



**IMPLEMENTATION OF LEARNING ENGLISH VOCABULARY FOR
STUDENTS 6-8 YEARS OLD IN MIS PLUS AL-FAIZ 165 WITH AUDIO
VISUAL METHODS**

A THESIS

*Submitted to the Faculty Tarbiyah and Teacher Training The State Islamic
University of North Sumatera as a Partial Fulfilment of the Requirement for S-1
Program*

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2021



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
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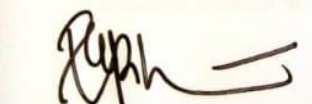
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari atau dapat dibuktikan skripsi ini hasil orang lain, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk
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Demikian surat ini kami sampaikan, atas perhatian Bapak kami ucapkan
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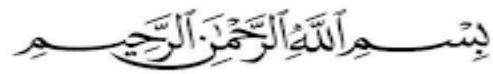
ABSTRACT

Siti Nurhaliza Nst. 0304172103. Implementation of Learning English Vocabulary for Students 6-8 Years Old In MIS Plus Al-Faiz 165 With Audio Visual Methods. Thesis (2021). Department of English Education. Faculty of Tarbiyah and Teachers' Training. State Islamic University of North Sumatera Medan 2021. Advisor : (1) Yani Lubis, S.Ag, M.Hum, (2) Deasy Yunita, M.Pd

Vocabulary is one of the most important skill that the student should master. In reality, the student still lack of vocabulary and the teacher still use conventional method to teach it. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The researcher will apply Audio Visual methods as the modern methods to teach the vocabulary. Teaching by using media is needed in the teaching learning processes to help students become active. In addition, media is important, because media can help teacher in supporting presentation of material. Audiovisual media is a media that can be seen, touched and listened, use the audiovisual in class to make students interested because they can see how the speaker said the words. Audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc. The results obtained showed that The learning outcomes of the first grade MIS Plus Al-Faiz 165 class students in the first grade class MIS Plus Al-Faiz 165 lessons in the cycle 2 with the audio visual method are the average learning outcomes of 84,37 in the good category and the percentage complete learning 87,5% with good category. For second grade in the cycle 2 with the audio visual method are the average learning outcomes of 85,62 and the percentage complete learning 87,5%.

Keywords : Audio Visual Method, Ages 6-8 years old,Vocabulary

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Therefore, in this opportunity the writer would like to address a special gratitude to my beloved parents, Khoiruddin Nasution, Ronda Rizky for all of their love, advices, always wishes the best for the writer, and support me both financially and mentally to finish my study well. The writer hoped Allah always bless and love them.

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Nevertheless, the writer hopes this thesis will be useful for all of the readers. The writer would be delight to accept some suggestion and emendation for the perfection of this thesis in the next time. May Allah always blessed and gives His mercy to all of us in carrying out our occupation.

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CHAPTER I INTRODUCTION

This chapter provide a background of study, the identification of study, research problem, the objective of the study, limitation of the study, the significant of study, and relevant study.

A. Background of the Study

English is one of the compulsory subjects in Indonesia education as a foreign language. Indonesia has considered English as the first foreign language which plays important roles in Indonesian education. It becomes a compulsory subject to be taught gradually from junior high school to the university level. In learning English language, both mother tongue and foreign language, vocabulary plays an important role. It is one element that connects the four language skills all together. Vocabulary should be integrated into the teaching of those four skills- listening, speaking, reading, and writing. Teachers cannot teach vocabulary independently, unless the learners especially children as young learners will get confused and maybe frustrated in learning English. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.¹

In reality, English as a foreign language is taught separately from the language skills. The teacher gives the vocabulary, asks the learners to write it down in their notebooks, and then finally they have to memorize it for the next meeting. This traditional way is quite boring even makes the learners hate English language lesson. The teacher should give the materials through an interesting technique in order to make the learners enjoy the teaching-learning process. As Nation claims that “teachers should facilitate vocabulary learning by teaching learners useful words and by helping learners figure out meanings on their own”.

¹ Arum Nisma Wulanjani. *The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning*. Journal of Transformatika, Vol. 12 , No. 1, Maret 2016

Moreover, the learners are children who love to play and learn best when they are enjoying themselves.. They are not always aware that they are learning language.²

Children include as young learners, so many experts describe this term in different ways. Phillips claims that young learners are children from the first year of formal schooling (can be five or six years old) to eleven or twelve years of age.³ Similar with Phillips, Slaterry and Jane also give the same description.⁴ They mention that young learners are aged seven to twelve years old, then age under seven years old categorized as very young learners. While, according to Scott and Ytreberg young learners are between five and ten or eleven years old.⁵ While Cameron adds that young learners include children between seven to fourteen years old. Basically, they have nearly similar description; the age range is not too wide. In this article, young learners are children aged five up to seven years old or kindergarten students.⁶

Basic vocabulary also is taught at MIS Plus Al-Faiz especially for first grade till sixth grade. All word learning tasks are not equal in difficulty, child may understand the concept behind a word, but not know the word itself. Based on writer's observation and interview at MIS Plus Al-Faiz with their English teacher about vocabulary material during in the classroom. She said that vocabulary is not easy for students when she tried to teach it because they difficult to said words every words in the English class. Then, needed extra energy to teach English for young children it's so different when teach adults people because young children are still need to play more. Added during learning process, the students get bored for accepting the lesson. Furthermore, the writer conducted interview with second grade's student, here the writer asked about English subject

²Linse, Caroline T. (2006). *Practical English Language Teaching: Young Learners*. In Nunan, David (Ed.). New York: Mc. Graw-Hill.

³ Phillips, Sarah. (2003). *Resource Books for Teachers: Young Learners*. In Maley, Alan (Ed.). Oxford, New York: Oxford University Press.

⁴ Slaterry, Mary and Willis, Jane. (2001). *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford, New York: Oxford University Press.

⁵ Scott, Wendy A. and Ytreberg, Lisbeth H. (1990). *Teaching English to Children*. New York: Longman Keys to Language Teaching.

⁶ Cameron Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

during learning process. He said that the teacher taught just using lecture method, it's make him get bored.

To solve the problem in vocabulary learning the teacher can use methods or techniques that are suitable and interesting to the students. One of methods that can be used in teaching and learning vocabulary is audio visual. Audio visual according Reddy states that audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc.⁷ Using audio visual methods can help the students to get better vocabulary, accepting, and understanding easily word by word that taught by their teacher.

Based on background of this problem, the writer are eager to conduct a research with the title, *“Implementation of Learning English Vocabulary for Students MIS Plus Al-Faiz 165 for Ages 6-8 Years With Audio Visual Methods”*.

B. Identification of the Study

Based on the background of the study above, has explained more why this research is necessary and can be identified some problems that make point by point as follows :

1. Teaching vocabulary to young learner is not easy.
2. Teaching English for young learner is very much different from teaching adults.
3. Young learner can easily get bored, if the condition of teaching English process is monotonous and not creative.
4. The teacher needs to prepare good strategies and a suitable material in order to gain the target of language teaching to the children.

C. The Formulation of Problem

Based on the background of the study and Identification problem above, can be formulated the problem that should be answered by a research question as follows:

⁷ Reddy, R.J. (2008). *Methods of Teaching*. New Delhi: S.B Nangia

1. How are the learning outcomes of student MIS Plus Al-Faiz 165 for ages 6-8 after studying vocabulary using audio visual method ?
2. What are the obstacles which is faced by students of learning English vocabulary using audio visual ?

D. The Objective of Study

Based on the formulation of research above, the objective of the study are :

- 1.To find out learning outcomes of student MIS Plus Al-Faiz 165 for ages 6-8 after studying vocabulary using audio visual method.
- 2.To find out obstacles which is faced by students of learning English vocabulary using audio visual.

E. Limitation of The Study

This research is limited on the implementation of learning English vocabulary for student MIS Plus Al-Faiz 165 for ages 6-8 using and audio visual.

F. Significances of the Study

This study is expected to be useful in some significances not only for the writer but also for the others people such as:

1. Theoretical significant

The findings of this study can be used as a valuable information and reference material in acquiring knowledge and understanding to develop learning English vocabulary for student.

2. Practical significances

- a. The students, to increase their skill and stimulate them to improve their ability in learning English vocabulary using many methods.
- b. English teacher, to improve their ability in teaching vocabulary by using application, memorization and audio visual.
- c. The other researcher to update their information or knowledge and to master the ability in teaching vocabulary.

G. Relevant Study

To support this research, the following results will be presented research that has been done. Dian Utami O.F in her research, where the subject her research was the second years students at SDN 2 Sawahan In 2014/2015. The result of his research showed that teaching English vocabulary using audiovisual aids for the first grade students of SDN 2 Sawahan improved. The entire student showed with their participation in learning English, their score was also better and the class became happy and fun. Based on the result above, the researcher used the research results as a reference and examine more deeply about the implementation of Learning English Vocabulary for Students Ages 6-8 Years With Learning Audio Visual Methods to know their learning outcomes after study the vocabulary.

CHAPTER II REVIEW OF LITERATURE

This chapter provide a review of literature concerning the theoretical framework, related study and conceptual framework. In theoretical framework presented in eight title: .

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

This research focuses on one of the aspects that can build the four skills in English. This research focuses on one of the aspects that can build the four skills in English. The aspect is known as vocabulary. Learning vocabulary can help the learners to enrich their words in English. If they know those words, they can express their thought through English but if they do not know words in English they cannot write, read, speak anything in English.

Vocabulary mentions by many expert, McCarthy says, “Vocabulary is the biggest component of any language. If you do not know enough vocabulary you will not be able to express yourself adequately.”⁸ Within each topic, vocabulary is divided into nouns, verbs, adjectives, adverbs, phrases and idioms. Each word is defined in relation to the topic in question. For example, in ‘air travel’, the meaning that is given for the word *connection* is a plane that leaves after another one arrives and allows you to continue your journey by changing from one to the other.⁹

Syafrizal and Haerudin states that vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of 42 vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea.¹⁰

⁸ McCarthy, Michael. (1990). *Language Teaching Vocabulary*. New York: Oxford University Press

⁹Collins. (2011). *Easy Learning English Vocabulary*. Westerhill Road: HarperCollins Publishers

¹⁰ Syafrizal, S., & Haerudin, H.. *The implementation of vocabulary building strategy in teaching English vocabulary to young learners*. Journal of English Language Teaching, 5(1), 40–48 2018.

The vocabulary is ordered alphabetically but, unlike legal dictionaries, it contains a set of words associated with a particular area of law, which is the subject matter of that chapter. In this way, the relevant terminology is grouped together. There are, of course, words that are not exclusive to one branch of law but will arise in various contexts, for example the word ‘claimant’.¹¹

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language.”¹²

As we know that vocabulary is very important to communication for all people and we must learn about it. Instruction as a guide has been explained in the Qur'an Surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning : “mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allāh is the most righteous of you. Indeed, Allāh is Knowing and Aware”.

Al-Qur'an as guidance of life not only for students at State Islamic University of North Sumatera Utara Medan but also for all of Islamic people stated that the important of vocabulary in Al-Baqarah verse 37 :

فَتَلَقَّىٰ آدَمُ مِنْ رَبِّهِ كَلِمَاتٍ فَتَابَ عَلَيْهِ ۚ إِنَّهُ هُوَ التَّوَّابُ الرَّحِيمُ

¹¹ Helen Gubby & Barrister. (2016). *English Legal Terminology*. Den Haag : Eleven International Publishing

¹² Mofareh Alqahtani. *The Importance Of Vocabulary In Language Learning And How To Be Taught*. International Journal of Teaching and Education. Vol. III, No. 3 / 2015

Meaning : “The learnt Adam from his lord words of inspiration, and his lord Turned towards him; for He is Oft-Returning, Most Merciful”.

فأجاب بقوله: تعلمها وسيلة، فإذا كنت محتاجاً إليها كوسيلة في الدعوة إلى الله فقد يكون تعلمها واجباً، وإن لم تكن محتاجاً إليها فلا تشغل وقتك بها، واشتغل بما هو أهم وأنفع، والناس يختلفون في حاجتهم إلى تعلم اللغة الإنجليزية، وقد أمر النبي - صلى الله عليه وسلم - زيد بن ثابت أن يتعلم لغة اليهود. فتعلم اللغة الإنجليزية وسيلة من الوسائل إن احتجت إليها تعلمتها، وإن لم تحتج إليها فلا تُضع وقتك فيها

*Shaykh Utsaimin was asked about the law of studying English today?
He replied: “Learning it is wasilah. If you need it as a wasiah da'wah to Allah then sometimes it becomes obligatory. If you don't need it then don't waste your time for it and busy yourself with something more important and more useful. Humans have different needs for English. And the Prophet sallallaahu 'alaihi wa sallam has ordered Zaid bin Thabit to learn the Jewish language. So learn English, including wasilah from the many wasilah. If you need it, please study it. And if not then don't waste your time with him.” [Majmu Fatawa wa Rasail Al-Utsaimin: 26/52).*

عَنْ خَارِجَةَ بْنِ زَيْدٍ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ إِنِّي وَاللَّهِ مَا آمَنْ يَهُودَ عَلَى كِتَابِي قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ

إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ

حَسَنٌ صَحِيحٌ

from Kharijah bin Zaid bin Thabit from his father Zaid bin Thabit he said; Rasulullah sallallaahu 'alaihi wasallam ordered me to learn the language of the Jews for him, he said: "By Allah, I do not believe the Jews in my letter." Zaid said; "Half a month passed until I could master it for him." When I mastered it, when he wanted to send a letter to the Jews, I wrote it to them and when they sent a letter to him, I read their letter to him." Abu Isa said; This hadith is authentic. It was narrated through another sanad from Zaid It was narrated by Al A'masy from Thabit bin Ubaid Al Ansari from Zaid bin Thabit that he said: "The Messenger of Allah -peace and prayer of Allah be upon him- ordered me to learn Syriac language." (TIRMIDZI - 2639) [1]

b. Kinds of Vocabulary

Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.¹³

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active

¹³ Hatch, E. & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

process, because the learners can produce the words to express their thoughts to others.¹⁴

c. **The Technique in Teaching Vocabulary**

Teaching techniques are important in teaching learning process not only determined by teacher and students' competence but also with appropriate technique. Studying language causes some problems, because many students consider that vocabulary is very challenging to be learnt, teacher should keep looking for way to make learning easier and more pleasant. According to Allen the techniques in teaching vocabulary are:¹⁵

1) Using Real Object

Using real object can show the student real thing is excellent for helping the students understand the meaning. There are real windows, doors, walls, floors, desks, tables, and chairs in the classroom to be used to teaching. There are many others ways to create a communication situation in the classroom. Suppose the teacher shows a picture that shows a head which is various part: hair, eyes, ears, nose and mouth. Pictures for vocabulary teaching come from many sources. Students (or by teacher) there are attractive sets which are intended for school.

2) Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

3) Pictures

Pictures show meaning of basic words for the students. Language teachers are responsible for creating conditions which is encourage vocabulary expansion, and well chosen game can help the students acquire English words. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board

¹⁴ Mofareh Alqahtani. *The Importance Of Vocabulary In Language Learning And How To Be Taught*. International Journal of Teaching and Education. Vol. III, No. 3 / 2015

¹⁵ Rudi Hartono. *The Use Of Audiovisual Media To Increase The Students' Vocabulary: A Case Of The Tenth Grade Students Of SMA N 1 Cepiring Kendal*. Vol. 4, No. 1, February 2013

drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.¹⁶

d. **Make Strategy in Vocabulary**

There are some vocabulary learning strategy taxonomies proposed by the linguists, such as, Gu & Johnson They are organized into four strategy. Schmitt defined each strategy as follows:¹⁷

- 1) Determination strategies (DET), used by an individual when faced with discovering a new word's meaning without resource to another person's expertise. The word's meaning can be discovered through guessing from one's structural knowledge of a language, guessing from an first language cognate, guessing from context, or using reference materials.
- 2) Social strategies (SOC) use interaction with other people to improve language learning. Learners can ask teachers or classmates to find information about a new word and the answers can be in a number of ways such as synonyms, translations, etc.
- 3) Memory strategies (MEM) traditionally known as mnemonics which involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. A new word can be integrated into many kinds of existing knowledge (e.g., previous experiences or known words) or images can be custom-made for retrieval (e.g., images of the word's form or meaning attributes). Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting.

¹⁶ Mofareh Alqahtani. *The Importance Of Vocabulary In Language Learning And How To Be Taught*. International Journal of Teaching and Education. Vol. III, No. 3 / 2015

¹⁷ Robenna Sihotang, dkk. *Vocabulary Learning Strategies Applied By The Students Of English Education Study Program Of Bengkulu University*. Journal of English Education and Teaching (JEET) Vol.1. No.1.2017

- 4) Cognitive strategies (COG) exhibit the common function of manipulation or transformation of the target language by the learner. These strategies are similar to memory strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary, including the keeping of vocabulary notebooks.

e. **Important of Learning Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This is how the linguist David Wilkins described the importance of vocabulary as quoted by Thornbury. It means that someone can speak English although less in grammar during the key words is easy to be understood. In the other side, someone can’t say something if they never know vocabulary, means that they can’t communicate well. Other opinion, David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use because without and extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.¹⁸ By realizing the importance of vocabulary development or master development in learning a foreign language, students must devote part of their time to learn vocabulary items. To foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very much different from students’ native language and their national language.¹⁹

¹⁸ David Nunan. (1991). *Language Teaching Methodology: A textbook for teachers*, London: Prentice Hall International

¹⁹ John Read. (2000). *Assessing Vocabulary*. New York: Cambridge University Press

2. Teaching English for Young Learners

a. English for Young Learners

Young learners addressed to someone who's of age young with range 6-12 years old, but to express it so many expert having their opinion to definition of it. Syafrizal and Haerudin claimed that "The young learners are students who are studying in Elementary or Senior High School aging 7-15 and they studied English as a second language".²⁰

Most people think that English is taught best at the early stage. They believe that the earlier children learn English, and the more exposure to the language, the better it will be. This actually is a fallacy because the success of foreign language learning is not merely determined by the age and exposure factors. There are still many other factors that have to be considered to make sure that teaching English to Young Learners will be effective, such as the nature of language instructions given, psychological and social factors, teaching materials, individual differences in cognitive and learning styles, and many other factors.

Teaching English for young learners, therefore, should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners need to have a sound understanding of how students think and operate, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners.²¹

b. Characteristic of Young Learner

Before conduct a lesson, the teacher should know the characteristic of the children which will be taught. Some characteristics of young learners that are :

- 1) They don't about the rules, but the young learner know that they're there to be obeyed.
- 2) They understand situations more quickly than they understand the language used

²⁰ Syafrizal, S., & Haerudin, H.. *The implementation of vocabulary building strategy in teaching English vocabulary to young learners*. Journal of English Language Teaching, 5(1), 40–48 2018.

²¹ Fitrawati. *Teaching English For Young Learners " How They Learn And Pedagogical Implication "*. Jurnal Ilmiah Ilmu Pendidikan. Volume XIII No.2 November 2013

- 3) They are very logical-what you say first happens first.
- 4) They have a very short attention and concentration span
- 5) Young children sometimes have difficulty in knowing what is fact and what is fiction.
- 6) The adult world and the child's world are not the same
- 7) They will seldom admit that they don't know something either.
- 8) Young learner can't decide for themselves what to learn.
- 9) They love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real work
- 10) Young children are enthusiastic and positive about learning.²²

c. **How do Young Learners Learn?**

Young learners will learn best if the people involved in the teaching learning process facilitate the learning and take into account the way they learn into the teaching practices. Piaget suggested that children developed through specific stages, they are³³:

- 1) Sensor-Motor Stage (from 0 – 2 years) in which children seemed to learn through physical interaction with the world around them.
- 2) Pre-operational stage (from 2 - 7 years) when children need concrete situations to process ideas.
- 3) Concrete Operational Stage (from 7 - 11 years) in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing.
- 4) Formal Operational Stage (from 11-15) in which children are able to use abstract thinking.

Young learners can be included into those aged 4-11 years or within concrete operational stage, where they learn best from concrete things around them. Piaget believed that children went through the stages above and that they could only move onto the next stage when they had completed the stage before,

²² Scott, A Wendy & Lisbeth H. Ytrebreg. (1990). *Teaching English to Children*. London : Longman

and were ready to do so.²³

d. **Teaching Vocabulary for Young Learner**

Children need to be exposed to words in many different situations, which means that learning a word takes a long time. In addition, the above quote also suggests that teaching words should be carried out in intervals; teachers should go back to previously taught words regularly, e.g. in different activities where the same words are used or met again. Brewster, Ellis and Girard explain that children go through five main stages in their efforts to learn new words and attach the words they already know. The stages they identify are the following:²⁴

- 1) Understanding and learning the meaning of new words
- 2) Attending to form
- 3) Vocabulary practicing, memorizing and checking activities
- 4) Consolidating, recycling, extending, organizing, recording and personalizing vocabulary
- 5) Developing strategies for vocabulary learning

The first stage of vocabulary learning introduced is connected with the introduction of new words and the several different ways of presenting vocabulary. They claim that new words are ideally presented in a context which is familiar to the child and that visual support is very important to help convey meaning and to help students memorize new vocabulary. They claim that it is helpful to introduce new words in groups, based on certain similarities, e.g.:²⁵

- 1) Lexical sets, e.g. shops, fruit, clothes, house, etc.
- 2) Rhyming sets, e.g. bat, rat, hat, man, etc.
- 3) Color sets, e.g. things that are green: frog, pea, apple, leaf, etc.
- 4) Grammatical sets, e.g. adjectives, verbs, nouns, prepositions, etc.
- 5) Partners or collocations, e.g. play the piano, ride a bike, loud noise, get up late, etc.

²³ Mary Lou McCloske. (2002). *Seven Instructional Principles for Teaching Young Learners of English*. TESOL Symposium : San Diego

²⁴ Brewster, J., Ellis, G and Girard, D. (2002). *The Primary English Teacher's Guide*. New Edition. Harlow: Pearson Education Limited

²⁵ Imaniah, Ikhfi and Nargis. (2017). *Teaching English for Young Learners*. Tangerang : FKIP UMT PRESS

- 6) Opposites or male and female, e.g. hot/cold, boy/girl, husband/wife.

3. Audio Visual

Teaching by using media is needed in the teaching learning processes to help students become active. In addition, media is important, because media can help teacher in supporting presentation of material. Audiovisual media is a media that can be seen, touched and listened, use the audiovisual in class to make students interested because they can see how the speaker said the words.²⁶ Using audio visual as multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. Reddy states that “audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc.”²⁷

Then, Reddy states that there are twelve advantages of audio visual aids:²⁸

- a. The student becomes more active due to the involvement of more than one sense organ,
- b. It allows more freedom to students
- c. The student’s attention becomes intensive
- d. It provides students with opportunities to handle and manipulate certain things and articles
- e. Students can be more motivated
- f. It provides first hand experiences where students can view a demonstration and get direct experience
- g. It is relatively easy to understand
- h. It reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning
- i. It can provide opportunities to include scientific attitudes and to give training in scientific methods

²⁶ Rudi Hartono. *The Use Of Audiovisual Media To Increase The Students’ Vocabulary: A Case Of The Tenth Grade Students Of SMA N 1 Cepiring Kendal*. Vol. 4, No. 1, February 2013

²⁷ Reddy, R.J. (2008). *Methods of Teaching*. New Delhi: S.B Nangia

²⁸ Feri Kurniawan. *The Use Of Audio Visual Media In Teaching Speaking*. English Education Journal (EEJ), 7(2), 180-193, April 2016

- j. It can stimulate students to ask more questions and lead them to make further investigations
- k. Teaching is more effective and learning is easier
- l. AVM can help the teacher to teach lessons more effectively and also to create more interest from students.

B. Related Study

Rudi Hartono in his research, where the subject of his research was X IIS 3 and XIIS 4 SMA N 1 Cepiring Kendal. The result of his research showed that there are significant difference between the students' who are taught by using audiovisual media and taught without using audiovisual media. The data proves that it is affective to use audiovisual media to increase students' vocabulary ability.

Uswatan Niswati in her research, where the subject of her research was students in third level which consist of two classes of SMPS Babul Maghfirah boarding school Aceh Besar. The result of his research showed that the implementation of Rote Learning (RL) strategy is better than other strategies in improving students' vocabulary. Meanwhile, the questionnaire results also showed that most of students liked Rote Learning (RL) as a strategy to increase their memorizing vocabulary.

Fika Nurul Hanifia in her research, where the subject of her research was Fifty students of eighth grade of a Junior High School in Bandung. The result of his research showed that some extents vocabulary journal is effective ability in mastering vocabularies.

The differences the research above with this research are Rudi Hartono's research, the sample of students are senior high school, Uswatan Niswati and Fika Nurul Hanifia's research using junior high school while this research using the younger learner that is primary school as the sample of research.

C. Conceptual Framework

Audio Visual Method is strategy can use for increasing vocabulary ages 6-8 year, vocabulary is a type of noun that means the words used in a language.

Adult and children is different, when they accept the knowledge, Most of the people think that English is taught best for children. Some people believe that the earlier children learn English, and the more exposure to the language, the better it will be. Therefore it takes several strategies to make learning more enjoyable. Audio visual is the use of sound components (audio) and image components (visuals), some equipment is needed to be able to present this. Movies and television programs are some examples of this audio visual presentation.

Based on the explanation above, the writer think that memorization and audio visual can make interesting student for age 6-8 years learning vocabulary where 2 of these fusion, the student can comprehend the vocabulary easily its prove by many researcher that support this research. Add, their research using some learning method like Rote Learning (RL) strategy, while the research using audiovisual media that which emphasizes more some picture as as an attraction for their desire to learn.

D. Actional Hypothesis

Based on the theoretical framework and conceptual framework the writer formulates the hypothesis as follows: implementation of learning english vocabulary using audio visual can make interesting students for ages 6-8 years

MIS Plus Al-Faiz 165.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter provide a research design, research subject, research setting, procedure of observation, technique of collecting data, and the technique of data analysis.

A. Research Design

The type of research used is Classroom Action Research. Wina Sanjaya also argues that classroom action research is the process of assessing learning problems in the classroom through self-reflection and efforts to solve them by taking planned actions in real situations and analyzing each effect of these actions.

²⁹Classroom action research is very suitable for this research because this research is carried out directly in the classroom, and is focused on problems that occur in the classroom. According to Subyantoro, classroom action research is a form of study or inquiry through self-reflection carried out by participants in certain educational activities in social situations (including education) to improve rationality and truth of (a) social or educational practices that they do themselves, (b) their understanding of the practices, and (c) the situation in which the practices take place.³⁰

The main objective of this research is to know for the learning outcomes of Vocabulary using Audio Visual method for of student MIS Plus Al-Faiz 165 for ages 6-8 , where researchers are fully involved in research starting from planning, action, observation, and reflection. The implementation of this classroom action research or PTK uses Kurt Lewin's model. The concept of Kurt Lewin's model consists of four stages, namely planning, acting, observing, reflecting.³¹

²⁹ Wina Sanjaya, (2013) *Penelitian Pendidikan*, Jakarta: Kencana

³⁰Subyantoro, (2009) *Penelitian Tindakan Kelas*, Semarang: CV. Widya Karya

³¹ Kunandar, (2008), *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* Jakarta: Raja Grafindo

B. Research Subject

The research subject in this study is the first and second grade students of MIS Plus Al-Faiz 165. The participants from first class which consist of 31 students and second grade consist of 32 students. Other individual who give the information of the subject is the English teacher who teaches the first and second grade students of MIS Plus Al-Faiz 165.

C. Research Setting

The present study will be conducted in MIS Plus Al-Faiz 165 that is located in Paya Pasir, Kec. Medan Marelan, Kota Medan. In deciding the research site, the researcher has some reasons. The first reason for choosing this school as a research site is the convenience and accessibility of the research site, the researcher has easy access to get permission research in this school and easier to find the data. Second, the English teacher never uses audio visual in teaching vocabulary. Third, the English teacher still uses the old method in teaching-learning process in class. Fourth, there has not been much research conducted with this title at English Department UIN-SU.

D. Research Procedure

In this action the researcher collaborates with the teacher to carry out several stages of research that will be carried out. Some experts propose a classroom action research model with different charts, but in general there are four stages that are commonly passed, namely: planning, implementing, observing and reflecting which are carried out for 2 cycles. The explanation can be described as follows:

1. Planning Stage

- a. Develop a schedule of learning activities
- b. Prepare teaching materials by then compiling a lesson plan according to the teaching material taught by establishing the Audio Visual learning method.
- c. Set minimum achievement standards

2. Implementation Stage

The activities carried out in this stage are implementing the learning plans that have been planned and compiled. The research process is carried out in a cycle that will be carried out in accordance with the changes to be achieved. At this stage the teacher prepares a learning video which will be displayed to students according to the material per grade level.

3. Observation

Observing and recording the learning process and actions in class directly, activities that are of interest include the activities of teachers and students in learning aqidah morals, material angels and their duties.

4. Reflection

This reflection activity is carried out by discussing observational data or notes to consider problems caused by teachers, students, or the use and implementation of learning methods that have been determined for further revision.

E. Techniques of Collecting Data

The researcher used the descriptive method in this research. In conducting this research, the researchers do some ways to collect data, such as doing observation, interview, and documentation. There are some techniques used to collect the data, they are :

1. Observation

Direct observation is a way of collecting data using the eye without the help of other standard tools for the purposes of this data. Observation or observation is one very important research technique. Observations are used for various reasons.³² These observations are used to see a picture of the previous description received by students in vocabulary learning in the classroom.

³² Moleong, Lexy J. (2017). *Metodologi Penelitian Kualitatif*. Bandung : Remaja Rosdakarya

2. Test

The test is used by researcher to obtain data on student learning outcomes before and after implementing audio visual method on the material of vocabulary in first and second grade at MIS Plus Al-Faiz 165 for ages 6-8 as an evaluation after the implementation process took place. The test is used to explain the improvement in student learning outcomes using audio visual method.

3. Documentation

The documentation method is one of the data collection methods used in social research methods. In essence, the documentation method is a method used to trace the overall data correctly. In this study, the researcher obtained personal documentation, the researcher had photographs of the interviews during the study.

F. Techniques of Analyzing Data

The data collection technique in the form of quantitative data is presented based on numbers, so the analysis used is the data scoring procedure with the following formula:³³

1. Individual Test Assessment

Individual test assessments are used to determine the increase in understanding of the concepts students have. This assessment is obtained from the test results set out in the item questions by the researcher. The following formula is used:

$$\text{Final Grade} = \frac{\text{Score Acquisition}}{\text{Maximum Score}} \times 100$$

2. Average Value of Student Learning Outcomes

After knowing the results of each student's score, the researcher calculated the class average by adding up all the scores and dividing by the number of students in the class. This is stated in the following formula:³⁴

³³ Ibnu Hadjar. 1999. *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan* (Jakarta: PT Raja Grafindo)

³⁴

Sudjana, 2017. *Evaluasi Hasil Belajar* (Bandung: Pustaka Martiana),

$$X = \frac{\Sigma x}{\Sigma n}$$

Information:

X = average value

Σx = the total value of students

Σn = the number of students

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Description of Research Result Data

1. Description of MIS Plus Al-Faiz 165 School Medan

a. School Location and Overview

MIS Plus Al-Faiz 165 is a foundation/institution engaged in Education, Social Affairs and Islamic Da'wah. This foundation was established in 2019 with the Notary Deed of Indra Syarif Halim, S.H. No. 27 dated December 13, 1999. This school was founded by Mr. H. Rinaldi, S.E, Siti Fitriani S.Ag. This foundation was started by developing Islamic da'wah in Medan City, especially in Kel. Paya Sand. In 2019, an elementary school building with 2 (two) study rooms was established. In this first year, MIS Plus Al-Faiz 165 accepted 22 students for class I. In 2020, MIS Plus Al-Faiz 165 has accepted 32 students.

In 2021, the school experienced an increase in student admissions as many as 58 students. MIS Plus Al-Faiz 165 is an educational institution under the auspices of the MIS Plus Al-Faiz 165 Karomah institution which was founded in 2019 with its address at JL. Pringgan Ujung Lor. SD Inpres Gg. Bestari Link.IX Ex. Paya Pasir Kec. Marelan Field. District/City of Medan, Prov. North Sumatra. MIS Plus Al-Faiz 165 has a fairly large area and judging from its geographical location has the potential to develop and develop as a favorite school, MIS Plus Al-Faiz 165 was established in 2019 with its own building built on a land area of approximately 2,555 M² with an area of building 308 M², With Boundaries:

- North : Settlement
- East : Settlement
- South : China Town Highway

MIS Plus Al-Faiz 165 has a very strategic geographical location because it is located in urban areas and is easily accessible by the surrounding community, besides that, MIS Plus Al-Faiz 165 is adjacent to the Chinese city site museum which was founded in 2008 so that the MIS Plus Al-Faiz school increasingly known.

b. Vision and Mission of MIS Plus Al-Faiz 165 Medan

1) Vision

"The realization of a trusted educational institution in shaping the Qur'anic generation, civilized, knowledgeable and caring people for the environment"

"The realization of a trusted educational institution in forming an emotionally and spiritually intelligent generation"

2) Mission

- a) Implementing an Islamic basic education system
- b) Applying active, innovative, creative, effective, and fun learning
- c) Build a work system oriented to quality and service
- d) Develop students' competence in the skills of knowing themselves and knowing God (their God) on a basic basis
- e) Has 7 Qur'anic characters such as: honest, patient, polite, forgiving each other, grateful, helping and queuing culture
- f) Provide adequate facilities and infrastructure to create a comfortable and healthy learning environment
- g) Cultivate a caring attitude and love for the environment

c. Data for Teachers and Employees of MIS Plus Al-Faiz 165 Medan

2. Description of Research Result Analysis First Grade

a. Pre cycle

Improving student learning outcomes, one of the important factors that determine teaching and learning activities is the method used by the teacher in the learning process. At the stage before the implementation of the audio-visual method, the researcher visited the school to explain the purpose of the visit and asked the principal for permission to be used as a research site. In the pre-cycle stage, the writer had the opportunity to take observation or pre-cycle scores in the first grade MIS Plus Al-Faiz 165 Medan.

It turns out from the results, it is known that student learning outcomes in learning English vocabulary are still relatively low and below the value of mastery learning, to find out more then the researcher gave an initial test to students with the intention of knowing student learning outcomes before taking

action in the first cycle and the first cycle. second. Based on the initial tests given by researchers to students in first grade, totaling 32 students, it can be seen that student learning outcomes can be seen from the table below.

Information :

NC : Not Complete (Score below KKM)

C : Completed (Score \geq 70)

From the table above, the scores of students who did not complete or were below the KKM were 25 out of 32 students, while the other 7 were above the KKM or completed. Students who do not meet the KKM because before the implementation of the audio-visual method they still used conventional methods or lectures that did not attract students' attention to study. During the learning phase before the implementation of the audio visual method, the students looked bored, sleepy, and playing with their friends. The average score was 52,81 with a learning completeness percentage of 21,87%. It can be concluded for the assessment before the application of the audio-visual method for the average value in the category of less and far from complete with a very poor category in vocabulary material for children 6-8 years with a completion rate below 50%.

b. Cycle 1

1) Planning

At this stage, before the researcher conducts the learning implementation process, the researcher prepares everything related to it, including:

- a) Develop lesson plans with regard to learning steps.
- b) Prepare learning materials such as textbooks, learning media related to vocabulary material for student age 6-8 years
- c) Make multiple choice tests for the first cycle given to students to find out student learning outcomes

2) **Implementation**

After all the planning stages have been prepared, the next step carried out by the researcher is to enter the stage of implementing the action and at this stage using the audio-visual method in a series of learning activities. The stages in the implementation of the action are as follows:

- a) The teacher provides vocabulary material about animals, fruits and colors as well as what to pay attention to during learning using the learning process;
- b) Students pay attention to what is shown in a video shown by the teacher;
- c) Students with teacher guidance follow the instructions based on the learning videos shown;
- d) The teacher repeats up to two or more important things in the learning material;
- e) Students imitate, read, write, and speak according to the video learning material about animals, fruits and colors according to the teacher's instructions;
- f) Students get assignments regarding what they have seen and heard in the learning video;
- g) Students are given an evaluation of how much they catch the lesson using the learning video.

3) **Observation**

Observations were made by the first grade teacher at MIS Plus Al-Faiz 165 Medan to researchers from the time the teaching and learning process took place until the end of learning and observations made by researchers to students. Observations or observations are made to find out the situation in the classroom during the teaching and learning process. From the results of these observations, the implementation of learning carried out by researchers is in accordance with the lesson plans made and researchers have begun to be able to direct students during the learning process. The first cycle test was given by the researcher to the first grade students of MIS

Plus Al-Faiz 165 Medan, totaling 32 students, so it can be seen that student learning outcomes can be seen from the table below:

Information :

NC : Not Complete (Score below KKM)

C : Completed (Score ≥ 70)

From the table above, the scores of students who did not complete or were below the KKM were 18 out of 32 students, while the other 14 were above the KKM or completed. The average value is 65 with a learning completeness percentage of 43,75%. It can be concluded for the first cycle assessment that the average value is in the sufficient category and the complete word is in the less category in the English vocabulary material. There is an increase in the average value of learning outcomes before the application of the audio-visual method and the first cycle as much as 12,19 and the percentage of learning completeness is 21,88%.

4) **Reflection**

At this stage there are still some shortcomings in its implementation, namely the achievement of the scores obtained by students according to predetermined performance indicators. The average score of students is 65 and has not reached the performance indicator in the less category, the performance indicator that becomes the benchmark is 70, while this is still less than 70. Plus the percentage of mastery learning has not reached the performance indicator. As for the performance indicators, the percentage of learning completeness is 65%, while the completeness of learning scores is 43.75%. The non-achievement of performance indicators is caused by:

- a) The opening that was carried out was not maximal and the research time was limited.
- b) Students are less active in finding important information that has not been understood from the explanations given by the teacher
- c) Students are less orderly when the learning process takes place
- d) The teacher has difficulty in conditioning students during the discussion process which makes the class noisy

From the data that has been obtained above and does not meet the performance indicators, the researcher feels the need to improve teaching by continuing this research to the next cycle, namely the second cycle. With this second cycle, it is expected that the results to be obtained will be able to achieve the performance indicators that have been previously set.

1. **Cycle 2**

1) **Planning**

This stage, as well as the first cycle, before the researcher carried out the learning implementation process, the researcher prepared everything related to it. For the planning stage there is little activity added to correct the errors that have been discussed in the previous reflection. The planning stages include:

- a) Develop lesson plans with regard to learning steps.
- b) Prepare learning materials such as textbooks, learning media related to English vocabulary material for students aged 6-8 years
- c) Make multiple choice tests for the second cycle given to students to find out student learning outcomes
- d) Give students more opportunities to ask questions in the learning process.
- e) Guiding students to be more active in discussing with their friends about the material.

2) **Implementation**

After all the planning stages have been prepared, the next step carried out by the researcher is to enter the stage of implementing the action, almost the same as the first cycle and at this stage using the audio-visual method in a series of learning activities. The stages in the implementation of the action are as follows:

- a) The teacher provides vocabulary material about animals, fruits and colors as well as what to pay attention to during learning using the learning process;
- b) Students pay attention to what is shown in a video shown by the teacher;

- c) Students with teacher guidance follow the instructions based on the learning videos shown;
- d) The teacher repeats up to two or more important things in the learning material so that students really understand it;
- e) Students imitate, read, write, and speak according to the video learning materials about animals, fruits and colors;
- f) Students get direct assignments about what they have seen and heard in the learning video;
- g) Students are given an evaluation during the lesson by utilizing the learning video.

3) **Observation**

The same observations as in the first cycle were carried out by the first grade teacher at MIS Plus Al-Faiz 165 Medan to researchers from the time the teaching and learning process took place until the end of learning and observations made by researchers to students. Observations or observations are made to find out the situation in the classroom during the teaching and learning process.

From the results of these observations, the implementation of learning carried out by researchers is in accordance with the lesson plans made and researchers have begun to be able to direct students during the learning process. The second cycle test was given by researchers to the first grade students of MIS Plus Al-Faiz 165 Medan, totaling 32 students, so it can be seen that student learning outcomes can be seen from the table below:

Information :

NC : Not Complete (Score below KKM)

C : Completed (Score ≥ 70)

From the table above, the scores of students who did not complete or were below the KKM were 4 out of 32 students, while the other 28 were above the KKM or completed. The average value is 84.37 with a learning completeness percentage of 87,5%. It can be concluded for the second cycle assessment that the average value is in the good category and the complete word is in the good

category in vocabulary material. There is an increase from the average value of the learning outcomes of the first and second cycles of 8,89 and the percentage of learning completeness is 26,21%.

4) **Reflection**

From the student scores obtained in the second cycle, the average learning outcomes met the performance indicators, namely as many as 84 good categories with a predetermined minimum score of 70, while for the percentage of learning completeness as much as 87.5% good category with a performance indicator value of 80%. It can be concluded that the implementation of the cycle was successful and did not continue to the next cycle. Completeness of student learning outcomes in the implementation of the second cycle has reached the target of the Minimum Completeness Criteria (KKM).

3. **Description of Research Result Analysis Second Grade**

a. **Pre Cycle**

After the application of the audio-visual method was carried out in the first grade, the author continued his research results to the second grade using the same 3 stages but different topics or teaching materials were delivered. Medan. The results obtained are not much different from the first grade in the pre-cycle, it is known that student learning outcomes in learning English vocabulary are also still relatively low and below the value of mastery learning, to find out the researchers gave a pre-test to students to determine student learning outcomes before action in the first cycle and the second cycle using the audio-visual method. Based on the initial test given by the researcher to students in grade 2, totaling 33 students, it is known that student learning outcomes from the table below:

Information :

NC : Not Complete (Score below KKM)

C : Completed (Score ≥ 70)

From the table above, the scores of students who did not complete or were below the KKM were 20 out of 32 students, while the other 12 were above the KKM or completed. Students who do not meet the KKM because before the implementation of the audio-visual method, they still used the usual method,

namely the lecture method which did not attract students' attention to study so that they felt bored.

Learning at the stage before the implementation of the audio-visual method, students looked unmotivated and did not pay attention to the teacher and even played with their friends. The average score was 55 with a learning completeness percentage of 37,5%. It can be concluded that for the assessment before the application of the audio visual method, the average score is in the less and far from complete category with that category in vocabulary material for children 6-8 years with a completion rate below 50%.

b. Cycle 1

1) Planning

At this stage, before the researcher carried out the process of implementing learning, first using the audio-visual method, the researcher prepared everything related to this, as follows:

- a) Develop lesson plans in accordance with the learning steps.
- b) Preparing teaching materials such as textbooks, learning media in the form of laptops, and speakers as well as relating to vocabulary material for children aged 6-8 years for second grade
- c) Make a multiple choice test in the form of a post test for the first cycle given to students.

2) Implementation

After the planning stage has been prepared perfectly, the next step is to enter the action implementation stage, at this stage using the audio-visual method in a series of learning activities. The stages in the implementation of the learning process actions are as follows:

- a) The teacher provides vocabulary material about a part of the body, food and profession and what should be the center of attention during learning;
- b) Students pay attention to what is shown in a video shown by the teacher in front of the class;
- c) Students with teacher guidance follow the instructions based on the learning videos shown;

- d) The teacher repeats up to two or more important material in the learning material;
- e) Students imitate, read, write, and speak according to the video learning material about a part of body, food and profession according to the teacher's instructions;
- f) Students get assignments regarding what they have seen and heard in the learning video;
- g) Students are given an evaluation of how much they catch the lesson using the learning video.

3) **Observation**

Observations were made by the second grade teacher of MIS Plus Al-Faiz 165 Medan to researchers from the time the teaching and learning process lasted until the end of learning. Observations or observations are made to find out the situation in the classroom during the teaching and learning process. From the results of these observations, the implementation of learning carried out by researchers is in accordance with the lesson plans made and researchers have begun to be able to direct students during the learning process. The first cycle test was given by the researcher to the second grade students of MIS Plus Al-Faiz 165 Medan, totaling 32 students, so it can be seen that student learning outcomes can be seen from the table below:

Information :

NC : Not Complete (Score below KKM)

C : Completed (Score ≥ 70)

From the table above, the scores of students who did not complete or were below the KKM were 16 out of 32 students, while the other 16 were above the KKM or completed. The average value is 71,25 with a learning completeness percentage of 50%. It can be concluded for the first cycle assessment that the average value is in the sufficient category and the complete word is in the less category in the percentage of completeness in the learning value of English vocabulary material. There is an increase in the average value of learning outcomes before the application of the audio

visual method and the first cycle as much as 16,25 and the percentage of learning completeness is 13 %.

4) **Reflection**

At the stage of the first cycle, it turned out that there were several shortcomings in the implementation of using the audio-visual method, namely that the scores obtained by students were still not achieved according to the predetermined performance indicators. The average score of students is 71,25 and has not reached the maximum word in the performance indicators in the sufficient category, the performance indicator that becomes the benchmark is 70, while this is still at 70. Plus the percentage of mastery learning has not reached the performance indicators. As for the performance indicators, the percentage of learning completeness is 70%, while the completeness of learning scores is 50%. The non-achievement of performance indicators is caused by:

- a) The beginning of the learning felt by the researcher was not optimal.
- b) Students are less active in participating in learning and there are still those who do not understand the explanations given by the teacher
- c) Class conditions that are not conducive during the learning process
- d) The teacher has difficulty in managing students during the learning process that makes the class scramble.

From the data that has been obtained above and does not meet the performance indicators, the researcher feels the need to improve learning by continuing this research to the next cycle, namely the second cycle. With this second cycle, the researcher hopes that the results to be obtained will be able to achieve the performance indicators that have been previously set

c. **Cycle 2**

1) **Planning**

This stage was carried out because the learning completeness and performance indicators were not achieved in the first stage, and this stage was also implemented the same as the first cycle, namely before the researcher carried out the learning implementation process, the researcher prepared everything related to the learning process. For the planning stage there is a little activity added to correct the errors that have been discussed in the previous reflection. The planning stages include:

- a) Prepare lesson plans relating to learning steps properly and pay attention to what must be improved.
- b) Prepare learning materials such as textbooks, learning media related to English vocabulary material for students aged 6-8 years second grade
- c) Make multiple choice tests for the second cycle given to students to find out student learning outcomes
- d) Give students many opportunities to ask questions in the learning process.
- e) Guiding students to be more active in discussing with their friends about the material

2) **Implementation**

After the planning stage has been prepared, the next step carried out by the researcher is to enter the stage of implementing the action, almost the same as the first cycle, at this stage using the audio-visual method in a series of learning activities. The stages in the implementation of the action are as follows:

- a) The teacher provides vocabulary material about parts of the body, food and profession during learning using the learning process;
- b) Students pay attention to what is shown in a video shown by the teacher;
- c) Students with teacher guidance follow the instructions based on the learning videos shown;

- d) The teacher repeats up to two or more things in the learning material so that students really understand it;
- e) Students imitate, read, write, and speak according to the video learning materials about parts of the body, food and profession;
- f) Students get direct assignments about what they have seen and heard in the learning video;
- g) Students are given an evaluation during the lesson by utilizing the learning video.

3) Observation

The same observations as in the first cycle were carried out by the second grade teacher of MIS Plus Al-Faiz 165 Medan to researchers from the time the teaching and learning process took place until the end of learning and observations made by researchers to students. Observations or observations are made to find out the situation in the classroom during the teaching and learning process. From the results of these observations, the implementation of learning carried out by researchers is in accordance with the lesson plans made and researchers have begun to be able to direct students during the learning process. The second cycle test was given by researchers to the first grade students of MIS Plus Al-Faiz 165 Medan, totaling 32 students, so it can be seen that student learning outcomes can be seen from the table below:

Information :

NC : Not Complete (Score below KKM)

C : Completed (Score ≥ 70)

From the table above, the scores of students who did not complete or were below the KKM were 4 out of 32 students, while the other 28 were above the KKM or completed. The average value is 85,62 with a learning completeness percentage of 87,5%. It can be concluded for the second cycle assessment that the average value is in the good category and the complete word is in the good category in vocabulary material. There is an increase in the average value of learning outcomes in the first and second cycles of 14,37 and the percentage of learning completeness is 38%.

4) **Reflection**

From the student scores obtained in the second cycle, the average learning outcomes meet the performance indicators, namely as many as 85,62 good categories with a predetermined minimum value of 70, while for the percentage of learning completeness as much as 87,5% good category with a performance indicator value of 80% . It can be concluded that the implementation of the cycle was successful and did not continue to the next cycle. Completeness of student learning outcomes in the implementation of the second cycle has reached the target of the Minimum Completeness Criteria (KKM).

4. **The Results of the Interview about Learning Vocabulary in English**

It is undeniable that the mastery of vocabulary or vocabulary that is adequate and in large numbers has a very important role in communicating, especially in English. It turned out to be a lot of complaints by all levels of education, including young children who attend primary schools where they are still learning basic words or vocabulary in English. Based on the results of interviews that the author conducted with several students, namely first grade and second grade about whether or not it is easy to learn vocabulary, the description of the interview is as follows:

a. **First Grade**

The difficulties which is faced by students of learning English vocabulary in first grade are :

- 1) Can't answer the exam questions because they don't know what they mean
- 2) Words in English are difficult
- 3) In English the pronunciation is always fast

b. **Second Grade**

The difficulties which is faced by students of learning English vocabulary in second grade are :

- 1) Difficult pronunciation in English
- 2) Writing letters that are difficult and often wrong

B. Discussion

This research was started by conducting before the application of the audio-visual method in the first and second grade MIS Plus Al-Faiz 165 Medan. What is discussed in this study in general is that the learning outcomes of students in the first and second grade classes are still low because the teacher only applies the lecture or conventional method and learning occurs only in one direction without involving student activity in the learning process. After obtaining the score results in the pre-cycle, the researcher took the initiative to carry out the stages of achieving the values that have been set in the performance indicators.

5. Before the Application of the Audio Visual Method for First and Second Grade

At the stage before the implementation of the audio-visual method, the researcher used conventional methods or lectures in class. From before the implementation of the audio-visual method, data were obtained, amounting to 25 people from 32 students, while 7 others were above the KKM or completed. The average value obtained is 52,81 with a learning mastery percentage of 21,87%. This is also the same as the second grade, before the implementation of the audio-visual method, 20 out of 32 students did not achieve the KKM score, and 12 others scored above the KKM or completed with an average score of 55 with a learning completeness percentage of 37,5%. From the assessment before the application of the audio visual method, the average value of first and second grade learning outcomes was in the less category and the percentage of student learning completeness in the very poor category.

6. Cycle 1 for First and Second Grade

In the session before the implementation of the audio-visual method in this study, the minimum words for first and second grade were not achieved, so the first cycle was carried out where the researcher used the audio-visual method. This method asks students to watch the material using a video that has been prepared by the teacher. The first cycle for this first grade obtained data, namely 18 people from 32 students, while the other 14 scores were obtained completely. The average value is 65 with a learning completeness percentage of 43,75%.

Meanwhile, for the second grade, data obtained that 16 of 32 students graduated with scores above the KKM while the other 16 did not reach the KKM limit, the average score was 71,25 with a learning completeness percentage of 50%.

It can be concluded for the assessment of the first cycle for the first and second grades with the average value in the sufficient category and the percentage of learning completeness in the less category in vocabulary material. There is an increase in the average value of learning outcomes in the first grade before the implementation of the audio visual method and the first cycle as much as 12,19 and the percentage of learning completeness 21,88%, meanwhile the increase in the average value in the second grade before the implementation of the audio visual method. and the first cycle is 16,25 and the percentage of learning completeness is 13%. In the first cycle for the first and second grade the average value of learning outcomes and the percentage of mastery learning have not reached the performance indicators where there is a minimum benchmark value of 70.

7. Cycle 2 for First and Second Grade

Similar to the scores before the implementation of the audio visual method, the first cycle scores for the first and second grades also did not reach the minimum performance indicators. Therefore, the second cycle was carried out in which researchers used the same learning model, namely the audio-visual method. This method is an improvement in the first cycle where there are things that cause the minimum value that has been set for the first and second grades to be not achieved. This second cycle for the first grade obtained data on the average value of learning outcomes 84,37 with a learning completeness percentage of 87,5%.

Meanwhile, for the second grade, the average value of learning outcomes is 85.62 with a learning completeness percentage of 87,5%. This value has reached the performance indicators where there is a minimum benchmark value of

70. There is an increase for the first grade from the average value of learning outcomes for the first cycle and the second cycle of 8,89 and the percentage of learning completeness is 26,21% while for the second grade the average learning outcomes of the first and second cycles are 14,37 and the percentage of learning completeness is 38% .

It can be concluded that the implementation of the use of the audio visual method in the second cycle for the first and second grade was successful and could improve student learning outcomes because students were actively involved in teaching and learning activities. The following data on improving learning outcomes can be seen in the recapitulation table of first and second grade learning outcomes as follows:

Based on the table and diagram of the recapitulation of the learning outcomes test above, it can be seen that the score of students before and using the audio-visual method increased the average score of students Before the application of the audio-visual method was 52,81, the average score in the first cycle rose to 65 and in the second cycle the average score of students rose to 84,37 with an indicator of performance scores of 70 vocabulary subjects.

Based on the table and diagram of the recapitulation of the percentage of completeness above, it can be seen that the percentage value of students before and after using the audio-visual learning method has increased in the percentage value of mastery of students before the application of the audio method is 21,87%, in the first cycle it rose to 43,75 % and in the second cycle it rose to 87,5% with a performance value indicator of 70% of English subjects in Vocabulary material.

Based on the table and diagram of the recapitulation of the learning outcomes test above, it can be seen that the score of students before and using the audio-visual method increased the average score of students. Before the application of the audio-visual method was 55, the average score in the first cycle rose to 71,25 and in the second cycle the average score of students rose to 85,62 with an indicator of performance scores of 70 vocabulary subjects.

Based on the table and diagram of the recapitulation of the percentage of completeness above, it can be seen that the percentage value of students before and after using the audio-visual learning method has increased in the percentage value of mastery of students before the application of the audio method is 37,5%, in the first cycle it rose to 50 % and in the second cycle it rose to 87,5% with a performance value indicator of 70% of English subjects in Vocabulary material.

4. The Obstacles which is faced by Students of Learning English Vocabulary using Audio Visual for First Grade and Second Grade

After conducting interviews with several first grade and second grade students, it can be concluded that there are difficulties experienced by students, namely they can't answer the exam questions because they don't know what they mean, words in English are difficult, in English the pronunciation is always fast difficult pronunciation in English and writing letters that are difficult and often wrong. Problems in learning English can vary. Can or not deal with it depends on what kind of solution is done. Each person who learns English has a different method. There are those who memorize quickly just by listening to conversations, but there are also those who have to write. There are also people who quickly

memorize just by reading. Awareness is needed, knowing the problems that are being faced will make learning activities smoother.

CHAPTER V

CONCLUSION DAN SUGGESTION

A. Conclusion

Based on the results of the research that has been done and based on all the discussions and analyzes that have been carried out, it can be concluded as follows:

1. The learning outcomes of first grade MIS Plus Al-Faiz 165 Medan students in English vocabulary lessons before the application of the audio-visual method in the pre-cycle were 52,81, the average value of the learning outcomes was in the poor category. For the percentage of learning completeness 21,87% with a very poor category while the learning outcomes of second grade MIS Plus Al-Faiz 165 Medan students in English vocabulary lessons before the application of the audio-visual method in the pre-cycle were 55 and the percentage of learning completeness 37,5 %.
2. The learning outcomes of first grade students in the MIS Plus Al-Faiz 165 Medan class in the English vocabulary lesson in the cycle 1 with the audio visual method are the average learning outcomes obtained by 65 and the percentage of learning completeness 43,75%, both of which have not achieve performance indicators where there are minimum benchmark values of 70 and 70%. For second grade English vocabulary lesson in the cycle 1 with the audio visual method are the average learning outcomes obtained by 71,25 and the percentage of learning completeness 50 %. The category of the average value of learning outcomes is sufficient, while the percentage of complete learning is in the less category.
3. The learning outcomes of the first grade MIS Plus Al-Faiz 165 class students in the first grade class MIS Plus Al-Faiz 165 lessons in the cycle 2 with the audio visual method are the average learning outcomes of 84,37 in the good category and the percentage complete learning 87,5% with good category. For second grade in the cycle 2 with the audio visual method are the average learning outcomes of 85,62 and the percentage complete learning 87,5%. These values have reached the minimum benchmark performance indicators of 70 and 70%.
4. The obstacles which is faced by students of learning English vocabulary using audio visual for first grade and second grade are can't answer the exam questions because they don't know what they mean, words in English are difficult, in English the pronunciation is always fast difficult pronunciation in English and writing letters that are difficult and often wrong.

B. Suggestion

Based on the research that has been carried out by applying the audio visual method to improve student learning outcomes in English vocabulary subjects, the researchers provide the following suggestions:

1. For educators, adjust strategies, methods and media that vary with the material being taught so that students are motivated to take part in interesting and fun learning activities and can increase students' enthusiasm for learning and invite students to think globally and creatively, so that understanding can be better and build the creativity of students slowly. Educators can teach as optimally as possible in the hope of achieving the intended goals. In addition, educators should always try to improve their quality so that they can teach with high creativity and motivation so that they are not boring by coordinating between educators to give each other and burn enthusiasm to remain consistent in teaching.
2. For students to be more active and successful in being creative and innovative in thinking or learning, every stage of learning grows and develops the spirit of nationality, especially the results of learning to understand learning videos, it is better to always be active in following lessons well and quickly. Students should practice independently and disciplined to be more fluent when reading. Students as the next generation should continue to provide knowledge, especially religious knowledge, which is expected to become a firm and firm person so that they are not affected by actions that harm or endanger themselves or others. Schools can provide training to educators on how to improve student learning outcomes. Good at mastering the class, mastering strategies, various methods and learning media in teaching according to each subject matter, especially in learning English.

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2. What part of the body is it?

- a. It is nose b. It is eye c. It is Head

3. We have ears.

- a. Two b. Three c. Four

4. A ... makes some food.

- a. Teacher b. Chef c. Doctor

5. Boy : He is a ... He flies the plane.

- a. Doctor b. Postman c. Farmer

c. Post for first grade

Your Name>Nama Kamu :

Class/Kelas :

***Choose the correct answer from the direction a, b, or c !
Pilih jawaban yang benar dari a, b, atau c !***



1. the colour of watermelon is ...

- a. Red b. Blue c. Green

2. saya punya apel merah

the english sentences is ...

- a. I have green apple b. I have red apple b. I have white apple



3. Rani have a ...

- a. cat b. elephant c. Cow

4. Elephant in Indonesian language is ...

- a. kerbau b. domba c. gajah

5. Ini adalah sapi the english sentences is ...

- a. this is cow b. this is camel c. this is dog

d. Post Test for Second grade

Your Name>Nama Kamu :

Class/Kelas :

*Choose the correct answer from the direction a, b, or c !
Pilih jawaban yang benar dari a, b, atau c !*

1. Pizza, noodle, sandwich and burger. They are called ...

- a. Vegetables b. Food c. Fruits

2. Mother needs meat, carrot, cabbage and potatoes. She will make ...

- a. Burger b. Soup c. Noodle

3. Mr. Dedi is a doctor. He works in ...

- a. Hotel b. Hospital c. School

4. We are ... at MIS Plus Al-Faiz 165

- a. Students b. Artists c. Doctors

5. Where do people go to send the letter ...

- a. Beach b. Post office c. Zoo

Table 1
Data for Teachers and Employees of MIS Plus Al-Faiz 165 Medan

No	M/F	Teacher/Employee Name	Position
1	M	H. Renaldi, SE	The foundation's president
2	F	Khadijah, MS, S.Pd.i	Supervisor
3	F	Siti Fitriani, S.Ag	Head master
4	F	Ade Triana, S.Pd	Administration/Teacher
5	F	Novia Putri	Treasurer/Teacher
6	F	Siti Khadijah, S.Pd.i	Teacher
7	F	Citra Nurhidayah, S.Kom	Teacher
8	F	Qomariah Ulfa, S.Pd.i	Teacher
9	F	Putri E Septy, S.Farm	Teacher
10	F	Putri Vidiya, S.Kom	Teacher
11	F	Ika Adelia T, S.Pd	Teacher
12	F	Nurbaini, S.Ag	Teacher

Table 2
Pre-cycle Assessment Results

No	Name	KKM	Final Score	Description
1	ADLA ANDINI PUTRI	70	60	NC
2	ADZKIA FATINA LUBIS	70	80	C
3	AKIFA NAYLA	70	20	NC
4	ALMAKMUHIDIN	70	40	NC
5	ANDARA GHASTALANI	70	40	NC
6	ANDIRA GHASTALANI	70	60	NC
7	AUORA NEGLA SATIVA	70	60	NC
8	AZKA ZAFIRA FADILA	70	60	NC
9	CHELSEI ADELIANA	70	80	C
10	DAFFA RAMADHAN	70	40	NC
11	DINI KHAIRANI LUBIS	70	60	NC
12	DYANDRA AQILLA AZZAHRA	70	40	NC
13	FAKHIRAH ZAAFARANI	70	80	C
14	HABIBI ZAHWAN FAUZI	70	40	NC
15	KHANZA LATIFAH HASIBUAN	70	20	NC

16	M. IMAM SATRIYA	70	10	NC
17	M. IMAM UTOMO	70	40	C
18	M. KAREM	70	60	NC
19	M. KHAIRY HILMY	70	60	NC
20	M. RAFIF RANDIKA	70	40	NC
21	M. RIZIQ ALWI	70	40	NC
22	NABILA SAFWA AZZAHRA	70	60	NC
23	PUTRI BALQIS HIDAYAT	70	80	C
24	RADHITYA ADHA MUNJIR	70	80	C
25	RAFFI AL- BUKHORI	70	40	NC
26	SAKILA HUMAIRAH	70	60	NC
27	SALSABILLA AZZAHRA	70	80	C
28	SALWA SALSABILLA	70	60	NC
29	SYAUQIA NAZURAH	70	60	NC
30	ULFI NAHATUZZAHRA	70	40	NC
31	VERNITA PUTRI	70	40	NC
32	ZIDAN ANHAR PSRB	70	60	NC
The number of students				32
Total Student Score				1680
Average value				52,81
Percentage of Complete Learning				21,87 %

Table 3
Cycle 1 Assessment Results

No	Name	KKM	Final Score	Description
1	ADLA ANDINI PUTRI	70	80	C
2	ADZKIA FATINA LUBIS	70	80	C
3	AKIFA NAYLA	70	60	NC
4	ALMAKMUHIDIN	70	80	C
5	ANDARA GHASTALANI	70	60	NC
6	ANDIRA GHASTALANI	70	60	NC
7	AUORA NEGLA SATIVA	70	80	C
8	AZKA ZAFIRA FADILA	70	80	C
9	CHELSI ADELIANA	70	80	C
10	DAFFA RAMADHAN	70	60	NC

11	DINI KHAIRANI LUBIS	70	60	NC
12	DYANDRA AQILLA AZZAHRA	70	60	NC
13	FAKHIRAH ZAAFARANI	70	100	C
14	HABIBI ZAHWAN F	70	80	C
15	KHANZA LATIFAH HSB	70	80	C
16	M. IMAM SATRIYA	70	60	NC
17	M. IMAM UTOMO	70	60	NC
18	M. KAREM	70	80	C
19	M. KHAIRY HILMY	70	60	NC
20	M. RAFIF RANDIKA	70	60	NC
21	M. RIZIQ ALWI	70	60	NC
22	NABILA SAFWA AZZAHRA	70	80	C
23	PUTRI BALQIS HIDAYAT	70	80	C
24	RADHITYA ADHA MUNJIR	70	100	C
25	RAFFI AL- BUKHORI	70	60	NC
26	SAKILA HUMAIRAH	70	60	NC
27	SALSABILLA AZZAHRA	70	80	C
28	SALWA SALSABILLA	70	60	NC
29	SYAUQIA NAZURAH	70	60	NC
30	ULFI NAHATUZZAHRA	70	60	NC
31	VERNITA PUTRI	70	60	NC
32	ZIDAN ANHAR PASARIBU	70	60	NC
The number of students				32
Total Student Score				2080
Average value				65
Percentage of Complete Learning				43,75 %

Table 4

Cycle 2 Assessment Results

No	Name	KKM	Final Score	Description
1	ADLA ANDINI PUTRI	70	100	C
2	ADZKIA FATINA LUBIS	70	100	C
3	AKIFA NAYLA	70	60	NC
4	ALMAKMUHIDIN	70	80	C
5	ANDARA GHASTALANI	70	80	C

6	ANDIRA GHASTALANI	70	80	C
7	AUORA NEGLA SATIVA	70	100	C
8	AZKA ZAFIRA FADILA	70	80	C
9	CHELSI ADELIANA	70	80	C
10	DAFFA RAMADHAN	70	60	NC
11	DINI KHAIRANI LUBIS	70	60	NC
12	DYANDRA AQILLA AZZAHRA	70	80	C
13	FAKHIRAH ZAAFARANI	70	100	C
14	HABIBI ZAHWAN FAUZI	70	100	C
15	KHANZA LATIFAH HASIBUAN	70	100	C
16	M. IMAM SATRIYA	70	80	C
17	M. IMAM UTOMO	70	80	C
18	M. KAREM	70	80	C
19	M. KHAIRY HILMY	70	60	NC
20	M. RAFIF RANDIKA	70	80	C
21	M. RIZIQ ALWI	70	80	C
22	NABILA SAFWA AZZAHRA	70	100	C
23	PUTRI BALQIS HIDAYAT	70	100	C
24	RADHITYA ADHA MUNJIR	70	100	C
25	RAFFI AL- BUKHORI	70	80	C
26	SAKILA HUMAIRAH	70	80	C
27	SALSABILLA AZZAHRA	70	100	C
28	SALWA SALSABILLA	70	80	C
29	SYAUQIA NAZURAH	70	80	C
30	ULFI NAHATUZZAHRA	70	100	C
31	VERNITA PUTRI	70	80	C
32	ZIDAN ANHAR PASARIBU	70	80	C
The number of students				32
Total Student Score				2700
Average value				84,37
Percentage of Complete Learning				87,5 %

Table 5
Pre-cycle Assessment Results

No	Name	KKM	Final Score	Description
1	ADIBA SHAKILA NAHDA	70	20	NC
2	ALDIE AL FATIH	70	40	NC
3	ALIFA PUTRI	70	60	NC
4	ANDIKA AFANDI	70	80	C
5	ANNISA HAJIRAH HARAHAHAP	70	80	C
6	ASYIFA NUR ADHWA	70	80	C
7	ASYRAF DZAKI NATAMA BATUBARA	70	60	NC
8	AQILAH BASARIAH	70	40	NC
9	AZZAMY SYAUQI PASARIBU	70	40	C
10	CUT RATU PERMATA SARI	70	40	NC
11	DAFFA ALKHAIRI	70	20	NC
12	FADLAN BAYHAQQI	70	20	NC
13	FAEYZA ARFA RIZQI	70	20	NC
14	FARREL ALFATTAH DEFANDA	70	60	NC
15	HAFIDZ DZUL FADHLY	70	40	NC
16	HANIS HUSNIYYAH ALFAD	70	20	NC
17	IRSYAD AZZAHIDI	70	20	C
18	KHAIRIN RAMADHANI SIREGAR	70	40	NC
19	M. AZZAM AZHARI SIREGAR	70	80	C
20	M. DWI RAMADHAN	70	80	C
21	M. HABIBI SIAGIAN	70	100	C
22	NABILA SAKIRA GUNAWAN	70	80	C
23	NASIR ALI RAJA	70	80	C
24	NATASYA PUTRI	70	60	C
25	NAUVAL ALFIKRA SITORUS	70	60	NC
26	NAYRA ZALIFA RAMADINI	70	20	NC
27	NURHAFIDZA	70	20	C
28	RAISA ANINDHITA KHUSAIRI	70	40	NC
29	RIZKA HABIBAH	70	80	C
30	SABRINA AZKIA	70	100	C
31	SALSA BALQIS	70	80	C

32	TENGKU FAHRI MAULANA	70	100	C
The number of students				32
Total Student Score				1760
Average value				55
Percentage of Complete Learning				37,5 %

Table 6
Cycle 1 Assessment Results

No	Name	KKM	Final Score	Description
1	ADIBA SHAKILA NAHDA	70	40	NC
2	ALDIE AL FATIH	70	40	NC
3	ALIFA PUTRI	70	80	C
4	ANDIKA AFANDI	70	100	C
5	ANNISA HAJIRAH HARAHAP	70	100	C
6	ASYIFA NUR ADHWA	70	100	C
7	ASYRAF DZAKI NATAMA BATUBARA	70	60	NC
8	AQILAH BASARIAH	70	60	NC
9	AZZAMY SYAUQI PASARIBU	70	60	NC
10	CUT RATU PERMATA SARI	70	80	C
11	DAFFA ALKHAIRI	70	60	NC
12	FADLAN BAYHAQQI	70	60	NC
13	FAEYZA ARFA RIZQI	70	80	C
14	FARREL ALFATTAH DEFANDA	70	60	NC
15	HAFIDZ DZUL FADHLY	70	60	NC
16	HANIS HUSNIYYAH ALFAD	70	60	NC
17	IRSYAD AZZAHIDI	70	40	NC
18	KHAIRIN RAMADHANI SIREGAR	70	60	NC
19	M. AZZAM AZHARI SIREGAR	70	80	C
20	M. DWI RAMADHAN	70	100	C
21	M. HABIBI SIAGIAN	70	100	C
22	NABILA SAKIRA GUNAWAN	70	80	C
23	NASIR ALI RAJA	70	80	C

24	NATASYA PUTRI	70	60	NC
25	NAUVAL ALFIKRA SITORUS	70	80	C
26	NAYRA ZALIFA RAMADINI	70	40	NC
27	NURHAFIDZA	70	60	NC
28	RAISA ANINDHITA KHUSAIRI	70	60	NC
29	RIZKA HABIBAH	70	80	C
30	SABRINA AZKIA	70	80	C
31	SALSA BALQIS	70	80	C
32	TENGKU FAHRI MAULANA	70	100	C
The number of students				32
Total Student Score				2280
Average value				71,25
Percentage of Complete Learning				50 %

Table 7
Cycle 2 Assessment Results

No	Name	KKM	Final Score	Description
1	ADIBA SHAKILA NAHDA	70	60	NC
2	ALDIE AL FATIH	70	80	C
3	ALIFA PUTRI	70	100	C
4	ANDIKA AFANDI	70	100	C
5	ANNISA HAJIRAH HARAHAP	70	100	C
6	ASYIFA NUR ADHWA	70	100	C
7	ASYRAF DZAKI NATAMA BATUBARA	70	60	NC
8	AQILAH BASARIAH	70	80	C
9	AZZAMY SYAUQI PASARIBU	70	80	C
10	CUT RATU PERMATA SARI	70	80	C
11	DAFFA ALKHAIRI	70	60	NC
12	FADLAN BAYHAQQI	70	80	C
13	FAEYZA ARFA RIZQI	70	100	C
14	FARREL ALFATTAH DEFANDA	70	80	C
15	HAFIDZ DZUL FADHLY	70	80	C
16	HANIS HUSNIYYAH ALFAD	70	80	C
17	IRSYAD AZZAHIDI	70	60	NC

18	KHAIRIN RAMADHANI SIREGAR	70	80	C
19	M. AZZAM AZHARI SIREGAR	70	100	C
20	M. DWI RAMADHAN	70	100	C
21	M. HABIBI SIAGIAN	70	100	C
22	NABILA SAKIRA GUNAWAN	70	100	C
23	NASIR ALI RAJA	70	100	C
24	NATASYA PUTRI	70	80	C
25	NAUVAL ALFIKRA SITORUS	70	80	C
26	NAYRA ZALIFA RAMADINI	70	60	C
27	NURHAFIDZA	70	80	NC
28	RAISA ANINDHITA KHUSAIRI	70	80	C
29	RIZKA HABIBAH	70	100	C
30	SABRINA AZKIA	70	100	C
31	SALSA BALQIS	70	100	C
32	TENGKU FAHRI MAULANA	70	100	C
The number of students				32
Total Student Score				2740
Average value				85,62
Percentage of Complete Learning				87,5 %

Table 8
Study Result Test Recapitulation for First Grade

No	Name	Pre Cycle	Cycle 1	Cycle 2	Description
1	ADLA ANDINI PUTRI	60	80	100	Increase
2	ADZKIA FATINA LUBIS	80	80	100	Increase
3	AKIFA NAYLA	20	60	60	Increase
4	ALMAKMUHIDIN	40	80	80	Increase
5	ANDARA GHASTALANI	40	60	80	Increase
6	ANDIRA GHASTALANI	60	60	80	Increase
7	AUORA NEGLA SATIVA	60	80	100	Increase
8	AZKA ZAFIRA FADILA	60	80	80	Increase
9	CHELSEI ADELIANA	80	80	80	Constant
10	DAFFA RAMADHAN	40	60	60	Increase
11	DINI KHAIRANI LUBIS	60	60	60	Constant
12	DYANDRA AQILLA	40	60	80	Increase

	AZZAHRA				
13	FAKHIRAH ZAAFARANI	80	100	100	Increase
14	HABIBI ZAHWAN FAUZI	40	80	100	Increase
15	KHANZA LATIFAH HASIBUAN	20	80	100	Increase
16	M. IMAM SATRIYA	10	60	80	Increase
17	M. IMAM UTOMO	40	60	80	Increase
18	M. KAREM	60	80	80	Increase
19	M. KHAIRY HILMY	60	60	60	Constant
20	M. RAFIF RANDIKA	40	60	80	Increase
21	M. RIZIQ ALWI	40	60	80	Increase
22	NABILA SAFWA AZZAHRA	60	80	100	Increase
23	PUTRI BALQIS HIDAYAT	80	80	100	Increase
24	RADHITYA ADHA MUNJIR	80	100	100	Increase
25	RAFFI AL- BUKHORI	40	60	80	Increase
26	SAKILA HUMAIRAH	60	60	80	Increase
27	SALSABILLA AZZAHRA	80	80	100	Increase
28	SALWA SALSABILLA	60	60	80	Increase
29	SYAUQIA NAZURAH	60	60	80	Increase
30	ULFI NAHATUZZAHRA	40	60	100	Increase
31	VERNITA PUTRI	40	60	80	Increase
32	ZIDAN ANHAR PASARIBU	60	60	80	Increase
Total		1680	2080	2700	
Average		52,81	65	84,37	
Complete Percentage		21,87 %	43,75 %	87,5 %	

Table 9
Study Result Test Recapitulation for Second Grade

No	Name	Pre Cycle	Cycle 1	Cycle 2	Description
1	ADIBA SHAKILA NAHDA	20	40	60	Increase
2	ALDIE AL FATIH	40	40	80	Increase
3	ALIFA PUTRI	60	80	100	Increase
4	ANDIKA AFANDI	80	100	100	Increase
5	ANNISA HAJIRAH HARAHAP	80	100	100	Increase
6	ASYIFA NUR ADHWA	80	100	100	Increase
7	ASYRAF DZAKI NATAMA BATUBARA	60	60	60	Constant
8	AQILAH BASARIAH	40	60	80	Increase
9	AZZAMY SYAUQI PASARIBU	40	60	80	Increase
10	CUT RATU PERMATA SARI	40	80	80	Increase
11	DAFFA ALKHAIRI	20	60	60	Increase
12	FADLAN BAYHAQQI	20	60	80	Increase
13	FAEYZA ARFA RIZQI	20	80	100	Increase
14	FARREL ALFATTAH DEFANDA	60	60	80	Increase
15	HAFIDZ DZUL FADHLY	40	60	80	Increase
16	HANIS HUSNIYYAH ALFAD	20	60	80	Increase
17	IRSYAD AZZAHIDI	20	40	60	Increase
18	KHAIRIN RAMADHANI SIREGAR	40	60	80	Increase
19	M. AZZAM AZHARI SIREGAR	80	80	100	Increase
20	M. DWI RAMADHAN	80	100	100	Increase
21	M. HABIBI SIAGIAN	100	100	100	Constant
22	NABILA SAKIRA GUNAWAN	80	80	100	Increase
23	NASIR ALI RAJA	80	80	100	Increase

24	NATASYA PUTRI	60	60	80	Increase
25	NAUVAL ALFIKRA SITORUS	60	80	80	Increase
26	NAYRA ZALIFA RAMADINI	20	40	60	Increase
27	NURHAFIDZA	20	60	80	Increase
28	RAISA ANINDHITA KHUSAIRI	40	60	80	Increase
29	RIZKA HABIBAH	80	80	100	Increase
30	SABRINA AZKIA	100	80	100	Increase
31	SALSA BALQIS	80	80	100	Increase
32	TENGKU FAHRI MAULANA	100	100	100	Constant
Total		1760	2280	2740	
Average		55	71,25	85,62	
Complete Percentage		37,5 %	50 %	87,5 %	

Figure 1

Diagram of the Increase in the Overall Average Score of Students for First Grade

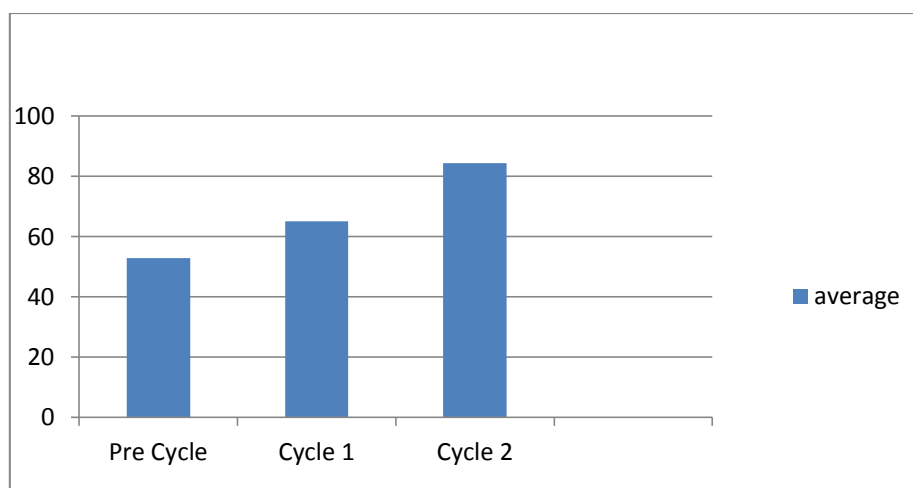


Figure 2
Percentage of Completeness Diagram of All Students for First Grade

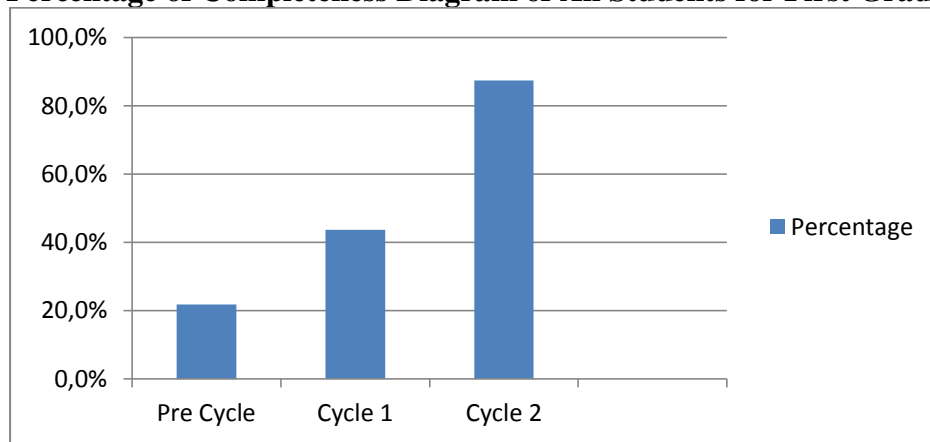


Figure 3
Diagram of the Increase in the Overall Average Score of Students for Second Grade

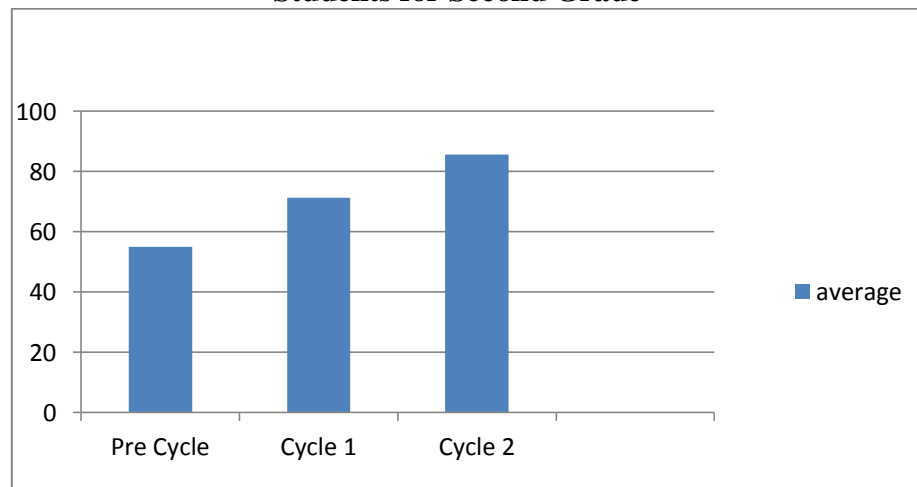
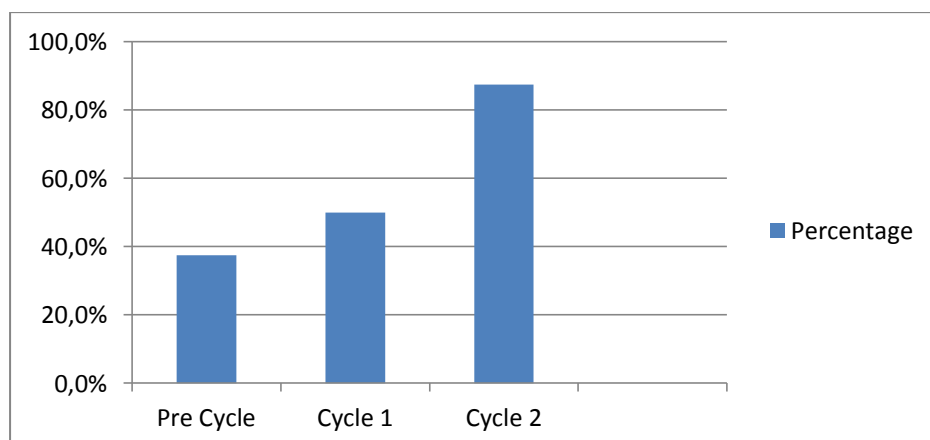


Figure 4
Percentage of Completeness Diagram of All Students for Second Grade



Curriculum Vitae

A. Identity

1. Name : Siti Nurhaliza Nst
2. Gender : Female
3. Place and Date of Birth : Medan, 16 Oct 1999
4. Status : Student
5. Address : Jl. A. Sani Muthalib, Psr 1 Tengah, Gg.
Sukarela, Medan Marelan
6. Citizenship : Indonesia
7. Religion : Islam
8. Phone Number : 0812-7369-6263
9. E-Mail : nurhalizanasution16@gmail.com

B. Education

1. Primary School : MIS Sari Rukun
2. Junior High School : SMP 32 Medan
3. Senior High School : MAN 1 Medan
4. University : UIN SU Medan

Researcher

Siti Nurhaliza Nst

Nim. 0304172103

Appendix VI

DOCUMENTATION

The students learn vocabulary with Audio Visual



Appendix VII


The students learn vocabulary without Audio Visual



Appendix VIII

The students did the test




KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B.14812/ITK.V.3/PP.00.9/07/2021
 Lampiran :
 Hal : Izin Riset

29 Juli 2021

Yth. Bapak/Ibu Kepala MIS PLUS AL-FAIZ 165

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama	: Siti Nurhaliza Nst
NIM	: 0304172103
Tempat/Tanggal Lahir	: Medan, 16 Oktober 1999
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Medan Marelan. Psr 1 Tengah Jl. A. Sani muthalib Gg. Sukarela No. 14 Kelurahan Rengas Pulau Kecamatan Medan Marelan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Pringgan ujung. Lorong SD Impres Gg. Bestari, Kel. Paya pasir. Kec. Medan Marelan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

IMPLEMENTATION OF LEARNING ENGLISH VOCABULARY FOR STUDENTS IN MIS PLUS AL-FAIZ 165 FOR AGES 6-8 YEARS WITH AUDIO VISUAL METHODS

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 29 Juli 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan
 Bahasa Inggris


Digitally Signed

Yani Lubis, M.Hum
 NIP. 197006062000031006

Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN PENDIDIKAN ISLAM MIS PLUS AL – FAIZ 165

GENERASI QUR'ANI – CERDAS EMOSI – CERDAS SPIRITUAL

Jl. Pringgane Ujung, Lorong SD Impres Gg. Bestari Link, IX Kel. Paya Pasir Kec. Medan Marelan Tel: 081265278037

SURAT KETERANGAN

Nomor : 06/MIS-PLUS/YAF-165/VIII/2019

Berdasarkan Surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Nomor : B-1156/ITK/ITK.V.3/PP.00.9/08/2021

Tanggal, 29 Agustus 2021

Perihal : Izin Riset, maka Kepala MIS Plus Al-faiz 165 dengan ini menerangkan bahwa :

Nama	: Siti Nurhaliza Nst
NIM	: 0304172103
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Ilmu Pendidikan
Program Studi	: Tadris Bahasa Inggris

Benar telah melakukan penelitian terhadap siswa/i MIS Plus Al-Faiz 165 guna mendapatkan data yang diperlukan untuk penulisan skripsi yang berjudul :

"Implementation Of Learning English Vocabulary For Students 6-8 Years Old In Mis Plus Alfaiz 165 With Audio Visual Method"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Medan, 29 Agustus 2021

Kepala MIS PLUS AL-FAIZ 165

Siti Fitriani
Siti Fitriani

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