

ABSTRACT

Susi Nurlisnawati : Teaching English Using Audio Visual Aids to Enhance Students' Vocabulary Mastery (An Experimental in SMA Negeri 1 Cileunyi Kab. Bandung).

Talking about audio visual aids is always interesting, because one of memory aids that is used to create associations between facts that make it easier to remember vocabularies. Mika Lo say, that the teaching profession is filled with countless opportunities to enrich the academic lives of students. While some concepts and educational objectives will be easy for students to grasp, others will require you to think creatively to ensure that important learning objectives are met. Using audio/visual aids in teaching is one way to enhance students' vocabulary and give students additional ways to process subject information.

This research based on the difficulties faced by second year students of Senior high school in vocabulary mastery of simple words. It is important to find an alternative way of teaching learning used audio visual aids to enhance students' vocabulary mastery. This research also intended to know answer toward the problems investigated empirically, there are: what is the students' vocabulary mastery in class activity, what is the students' vocabulary mastery after being taught with audio visual aids, what is the influence of taught English used audio visual aids to enhance students' vocabulary mastery.

The method use in this research is experimental method. The sample of this research are 90 students XI IPA 1 and XI IPA 2 divide into two groups: Experiment class (teaching English using audio visual aids) and control class (teaching English without using audio visual aids). To get the data, the writer uses pre-test and post-test. The aim of pre-test and post-test is to know the influence of teaching English using audio visual aids to enhance students' vocabulary mastery. The data analysis use to compute the influence of teaching English using audio visual aids and teaching English without using audio visual aids and to enhance students' vocabulary mastery. The counting is use statistical method with t-test.

From the result of data analysis, the average score of students' vocabulary mastery by using audio visual aids having (mean) that is 8.55, while (mean) the average score the students' vocabulary mastery without using audio visual aids that is 4.66. The accounting of "t" test had data $t_{\text{test}} = 3.81$ and $t_{\text{table}} = 2.29$. So it can be said that H_a was accepted. It means there is a significance difference between teaching English using audio visual aids and teaching English without using audio visual aids to enhance students' vocabulary mastery.

The implication of teaching English using audio visual and without using audio visual is very different. Based on the teacher evaluated on the using audio visual aids can lead the students to have "high" score that is (mean) 8.55 while teaching English without using audio visual aids get the score average (mean) "low" that is 4.66.

AUTOBIOGRAPHY



Susi Nurlisnawati was born in Sumedang on November 06th 1988. Her father is Drs. Sutisna and her mother is Dra. Nurhayati. They live at Jl. Haruman Sari No. 21 Desa. Cigending Kec. Ujungberung Bandung 40611.

Her formal education had been begun since she registered herself to the Elementary School (SDN. Ujungberung 2) of Ujungberung, Bandung and graduated on June 2000, she continued her study to Junior High School (SMP Negeri 50 Bandung) and graduated on June 2003, she continued to Senior High school (MAN 2 Bandung) and graduated on June 2006. Since 2006 she had been registered as one of State Islam University (UIN) Sunan Gunung Djati Bandung of English Education Department of Islamic Education and Teaching the Faculty, she graduated from State Islamic University (UIN) Sunan Gunung Djati Bandung in 2010.

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