



The Effectiveness of Using Audio Visual Method to Enrich Students' Vocabulary at Grade VII MTs Muhammadiyah 04 Sibolga

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Abstract

This research aims to find out the effectiveness of the use of Audio-Visual method in enriching the vocabulary of students at grade VII MTs Muhammadiyah 04 Sibolga. The methods in this research are quantitative methods using pre-experimental designs as well as one group pretest and post-test. The subject of this research is a student of seventh grade who has only one class. The sample of this research involved 24 students. The instruments used in this research include pre-test, post-test and questionnaire. The results of this research show that the total pre-test average is 50,83 which is categorized as "poor", while the post-test mean is 79,16 and is categorised as "good". Based on data analysis, t-count values are higher than t-table values (11,737 > 2,012), meaning there is a significant difference. Therefore, H₀ is rejected and H₁ is accepted. The results of the questionnaire showed that the average percentage score of the questionnaire was 85.83% and was classified into the "very good" criteria. It shows that students positively responded to the Audio-Visual method. This research concludes that Audio-Visual method is effective to enrich students' vocabulary.

Keywords: *Audio-Visual, Subtitled Video, Vocabulary*

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan metode Audio-Visual dalam memperkaya kosakata siswa kelas VII MTs Muhammadiyah 04 Sibolga. Metode dalam penelitian ini adalah metode kuantitatif dengan menggunakan desain pra-eksperimental serta one group pre-test and post-test. Subjek penelitian ini adalah siswa kelas VII yang hanya terdiri dari satu kelas. Sampel penelitian ini melibatkan 24 siswa. Instrumen yang digunakan dalam penelitian ini meliputi pre-test, post-test dan kuesioner. Hasil dari penelitian ini menunjukkan bahwa rata-rata total pre-test adalah 50,83% yang dikategorikan "kurang baik", sedangkan rata-rata post-test adalah 79,16% dan dikategorikan "baik". Berdasarkan analisis data, nilai t-hitung lebih tinggi dari nilai t-tabel (11,737 > 2,012), yang berarti terdapat perbedaan yang signifikan. Oleh karena itu, H₀ ditolak dan H₁ diterima. Hasil kuesioner menunjukkan bahwa rata-rata persentase skor kuesioner adalah 85,83% dan tergolong ke dalam kriteria "sangat baik". Hal ini menunjukkan bahwa siswa memberikan respon positif terhadap metode Audio-Visual. Penelitian ini menyimpulkan bahwa metode Audio-Visual efektif untuk memperkaya kosakata siswa.

Kata Kunci: *Audio Visual, Kosa Kata, Video Bersubtitle*

INTRODUCTION

English is an international language used by both native and non-native speakers in daily life. It plays a significant role in global communication, especially in education, where English proficiency is essential to keep up with the demands of globalization (Nurmala Sari & Aminatun, 2021). Learning English involves mastering four key skills: listening, speaking, reading, and writing. These skills are supported by three language components: grammar, pronunciation, and vocabulary. Among these components, vocabulary serves as the most crucial foundation for mastering a language. Vocabulary refers to a set of words used for communication and understanding.

Mastery of vocabulary allows learners to better understand the meaning of words in various contexts and reduces misunderstandings in both written and spoken language. It is regarded as the heart of language learning, as it enables students to construct sentences, process information, and convey messages effectively (Ferawati & Rini, 2020). Without sufficient vocabulary, it becomes difficult for learners to communicate meaningfully (Alqahtani in Gifari, 2023).

Effective vocabulary learning requires more than simply memorizing new words. It also involves the use of teaching methods and media that engage students in the learning process. Audio-visual media, such as videos with subtitles, have been proven effective in enriching students' vocabulary. Subtitled videos provide students with visual and auditory input, enabling them to associate words with sounds, images, and context. This method not only enhances vocabulary acquisition but also creates a fun and engaging learning experience. By observing characters, emotions and the storyline, students can develop a deeper understanding of word meanings while maintaining their interest in the learning process.

Despite the importance of vocabulary, many Indonesian students, including those at MTs Muhammadiyah 04 Sibolga, face difficulties in mastering it. Preliminary research revealed that students often feel bored due to the use of long, text-heavy learning materials. Moreover, students struggle to comprehend reading texts because of their limited vocabulary, which leads to random and incorrect responses on assignments. Addressing these challenges requires the use of innovative teaching methods and engaging media to create a more interactive learning environment.

RESEARCH METHODS

This research was conducted at MTs Muhammadiyah 04 Sibolga, focusing on the use of an audio-visual method through subtitled videos to enhance the vocabulary mastery of seventh-grade students. The research approach used was an experimental method with a One-Group Pretest-Posttest design from the pre-experimental design category. This design involved measuring students' vocabulary before (pre-test) and after (post-test) the treatment using subtitled videos, allowing for a comparison of results before and after the intervention.

The population of this study consisted of all 24 students in grade VII at MTs Muhammadiyah 04 Sibolga. The researcher employed a total technique sampling, meaning all students in the population were included as the sample. The independent variable in this study was the use of subtitled videos as a learning medium, while the dependent variable was the students' vocabulary mastery. Data collection was carried out using two instruments: tests (pre-test and post-test) and questionnaires. The vocabulary test aimed to assess students' abilities in four aspects of vocabulary (adjectives, nouns, verbs, and synonyms) before and after the treatment. Meanwhile, the questionnaire was used to determine students' responses and attitudes toward learning vocabulary through subtitled videos.

RESULTS AND DISCUSSION

This research was conducted at MTs Muhammadiyah 04 Sibolga in July 2024, with a population of 24 students in class VII. The researcher administered a pre-test in the form of multiple-choice questions to assess the students' vocabulary skills before the treatment. After the pre-test, the students were given treatment using a learning medium in the form of subtitled videos. Following the treatment, the researcher administered a post-test to measure the students' vocabulary improvement after using the method, consisting of 20 multiple-choice questions covering four indicators: Adjective, Noun, Verb, and Synonym. At the end of the study, the researcher also distributed a questionnaire to assess the students' responses to the vocabulary learning through subtitled videos. The results of observations and interviews, students struggle with learning English, particularly when it comes to speaking the language, for a variety of reasons. Students have several difficulties when learning to speak English.

The pre-test results contained in the table, it can be seen that the average score of students' pre-test scores is 50,83, so it can be concluded that the average class VII MTs Muhammadiyah 04 Sibolga is still included in the "poor" category because it has not reached the KKM 78.00. Can be seen in table 4 pre-test results of MTs Muhammadiyah 04 Sibolga students.

The post-test results contained in the table, it can be seen that the average post-test score in class VII MTs Muhammadiyah 04 Sibolga is 79,16. It can be concluded that the results of the post-test scores in the class have a higher average value than when doing the pre-test questions, this is because the treatment in the form of subtitled videos has not been given at the time of the pre-test and the treatment in the form of subtitled videos has been given at the time of the post-test.

Based on these results, the researcher concluded that a more effective learning method is needed to improve students' vocabulary mastery. Therefore, the use of subtitled videos is expected to be a significant tool in this learning process.

Students' Linguistic Issues

The scientific study of language, including phonology, words, and grammar, is known as linguistics. Linguistics mainly includes the specifics of grammar, pronunciation, and vocabulary. Problems in linguistics are those that impair students' capacity to speak. Some language issues, like poor grammar, a lack of vocabulary, and poor pronunciation, might hinder someone's ability to communicate.¹

1) Poor in Grammar

Halliday (2014:25) "Grammar is designed to bring a study of wording, but one that interprets wording by reference to what it means." Grammar was developed to aid in the study of interpreted words by analyzing their meanings. In order for the meaning of words to be accurately and successfully interpreted, grammar serves as a method of instruction on word arrangement. Gaining proficiency in grammar, one of language's functions, greatly aids kids' ability to listen. In essence, the order of words must follow proper writing conventions to prevent misunderstandings about their many meanings. When it comes to language structure, a listener might be

¹ Maulana, Daud, and Heriansyah (2016). *Students' views on EFL speaking problems*. Syiah kuala university.

considered to have understood the rules of grammar, particularly English grammar, if they can rearrange the speaker's words into a sentence. It is clear from the explanation above that grammar refers to the rules that are employed in language. For pupils to be able to use language as a means of correctly and appropriately expressing themselves both orally and in writing, they must first grasp it. Students are required to master these lessons in school. The study of language forms, which includes the unity of the sound system, lexicon, and sentence structure or syntax, includes grammar. The principles for assembling words into sentences are also known as language structure.

Observations show that the pupils believe their grammar is lacking. Nearly every pupil had a poor command of English grammar. Some individuals occasionally believe that when someone speaks, they won't give their words any thought. They will actually have to improvise because they won't have time to think. However, kids must utilize proper English language since their teacher will point out their errors if they do not. Although there were a few grammatical errors, the teacher claimed that they were not having a lot of trouble learning to speak English because their understanding of grammar and the materials they were using would improve as they progressed to the next level of study. However, even though the junior high school children were the focus of this term, speaking English was still difficult because grammar is one of the components of English. At least, though, they have been learning English grammar, the basic kind, of course. Additionally, the researcher looked through their books and found a wealth of information regarding English grammar, including the simple past tense and other topics.

2) Lack of Vocabulary

Students in this pattern struggle with vocabulary, which prevents them from practicing English with their peers. They commit words that are specific to their school instruction to memory. They still lack the motivation and drive to learn English on their own. Observations showed that even in very basic sentences, the pupils found it quite challenging to communicate in English. During the observation, the researcher discovered a few issues. They found it quite challenging to respond to questions one after the other when the researcher attempted to have a conversation in English with some dejection. When the researcher attempted to

inquire about their issue, they said that they were unable to articulate a word in English that they truly wanted to use. According to an English teacher's interview, they stated: "*kemampuan speakingnya menurut saya masih kurang disebabkan karena rata-rata anak-anak disini itu masih kurang menguasai kosakata.*" Naturally, it was not just their responsibility; the instructor, particularly their English teacher, had a major responsibility to help students acquire as many different types of vocabulary as possible.²

3) Lack of Pronunciation

Some students stated during the interview rounds that they had trouble pronouncing some English terms. They made mistakes occasionally, and they continued to pronounce things incorrectly even when they had to repeat what the teacher had said. It also occurred when they attempted to read an English-language text. They encountered challenges when they were unable to enunciate certain terms correctly. Sometimes they didn't believe in themselves, even if they knew how to pronounce it. The majority of them feared mispronouncing the phrase incorrectly. The majority of them lacked confidence in their ability to speak English words since, as previously explained by the students, their peers would instinctively laugh at them if they made any pronunciation errors.

4) Fluency

According to the findings of the observation and interview, many pupils struggle to form short sentences and speak English fluently. Fluency is the final 20 factors to succeed when speaking English. The speed and ease with which language learners execute the four fundamental language skills of speaking, listening, reading, and writing is known as fluency.³ According to kids, "speaking English is very difficult because writing and speaking in English are different." Students who struggle with vocabulary also frequently experience shyness and lack enthusiasm for learning English. The ability to fully comprehend and be conscious of understanding what is being said by the speaker or in relation to the issues that are being discussed during

² Hinkel, Eli. 2005. *Handbook of Research in Second Language Teaching and Learning*. London: Seattle University

³ Dash, B. 2012. *Language Skill: VSRD International Journal of Technical and Non Technical Research*.

the conversation is thus referred to as comprehension. It was discovered from the speaking test results that certain pupils were occasionally understandable but occasionally still less so. It suggests that they may have done so for one of two reasons.

First of all, they only consult the dictionary when they come across unfamiliar or challenging terms in the course materials. Second, when the students practice speaking English with their peers, they continue to feel ashamed. According to the researcher's findings from the interviews, students' proficiency in speaking English is a result of their continued difficulties with pronunciation and other issues, such as their limited vocabulary.

CONCLUSION

According the result of the test was done by the students, it can be concluded that based on the result, the students have problem in speaking. The problems consist of grammar, pronunciation, vocabulary, anxiety and shyness.

1. Grammar

Grammar is one of the fascinating topics to research in relation to having a strong grasp of the English language. Communication is the primary purpose of language. Every speaker should make an effort to express his thoughts clearly and concisely. He wants people to understand what he's saying. Nevertheless, this can be challenging at times; the message transmission process is often hindered by a number of problems, such as interruption and inadequate language skills (such as vocabulary and grammar), which are both typical among language learners.

Even though grammar is not a primary goal, grammar is very important in strengthening structure and improving fluency in language.⁴ Almost all of the students were in low mastering in English grammar. Sometimes some people think that in terms of speaking, someone will not think too much about what they going to say.

⁴ Floriasti, T. 2013. *Improving Speaking Skills Through The Use of Integrated Listening and Speaking Material For Student Teachers*.

2. Pronunciation

Being a fluent English speaker is not simple, though. According to Syafraddin et al. (2013), speaking English can be difficult due to a variety of factors, such as a lack of vocabulary, poor pronunciation, and grammatical errors. Fluency in speaking English is also influenced by one's capacity to process language and its components, such as grammar and pronunciation. The ability to speak English well requires a strong grasp of grammar. This is consistent with the assertion made by Jaya et al. (2022) that there are multiple speaking-related issues that can be divided into three categories.

Pronunciation is important in practice English. Some students mentioned that they have problems in pronouncing some English words. Sometimes they made mistakes of it, even when to repeat what the teacher uttered before, they still in false pronunciation and they still dormitory intonation or their style in speaking English still using Indonesian style.

3. Vocabulary

Nurdiyantoro (2014: 338) states that vocabulary is the wealth of words owned by (found in) a language. This is in accordance with the opinion of Djiwandono (2011: 126) that vocabulary is defined as a group of words in the form of loose words with or without affixes and is a combination of the same or different words; each has its own meaning. This opinion is also supported by Keraf (2010: 80) who states that vocabulary is all the words owned by a person which will quickly cause a reaction when heard or read. Chaer (2011: 131) states that Indonesian vocabulary is all the words found in Indonesian. Tarigan (2015: 2) states that a person's language competence is demonstrated by the quantity and quality of the vocabulary they have. This means that the more vocabulary, the more skilled a person will be in language. In turn, good language skills will have an impact on a person's success in life.

In this pattern the problems of students are lack of vocabulary, so they cannot practice English with their friends. They memorize the vocabulary that only relate with their lesson at school.

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