AUDIO VISUAL APPLICATION ON NARRATIVE TEXT'S VOCABULARY ACHIEVEMENT ON TENTH GRADE STUDENTS OF SMK N 5 PADANG

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INFO ARTIKEL	ABSTRACT
	Background: The low ability of students in achieving narrative text vocabulary. **Objective:** To discover whether understudies who are instructed utilizing sound visuals have superior lexicon accomplishment than understudies who are instructed utilizing routine media in the tenth grade of SMK N 5 Padang.
	Methods: This study uses a true experimental quantitative design method. The research design is a two-group pretest-posttest design. In this study, the population is class X SMK N 5 Padang. **Results:** Shows that students taught by Audio Visual have better vocabulary achievement in Narrative text than students taught by Conventional Media. in class X SMK N 5 Padang. **Conclusion:** The employment of audiovisual media in the teaching of vocabulary mastery was extremely effective when compared to traditional media.

Introduction

In Indonesia, English is instructed as an outside dialect that has four aptitudes, to be specific: tuning in, perusing, talking, and composing. The four abilities are supported by the learning of components. They are structure, lexicon, articulation, and spelling (Simpson-Beck, 2011). One cannot have a conversation with someone else if she or he does not master the vocabulary needed.

Vocabulary mastery is the most important language element to understand a language (Asyiah, 2017). At that point, it may be a premise that will give the learner to talk, tune in, examine and type in well. Without a broad lexicon and procedures for procuring modern lexicon, learners regularly accomplish less than their potential and

may be disheartened from making use of dialect learning openings around them (Bagheri et al., 2012).

Based on the syllabus of curriculum 2013 which is used in the learning process, the learners of vocational high school need mastery of vocabulary in many aspects. These aspects are related characters, setting, conjunctions and adverbs of time. Then, the learner needs to know how the words change in the text, how to articulate and spell the words. In or do order that, the learners must have a lot of vocabulary to follow up the learning process (Zahedi & Abdi, 2012).

As stated by Rohmatillah teaching vocabulary for young learners are not easy, there are four critical problems in learning vocabulary (Rohmatillah, 2014). The first problem is the students have difficulties in pronouncing the words, the second problem is they do not know how to write the word, the third problem is even they know how to write well, they do not know how spell the word correctly and the last problem is they have difficulties in use grammatical pattern. The diverse linguistic frame of word known as intonations was one of causes of understudy challenges in learning lexicon (Martin & Ellis, 2012).

In expansion, based on the analysts meeting with the English instructor at SMK N 5 Padang, there are two problems faced by the teachers. First, most of the understudies find it troublesome to understand the meaning of words. Second, most of the students do not know the pattern of words and the last problem is most of the students have difficulties in remember the words. These problems are also supported by student's score in mid-semester examination which show in this table below:

Table 1
Student's score in odd semester examination

No	Class	Lowest Score	Total	Highest Score	Total
1	X DPIB 1	36.67-66.67	22	76.67-86.67	9
2	X DPIB 2	23.33-73.33	25	76.67-86.67	6

Source : Data from English Teacher of SMK N 5 Padang
Explanation :
DPIB : Modeling Design and Information Building.
KKM : Minimum Mastery Criteria.
KKM Score : 75

Based on the information over, it found that 29% students got score above minimum mastery criteria or KKM which score is 75. It is because, most of the students lack of vocabulary. The students are difficult to study vocabulary because of many factors, the first problem is students do not know how to pronouce it, the second problem is they do not know how to use words speaking or they are not sure to use words in certain context (Komachali & Khodareza, 2012), and the last problem are they lack of interesting strategies or techniques. In order that, they did not have confident to speak in English and misunderstanding with meaning of the text.

According to (Mudjiyanto & Nur, 2013) says that content may be a set of signs that's transmitted from a sender to beneficiary through a certain medium or codes . And one of the content that understudies learn in tenth review is account content. According to Defrioka (2014), a story content may be a content which relates a arrangement of coherently, and chronologically related occasions that are caused experienced by factors. She, furthermore, states that a key to comprehending a story could be a sense of plot, subject, characters, occasions and of how they relate.

Moreover the researchers preliminary observation, she found some problems in the English learning process in SMK N 5 Padang. First, in the teaching process teacher tended to use the conventional media in most meeting. It is because, teacher usually

explaining the lesson with conventional media, requesting the students to do some exercises and then check the answer together (Jadama, 2014). The only source the teacher used was a textbook, there were no other media. Such as sound visual to form students appreciate to considering within the handle of instructing and learning. As a result, the understudies felt bored and as it were got a number of vocabularies.

One of the instructing media can offer assistance the understudies envision the genuine things is sound visual. It can relate both student's thought and teacher's thought. By watching the movie of narrative text the students can see the real things. Besides, the students will be entertained with narrative text and they feel comfortable with the atmosphere in process of teaching and learning. Audio visual used in narrative text has the potential material to overcome the problem at tenth grade of SMK N 5 Padang.

Research Methods

The plan of this inquire about is exploratory investigate that employments the investigation to the numerical information. It clarifies the result of pre-test and post-test of the test bunch and control bunch. According to Gay (Emzir, 2013) The experimental studies is the simplest one studies approach that may check the really that associated with reason and impact relationship. According to (Winarni, 2021) Experimental studies technique may be interpreted because the studies strategies used to discover the impact of a selected remedy over any other in arunaway condition.

According to Campbell and Stanley, in (Supardan, 2016), devided the types of studies primarily based totally at the importance of experiments which includes pre-experimental layout and proper experimental layout. In this studies, the researcher used proper experimental embracing the feature of organization pre-check and post-check. The pre-check and post-check have been given to take the rating of the student's vocabulary success earlier than and after being taught the usage of audio visual. The experimental and control group were consisting of tenth grade students of SMK N 5 Padang. An experimental group using audio visual as media while control group using conventional method.

Results and Discussion
Audio Visual Application On Narrative Text's Vocabulary Achievement

Audio visual was used to improve the students vocabulary achievement in narrative text (Putriani et al., 2013). At SMK Negeri 5 Padang, this study was undertaken to see if students who were taught using audio visual had greater vocabulary achievement of narrative text than students who were taught using traditional media. This study used a true experimental design with two experimental subjects and a control group. Using the cluster random sampling technique, the researcher created X Dpib 1 as the experimental group and X Dpib 2 as the control group, each with 31 students.

The purpose of this study was to see how teachers employ audio visuals in the classroom to help students learn English and how audio visuals help students enhance their vocabulary. (Kurniawan, 2016). Then, whether students who are taught using audio visual medium attain higher levels of vocabulary than students who are taught using traditional media. The information was gathered from the students' pre- and post-test scores. The results of the pretest reveal information on the vocabulary achievement of both groups. Meanwhile, both groups were given a post-test after the experimental group received treatments and the control group was taught through traditional media.
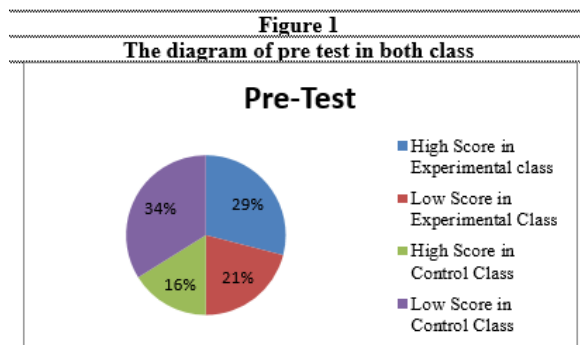
The experimental and control groups' pre- and post-test scores are shown in the table below.:

Table 2
Pre test scores of experimental class and control class

Group		Vocabulary	Total	Mean	Variance
Experimental	High	60-72	18	68.92	24.41
	Low	20-56	13	40.44	61.91
Control	High	60-76	10	68.80	38.40
	Low	36-56	21	43.43	43.66

According to the table above, the overall high score in experimental class is 18 and the total low score is 13. Meanwhile, the control class's total high score is 10 and its total low score is 21. In experimental class, the mean overall high score is 68.92, with a variance score of 24.41, while the mean total low score is 40.44, with a variance value of 61.91. Then, in the control class, the mean total high score is 68.80, with a variance score of 34.40, and the mean total low score is 43.43, with a variance value of 43.66..

The schematic of the pre-test of the experimental and control classes was the following explanation. The test's outcome is depicted in the diagram below.:

Figure 1
The diagram of pre test in both class

According to the graph above, the high score in experimental class was 29 percent, while the low score was 21 percent. Meanwhile, in control class, the maximum score was 16 percent and the bottom score was 34 percent. The low score in the control class is on average 13% higher than the low score in the experimental class..

The Experimental and Control classes' post-test scores were the next explanation. The test's outcome is shown in the table below::

Table 3
Post test scores of experimental class and control class

| Group		Vocabulary	Total	Mean	Variance
Experimental	High	60-72	31	82.83	20.47
	Low	20-56	0	0	0
Control	High	60-76	17	67.29	46.47
	Low	36-56	14	50.29	28.83

According to the table above, the overall high score in experimental class is 18 and the total low score is 13. Meanwhile, the control class's total high score is 10 and its total low score is 21. In experimental class, the mean overall high score is 68.92, with a variance score of 24.41, while the mean total low score is 40.44, with a variance value of 61.91. Then, in the control class, the mean total high score is 68.80, with a variance score of 34.40, and the mean total low score is 43.43, with a variance value of 43.66.

The graphic of the post-test of the experimental and control classes was the following explanation. The test's outcome is depicted in the diagram below.:

Figure 2
The diagram of post test in both class
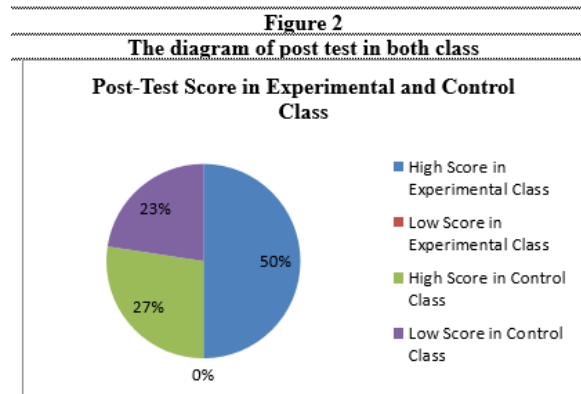
In the diagram above, the high score in experimental class received 50% and the worst score received 0%. Meanwhile, the high score in control class was 27%, while the low score was 23%. The high score in the control class is 23% higher than the high score in the experimental class.

The chart showing Experimental and Control class pre- and post-test scores was the following explanation. Below is a graph of the pre-test and post-test results:

Figure 3
The chart of pre-test and post-test in both class
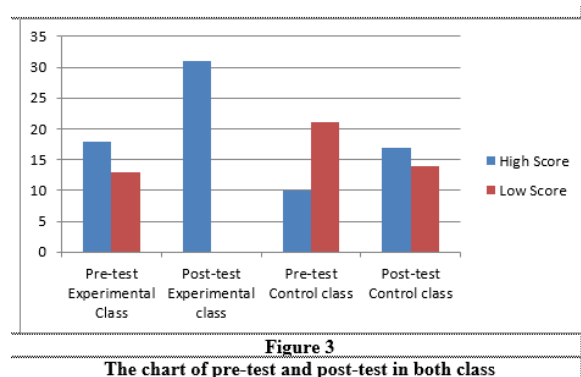
According to the graph above, the high and low pre-test scores in experimental class are 18 and 13, respectively. In the control class, the high and low scores are 10 and 21, respectively. The high and low post-test scores in the experimental class are 31 and 0, respectively, while the high and low scores in the control class are 17 and 14. The experimental class that used audio visual had a superior result in narrative text vocabulary accomplishment than the control class that used traditional media.

The description of the research findings covers all of the major points, from data analysis computation to hypothesis testing. The information was gathered from the experimental and control classes' pre- and post-test results. The pre-test score data in both groups were used to determine the students' vocabulary achievement prior to treatment.

The information was gathered from the pupils' achievement scores on a vocabulary mastery test. The experimental and control groups' pre- and post-test scores were compared. In the pre-test, the experimental group had a high score of 68.92 and a low score of 40.44, while in the post-test, the experimental group had a high score of 82.83 and a low score of 0. In the pre-test, the average score for the control group was

68.80 and the low score was 43.43, whereas in the post-test, the average score for the control group was 67.29 and the low score was 50.29.

Furthermore, at SMK N 5 Padang's tenth grade, Audio Visual was a successful medium for increasing students' vocabulary proficiency in narrative prose. It's because students who were taught through audiovisual media performed better than pupils who were taught through traditional media. Students who were taught using traditional media did not do better than students who were taught using audio visual medium.

There are some factors that made audio visual more effective than conventional media, first factor audio visual more interested than conventional media. The second factor, audio visual made the students enjoy the learning process. And the last factor is audio visual help students imagine the real thing while conventional media was not help student imagine the real thing of narrative text. In order that, teacher can using audio visual as media in learning teaching vocabulary.

Conclusion

In this study, there are two key points of conclusion. First, the results of the research demonstrated that students who were taught using audio visual medium performed better than students who were taught using traditional media. The second result was that pupils who were taught using Audio Visual Media differed significantly from those who were taught using Conventional Media. In SMK N 5 Padang, audio visual was an efficient medium for increasing teaching vocabulary.

Students in the experimental group who were taught using audio visual media performed better in English vocabulary mastery than students in the control group who were taught using traditional media. It can be observed from the mean post test scores in the experimental group, which were 82.84, and the mean post test score in the control group, which was 55.06. It may be concluded that the audiovisual medium was an efficient medium for teaching vocabulary knowledge. It was discovered that audiovisual media is more effective than traditional media. Some recommendations are made based on the preceding conclusions and implications.

In today's world, teachers must be creative when it comes to picking learning resources that will have a positive impact on the teaching-learning process. Learning media can be used to help teachers and students communicate more effectively. The use of appropriate media increases student interest in the content being taught. Students are also more motivated to study harder. Furthermore, the instructor must select appropriate learning medium based on their pupils' characteristics and behaviors.

Based on the findings, the researcher came to the conclusion that Audio Visual might be employed as an alternate medium in the classroom. The achievement of students in the experimental class who were taught vocabulary mastery using Audio Visual and students in the control class who were taught vocabulary mastery using Conventional Media was significantly different. It was intended to imply that the employment of audiovisual media in the teaching of vocabulary mastery was extremely effective when compared to traditional media.

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