. The researcher used one instrument only that was a test. The test consists of pretest and posttest. The pretest was administered to find out the prior knowledge of students' ability on vocabulary and it was given before doing the treatment. The posttest was administered after doing treatment in teaching vocabulary. The test used in the pre-test was objective test in multiple choice form. The researcher conducted the treatment in 6 meetings and each meeting run within 90 minutes. The treatment was given to experimental group to know the students' achievement on vocabulary. Meanwhile in control group got convetional technique. The researcher conducted a post - test to the students of both experimental and control groups. The researcher used the same level difficulties test to both pre and post test. The data about the students' ability on vocabulary then analyzed by using descriptive and inferential analysis that is a t-test at the level of significant: 0.05.

FINDINGS AND DISCUSSION

1. Finding of The Research

The students' pre test and posttest score on control group

The frequency score and percentage of students' score on control group can be seen in the following table:

Table 4.1 Frequency and percentage of students' achievement on pretest and posttest of control group

Classification	Pretest			Posttest	
	Scores	F	%	F	%
Very good	90 - 100	0	0	0	0
Good	75 - 89	0	0	0	0
Fair	60 - 74	2	10	1	5
Poor	45 - 59	6	30	4	20
Very Poor	0 - 44	15	75	12	60
Total		20	100	20	100

Table 4.1 illustrates that most of the students on control group were categorized in very poor or low category. The percentage of pretest categorized as very poor achiever was 15 students (75 percent) and the percentage of posttest categorized as very poor achiever was 12 students (60 percent). Meanwhile, 6

students (30 percent) and 4 students (20 percent) in pretest categorized in poor category. There were 2 students (10 percent) and 1 student (5 percent) categorized in fair category and none of the students in control group categorized in good and very good category.

Table 4.2 Frequency and percentage of students' achievement on pretest and posttest of experimental group

Classification	Pretest			Posttest	
	Scores	Frequency	Percentage (%)	Frequency	Percentage (%)
Very good	90 – 100	0	0	2	10
Good	75 – 89	1	5	7	35
Fair	60 – 74	3	20	6	25
Poor	45 – 59	11	55	3	15
Very Poor	0 -44	5	25	2	15
Total		20	100	20	100

Table 4.2 illustrates that most of the students in pretest of experimental group were categorized in poor or low category and most of the students in pretest of experimental group were categorized in good or high category. The percentage of pretest categorized as very poor achiever was 5 students (25 percent) and the percentage of posttest categorized as very poor achiever was 2 students (15 percent). There were 11 students (55 percent) and 3 students (15

percent) in posttest categorized in poor category. There were 3 students (20 percent) and 6 students (25 percent) categorized in fair category. there were 1 student (5 percent) and 7 students (35 percent) categorized as good achiever. None of the students in control group categorized as in very good achiever however, there were 2 students (10 percent) in posttest of experimental group categorized as very good achiever.

Table 4.3 The mean score and standard deviation of the students' pretest and posttest

	Group	Mean	Standard deviation	N
Pretest	Experimental group	48.15	15.02	20
	Control group	49.45	14.91	20
Posttest	Experimental group	73.38	15.75	20
	Control group	59.63	8.47	20

The table 4.3 shows that the difference of mean score and standard deviation in pretest and posttest to the both of the groups. The result of data analysis shows

that the mean score of experimental group and control group was mostly in the same score before giving the the treatment. After conducting the treatment, the score of the

posttest of experimental and control group showed the different score of mean score. It means that there was an improvement after conducting the treatment. The table 4.3 shows that the mean score of students' pretest of experimental group was 48.15, while in the control group, the mean score of students'

pretest was 49.45. The mean score of students' posttest of experimental group after the treatment was 73.8 and the mean score of students' posttest of control group was 59.63. It shows that the mean score of experimental group is higher than control group ($73.38 > 59.63$).

Table 4.4 The probability value of T-Test of the experimental and control group Achievement

Variable	(α)	P-Value	Remarks
Posttest of experimental and control group	0.05	0.00	Significantly different
Pre and post of Control Group	0.05	0.58	Not Significantly different

Table 4.4 shows the probability value of t-test of the experimental and control group achievement. In experimental group, the result of data analysis showed that there were significant difference between pretest and posttest where the probability value (0.00) is smaller than the level of significant at α (0.05). It can be drawn that the probability value was smaller than α ($0.00 < 0.05$). It indicated that alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

2. Discussion

Based on the finding above, the comparison of the improvement of students' achievement of experimental and control group can be proved by analyzing the posttest result. The result showed that the mean score of students' posttest both the groups increased after giving the treatment. It can be seen through the mean score of students' pretest was 48.15 becoming 73.38 for the experimental group, while the students' pretest for control group was 49.45 becoming 59.63, in this case, both of the groups improved after giving a treatment. However, the result of posttest in experimental group was higher than control

($73.38 > 59.63$). The result of posttest indicated that the use of audio visual gave a significant effect on students' achievement.

Comparing with the students' pretest and posttest, the result of pretest for both group; experimental and control groups had almost the same level. The mean score of pretest of experimental group was 48.15 while in control group was 49.45. After calculating the t-test, the result showed that both of the groups were nearly in same level. It can be seen from the p-value that shows the p-value is higher than α ($0.58 > 0.05$).

Furthermore, the score between pretest and posttest of experimental group was $48.15 < 73.38$. The students' achievement increased about 25.23. It indicates that there is a significant progress before and after treatment by using audio visual. While the pretest and posttest score of control group was $49.45 < 59.63$. It means that the students' achievement increased about 10.18. It could be stated that the score of two groups got progress, but the experimental group higher than the control group.

After seeing the result of data analysis, the researcher found that the value of p-value shows that the p-value is smaller than α ($0.00 < 0.05$), where the p-value (0.00) at the

level of significance (0.05) and the degree of freedom was 38. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It showed that the use of audio visual

significantly affect students' achievement. It was concluded that the use of audio visual was able to give greater contribution to teaching and learning process.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research finding and discussion in the previous chapter, the researcher concludes that:

The use of audio visual has significant effect on students' vocabulary ability. It can be seen from the students' mean score of posttest was 73.38 for experimental group, while control group, the mean score was 59.63 and the t-test of students' achievement in experimental and control

group in posttest was smaller than α ($0.00 < 0.05$).

Suggestion

Based on the conclusion above, the suggestion is as in the following:

It is suggested that teaching vocabulary through audio visual should be continuously implemented in SMP Negeri 1 Pasar Wajo.

BIBLIOGRAPHY

- Bavara, Sandra. 1989. *A study of the effect of Audio Visual Aids on the comprhense. Recal of student.*
- Carthy, et.all. 2001. *English vocabulary in use: Elementary.* Jakarta: Erlangga.
- Cundell, A. 2008. *The integration of effective technologies for language learning and teaching.* Dubai: TESOL Arabia.
- Gay,L.R.,Mills, Geofrey, E & Airasian, Peter. 2006. *Educational Research.* Ohio: Pearson Prentice Hall.
- Good, c.v. 1979. *English vocabulary in use: Upper intermediate and advanced .* Jakarta: Erlangga.
- Joseph. 1990. *English vocabulary in use: Pre-intermediate and intermediate.* Longman: Group Limited.
- Kathlen, Ivan. 1989. *Vocabulary in Action.* New York: Prentice hall.
- Moris (1968). *Method of Geographical Instruction.* Blaisdell Publishing Company. London.
- Nasution, L. 1998. *Pengajaran Kosakata.* Bandung: UD. Agung Jaya.
- Krashen, and terrel. 1983. *Principle and practice in language acquisition.* Pergamon : Pergamon Institute of English.
- Tarigan, H.G. 1989. *Pengajaran Analisis Konstratif Bahasa.* Jakarta: Blai Pustaka.
- Tampubolon 1987. *English Book for Junior High School.* Jakarta: Balai Pustaka.
- Ur, Penny. 1996. *A course in Language Teaching.* Cambridge: Cup.
- Willis, J. 1981. *Teaching English through English. Longman Handbooks for Language Teacher.* England: Longman Group Ltd.
- Withers. 2006. *Effective Teaching Strategies.* University of Texas. Arlington.