

CHAPTER I

INTRODUCTION

A. Background of study

As one of the language in the world, English is considered and applied as international language. Since then, it is very popular and has been spoken and learns by almost people I the world. There is some reason why English is important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting each other, doing business, taking examination, doing research, writing in foreign language, etc.

Language plays an important role in human life. One tries to acquire, learn and use language as means of communication, and simultaneously as social symbol of humanity. By using language someone can make statement, convey facts and knowledge explain or report something, and keep social relations among the language user. This indicate that by means of language, people can express theirs idea, feeling, and information through communication.

English is an instrument to develop science and technology, particularly to developing countries. It is good tool to make international relationship. But for someone who said that English is a foreign language, he will get difficulty in studying English, like Indonesian people therefore, we must work hard in order to master English well. English also has a special role with film in the way that it has with language. For example, teacher of every subject use language which should help pupil to acquire the vocabulary and concepts of their subject.

Based on the research's observation through conducting preliminary study during learning English activity at the second grade of SMPN 1

Gunung Sari Serang Banten. The researcher found that many students of second grade had difficulty in learning English, especially in grammar focus, students feel hard to understand the subject, it is provided by the result of students' pre-test and post-test in preliminary study.

The problems are students feel bored and sleepy during the lesson, because the teacher employ the old technique, it means that the teacher only teach students based on the book provided by school and teachers' own voices, the students only learn from the teacher and the book. The students only hear teachers' voices and look at the book to understand the subject; it makes students boring and sleepy.

In this research, the researcher apply audio visual as media in learning noun because in view of effective and easily accepted by the students on the material. Especially for the effect of using audio visual on students achievement in learning noun. Student will be taken to be active in every lesson because student not only hearing but also seeing what about in the show through the medium of learning through audio visual methods. Students really enjoy watching the movie.

Based on above ideas, the effect of using audio visual on students' achievement in learning noun as material is tool and a movie is one of the visual aids it make lesson more fun. It can also beside to create situation for lessons, that the students have big enthusiasm in teaching learning process in language class.

B. Statement of The Problem

Based on the background above, the writers identify the problem.

The problem above can be formulated as follow:

1. How is the students' learning achievement about noun before and after using audio visual?
2. How is the effect of using audio visual on students' achievement in learning noun at second grade of SMPN 1 Gunung Sari?

C. The Objective of The Research

In this research, the researcher determines some purpose of this research.

Back to background of problem above, the purpose in this research are followed:

1. To know the students' learning achievement about noun before and after using audio visual.
2. To know the effect of using audio visual on students' achievement in learning noun at second grade of SMPN 1 Gunung Sari.

D. Hypothesis

Hypothesis formulated to explain relationship two or more variables as well to compare a variable. According to Arikunto that hypothesis is "a temporary answer according to the problem of research, till it is evidenced by some of data collection..."¹ hypothesis such questions, relating to nature, as, can this be true? Will happen/ sources of such questions may be either vested interest or more often a combination of both. The researcher searches the effect of using audio visual on students' achievement in learning noun and has two hypotheses to submit, those are:

¹ Suharsimi arikunto, "procedural penelitian suatu pendekatan praktek", (Jakarta:Rineka Cipta, 1998), p.67

- a. The experiment hypothesis (H_a) has significant effect on students' achievement on understanding noun by using audio visual.
- b. The null hypothesis (H_0) has no significant effect on students' achievement on understanding noun by using audio visual.

E. Clarification of The Term

1. Audio visual

The term audio visual (AV) may refer to works both sound and visual component, the production and use such works, or the equipment used to create and present such works, slide-tape presentation, films and television programs are example of audio visual presentation, as are most major church services and other live theater productions.

Business presentations are also often audio visual. In a typical presentation, the presenter provides the audio by speaking, and supplements it with a series of images projected onto the screen, either from a slide projector, or from a computer connected to projector using presentation software.

In the developed world, there has been a huge uptake of computer-based audio visual equipment in the education sector, with many schools and higher educational establishment installing projection equipment and often using interactive whiteboard technology.

Audio visual refers to equipment and application that deal with sound and sight. The audio/video world includes microphones, tape recorders, audio mixers, still and video cameras, film projectors, slide projector, CD and DVD players/recorders the term originally meant "audiovisual".

2. Noun

A noun is the name of a person, place, thing, or idea whatever exists, we assume, can be named, and that name is a noun. Proper noun which names a specific person, place, or things (Carlos, Malaysia, God, and Buddhism) is almost always capitalized. Common noun is name everything else (teacher, book, chair, table) usually are not capitalized.

F. Organization of Writing

This writing is divided into five chapters.

The first chapter discussed about an introduction that conclude the background of study, statement of the problem, the objective of the research, the clarification of the term and the organization of writing.

The second chapter discussed about theoretical foundation that conclude introduction noun, definition of noun, the classification types of noun, the characteristics of noun, the function of noun, the notion of noun, audio visual as media, the meaning of audio visual, the kind of audio visual material, the impact of using audio visual resources on teaching, and best practice of audio visual material.

The third chapter discussed about methodology of the research that consist of the method of the research, the place and time, population and sample, technique of collecting data and technique of analyzing data.

G. Previous Study

1. **Bahrudin** (05233053) title: “using audio visual as media in improving students’ English verb mastery. Based on the description and data analysis of data about audio visual as media in improving students’ English verb mastery in SMAN 1 Pabuaran. Which is

discussed in the previous chapter, the author point out some conclusions and suggestion as follows:

1. Audio visual as media (variable X) categorized both by the result of although calculation, with a total score of 1760. Student answer questions in the pre-test and post-test about audio visual as media and students' English verb mastery.
 2. English verb mastery (variable Y) with total score of 1848. Students in answering test questions in audio visual as media and English verb mastery.
 3. Using audio visual as media relationship to the mastery of verb in SMAN 1 Pabuaran, the price obtained from the correlation coefficient r_{xy} (0, 54), this indicates that sufficient. The contribution of the variable X to variable Y was 54, 00% while the remaining balance of 46, 00% influenced by other factors both instinct and extrinsic which can be further investigated.
2. **Asep Komarudin** (04432623) title: improving students' speaking skill through "toy story 3" movie. To improve the students' speaking using movie media, we should choose the movie that can makes the student interest and the kind of movie we choose should have education message inside they recognize that the approach used in this study was an intensive one and involved a highly motivated learner. Through movie student can get more vocabularies, they also have a better understanding in what they want to speak (tell). Based on the result of the research, improving students' speaking ability using movie media is effective in students' vocabularies and self-confidence is rising. Student has better ability in retelling, and students had better ability in their grammatical accuracy

Based on the result of the calculation by using the computational variant formula, it is found that value of t -observed is 2,994. This value is higher than critical value of t -table, that degree of freedom is 40 on the level of significance (0,05) 2,021. So the null hypothesis is rejected and the alternative hypothesis is accepted when the student of experimental class score get the higher score than control class, and the level significance of t -observation is higher than critical value of t -table, it is proven that movie media can improve students' speaking ability is fair.

3. Andika Putra (04432679) title: teaching English using film "in the eyes of Indra" to increase students' vocabulary mastery. In this chapter, the writer would like to present some conclusion based on the result of analyzing the data and testing the hypothesis on chapter four. The conclusions are as follows:

1. The result of data teaching English using film (variable X) show that mean =58,94, median =58,54, modus =57,74, standard deviation=7,78, χ^2 score =7,81, χ^2 table =7,81, whereas χ^2 score χ^2 table, the sample is therefore in normal distribution. It means at SMAN Qothrotul Falah Boarding School Cikukur Lebak Banten is good enough.

2. The result of data analysis of students' vocabulary mastery (variable Y) show about that mean =58,94, median =58,54, modus =57,74, standard deviation =7,78, χ^2 score =7,81, χ^2 table =7,81, whereas χ^2 score χ^2 table, the sample is therefore in normal distribution. It means at SMAN Qothrotul Falah Boarding School Cikukur Lebak Banten is good enough.

3. The result of correlation coefficient between variable x and variable y shows that the index of correlation coefficient = 0,64, after

consulting the table of interpretation “r” product moment is know that “r” (0, 64) is between (0, 40-0, 70) it show that between variable x and variable Y there are fair correlation as for the contribution of variable X to variable Y by using coefficient determine (CD) is gained 40, 96% and the test gained 59, 04% is influenced by another factor.

CHAPTER II

THEORETICAL FOUNDATION

A. Introduction of Noun

1. Definition of Noun

Noun is traditionally defined as the names of persons, places, or things. Such as, table, doctor and cat. Do represent things that we can see and touch.²

Noun is traditionally defined as part of speech that names person, place, thin, idea, animal, quality, or action.³

Noun is one of the most important parts of speech. It is arrangement with the verb helps to form the sentences. In addition, it may function as the chief or “head” word in many structures of modification.

Other definition, noun is a word which (a) can occur as the subject or subject of a verb or the object (complement) of a preposition (b) can be modified of an adjective (c) can be used with determiners. Nouns typically refer to people, animals, places, things, or abstraction.⁴

Another definition, in grammar class we have may learned that noun refer to a person, place, or things.⁵ Traditional definition of noun is considered uncontroversial and furnishes the means for uses of certain language to effectively.

Based on the definition above, the writer takes a conclusion that nouns are taught to be words that refer to people, things or abstract ideas.

² Graham, lock, ”functional English grammar an introduction for second language teachers”, (New York: Cambridge University Press, 1996), p. 22

³ Ilzamudin, Ma’mur and As’ari B Fathoni, ”Modern English Morphology an Introductory Reading”, (Bandung: Humaniora, 2009), p. 41

⁴ Jack, C Richard and Richard Schmidt, ” Longman dictionary of language teaching and applied linguistics 4 edition”, (Great Britain: Longman, 2010), p. 251

⁵ Evelyn, Hatch and Cheryl Brown, “Vocabulary, semantics and language education”, (New York: Cambridge University Press, 1995), p. 219

Nouns name a person, places, things, or ideas.

Persons	: Mr. Johnson, mother, woman, Maria
Places	: city, home, Texas, Canada
Things	: house, ring, shoe, table, desk, month, light
Ideas	: grief, democracy, courage, obedience

This definition distinguished noun from verb. Which were defined as the word class used to express doing happening, or being? Such definition is not really adequate. For example word such as action, evaporation and laughter. Clearly express doing and happening. Yet they are nouns not verb. However they are an element of truth in the traditional definitions everyday nouns, such as table, cat, person, book or chair. Do represent things that we can see or touch. And everyday verb such as walks, break and so doing represent doing and happening and being.⁶ Noun and verb is really different from the word and its meaning. Noun is a word that represents a thing that we can see or touch. While a verb is a word that express doing, happening and being.

2. The Classification Types of Noun

A. Proper Noun

Proper nouns are the names of particular people, places, or things. They usually unique (there is only one). These are some categories and examples of proper nouns:

People	: Columbus, Queen Isabella
Places	: Asia, Spain, Central America, Europe
Months	: September, October
Days	: Monday, Tuesday

⁶ Graham, Lock, “*Functional English Grammar An Introduction For Second Language Teachers*”, (New York: Cambridge University Press, 2005), p. 22

Holidays : Christmas, Passover, Ramadan

Capitalize the first letter of most proper nouns. We do not usually use an article (a/an or the) with a proper noun.⁷

Proper noun is a name of a place, thing and person in particular. Proper noun always beginning with capital letter and explain the object in the particular form. Example: *Jakarta*, *Jakarta* is one of the cities in Indonesia country. Here *Jakarta* is proper noun.

B. Common Noun

Common noun refers to people, place and things. However, they are not the names of particular individuals. For example, woman is a common noun, but Queen Isabella is proper noun. These are some categories and examples of common noun:

People : explore, sailor, farmer

Places : forest, city, country, continent

Things : beans, chocolate, corn, money⁸

Common noun is a noun that explains the object in common form, for example is school, the word school has a common in meaning, do not tell a particular school.

Common noun can be classified into concrete nouns and abstract nouns⁹

1. Concrete nouns name people, animals, and things that can be known directly through the senses (they can be *seen*, *heard*, *touched*, *smelt*, *etc*)

Example: *pig*, *goat*, *ball*, *ice*, *noise*, *fire*, *smoke*, *table*.

⁷ Marjorie, Fuchs, et al, "*focus on grammar an intermediate course for reference and practice*", (New York: Longman, 1994), p. 325

⁸ Ibid

⁹ Kam, Chuan Aik and Kam Kai Hui, "Longman Dictionary of Grammar and Usage", (Singapore: Longman, 1992), p. 141

Concrete noun is a word that for a physical object that can be perceived by the sense, we can *see*, *touch*, and *smell* the object. For example, *flower*, *table*, *book*.

Abstract noun are nouns that refer to intangible items. Its cannot be seen, heard, touched, or smelt. In other words, abstract noun names ideas, emotions, qualities and processes.

Example: *equality*, *justice*, *youth*, *joy*, *beauty*, *sadness*, *thinness*, *disagreement*, *communication*.

Many abstract noun formed by adding suffix to concrete nouns, adjectives and verbs.

Examples: free + dom = freedom

Man + hood = manhood

Infant + cy = infancy

Salesman + ship = salesmanship

Common noun can be either count or non-count.

a. Count noun

Count nouns (also called countable nouns) are things that you can count separately. They can be singular or plural. For example you can say *a ship* or *three ships*. You can use *a/an* or *the* before count nouns.

a ship, **the** ship, **three** ships¹⁰

b. Non-count non

Non-count nouns (also called uncountable or mass nouns) are things that you cannot count separately. For example, in English you can say *gold*, but usually you cannot say *a gold* or *two golds*. Non-count noun usually have no plural forms. We usually do not use *a/an* or *the* with non-count noun¹¹

¹⁰ Fuchs, Grammar, loc.cit. 326

¹¹ Ibid

Countable noun refers to noun denoting persons or things that can be counted. Therefore, the noun in this category can be singular and plural form. Whereas uncountable noun or non-count noun or mass noun is a names of things that cannot be counted in their normal sense because they exist in a mass form, but it can be measure. They cannot be made into the plural form, and also they cannot be preceded by indefinite article ‘a/an’.

The following table gives keys points on countable and uncountable nouns:¹²

Countable noun	Uncountable noun
<p>a) Have singular and plural form</p> <p>b) The singular form takes a singular verb (example: <i>the book is....</i>) The plural form takes the plural verb (example: <i>the books are....</i>)</p> <p>c) A, an and one can be used with the singular form (example: <i>a bird; an elephant; one book</i>)</p> <p>d) <i>Many, few, a few, a/the number of, some</i> and <i>numerals</i> such as <i>three, ten,</i> and <i>one hundred</i> can be used before the plural form (example: <i>many birds; some</i></p>	<p>a) Have only one form</p> <p>b) Take singular verbs (example: <i>the information is.....; the news is.....</i>)</p> <p>c) A an and one cannot be used before them</p> <p>d) Much, some, less and some amount of can be used before them (example; much money, some water, less furniture)</p>

¹² Chuan, Aik, Longman, op.cit., 142

<i>elephants; three books)</i>	
--------------------------------	--

From the table above we can see that both of countable and uncountable nouns has a differences, countable noun have two forms, singular and plural form, uncountable noun only have one form, but both of countable and uncountable can takes a singular verb, article such as a, an and number can be used before countable noun but not for uncountable noun they can not be used before it. Many, some, few can be used before countable noun. Much and some can be used before uncountable noun.

Singular noun refers to only one person or thing. Example: *book, box, man*. Whereas plural noun refers to more than one person or thing. Example: *books, boxes, men*¹³

The plural of the most nouns is formed predictably by adding *-s* or *-es* to the singular form, as exemplified in the following:¹⁴

- a. The plural is usually formed by adding *-s* to the singular noun:

Book – books desk – desks cake – cakes

- b. The plural of the nouns which end *-s, -sh, -ch, -x* or *-z* is formed by adding *-es* to the singular:

Class – classes match – matches tax – taxes

- c. The plural of nouns ending in *-o* is normally formed by adding *-es* to the singular:

Buffalo – buffaloes echo – echoes volcano – volcanoes

- d. The plural noun which ending in *-y*, following by a consonan, is formed by changing *-y* to *-i* and adding *-es*:

¹³ Ibid

¹⁴ Ibid

Baby – babies *party – parties* *county –*
countries

C. Collective noun

Collective nouns are nouns that refer to collections of people, things, animals, insects, etc

Example: *Army* (refers to a group of soldiers)

Choir (refers to a group of singer)

Flock (refers to a group of birds, geese or sheep)¹⁵

Collective noun is a word for a group of people, animals or objects considered as a single unit.

There are two main classes of collective nouns: **class collective** and **group collective**.¹⁶

1. Class collective are nouns such as *cutlery, furniture, equipment, traffic, crockery, machinery, underwear*. Each of these words is a class name for a group of different items. For example: *knives, forks* and *spoons* are classified as *cutlery*; *tables, chairs, beds* and *cabinets* are example of *furniture*.
2. Group collective are noun such as *army, class, jury, flock, crowd, herd*. Each word refers to a group of individual objects, peoples or animals of the same type.

3. The Function of Noun

A noun is a head word of the grammatical structure in which it functions.¹⁷

¹⁵ Chuan Aik, Longman Dictionary, loc.cit 149

¹⁶ Ibid

¹⁷ Marcella, Frank, “*Modern English: Exercise for non-native speakers*”, (New Jersey: Prentice Hall, 1972), p. 2

Subject	the house on the corner belongs to my uncle (House is the head word of the subject the house on the corner)
Object of verb:	
Direct object	my father sells expensive Chinese antique (Antiques is the head word of the direct object expensive Chinese antique)
Indirect object	my uncle sold that rich couple some expensive antiques (Couple is the head word of the indirect objects that rich couples, indirect objects are used after verb like bring, buy, give, make, teach, and write)
Object of preposition (In a prepositional phrase)	the price of those antiques is very high (Antiques are the head word of the object of the preposition those antiques . Some common prepositions are in, of, on, at, by, for, about, from, to and after)
Complement:	
Subjective complement	my uncle is the riches man in town (Man is the head word of the subjective complement the riches man in town . Subjective complement appear after verbs like be, seem, appear, remain, and become)
Objective complement	I consider my uncle a very fortunate man (Man is the head word of the objective complement a very fortunate man. Objective complement are used after verbs like appoint,

**consider, elect, name, nominate, select, and
choose)**

In semantic roles that nouns have more functional approach, these are:

1. Noun can be agent that are they can carry out actions. *Sue biked to Malibu*; they can be patients, receiving actions carried out by others; *Sue crashed her bike*.
2. Noun can be dative that affected by a state or action; “*Sue felt so frustrated, Sue had a headache*”.
3. Noun can be beneficiaries for whom something is done. “*I change the bike tire for Sue*”.
4. Noun can be instrumental in helping to complete an action. “*The patch fixed the flat tire on her bike.*”
5. Noun can be locatives. “*Malibu is a great place to have a flat tire*” “*Sue crashed her bike near the pier*”.¹⁸

Noun can be placed used in any utterances as a noun has many roles, such as the example above, the noun could be the subject, object, what to do, instruments and locations.

The word from them does not clearly determine whether a word is a noun, verb, adjective, and so fort. The function of words in communication determiners its classification. As we can see, noun carries out many semantic roles in utterances. Their role can also be classified in utterances. Their role can also be classified in the more traditional terms of grammar role.

¹⁸ Evelyn, Hatch and Cheryl Brown, “Vocabulary, semantics and language education”, (New York: Cambridge University Press, 1995), p. 221

B. Audio Visual As Media

1. The Meaning of Audio Visual

Audio visual is the complete media. Because, both of audio and visual are used in the class. For example: television, film, video, sound and recorder. Based on this statement, media especially audio visual is an instrument that can make the lesson more interesting for students.

According to Dhiman audio visual “are means that can be employed to teach pupils what words means and to aids them in critical thinking, which is the basis of the higher from of learning. Such, then become, devices, or procedures that help to make learning more meaningful, more interesting and effective.”¹⁹

Audio visual have a big role as media in teaching learning. It can make student more interesting and effective in learning, and also make student more understanding about the subject.

“Audio visual documentation of oral consent (video and audiotape recording and photography) is used as a new method of informed consent designed for illiterate populations”. The lancet, volume 359, issue 9315, pages 1406 – 1407, 20 April 2002.²⁰

From the statement above that audio visual documentation is not only used for teaching and learning process but also used as a new method to provide information that is designed for illiterate people.

Audio visual methods in teaching can improve classroom instruction and understanding. Today, technology offers many possibilities for the

¹⁹ O.P. Dhimn, “*understanding education an overview of education*”, (new Delhi: Kalpaz Publication, 2008), p. 247

²⁰ Sandra de los Angeles Parreno Garson, “*the impact of audio visual aids in teaching learning process at the technical university of Cotopaxi during the academic period March-July 2012,*” (thesis, Latacunga: Ecuador), p. 16

teacher reported that wants to capitalize on the appetite of a new generation of multimedia presentations. Lessons plans on the use of the media must be consistent with the objectives of the program and do not go wrong.

Kindler (2006) as quoted by Fakunle (2008) declared that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing. Also, national teacher institute (2006) states that Chinese concluded that: I hear; I forget, I see; I remember, I do; I understand. Hence from the illustration above, since video has to do with hearing and seeing it could be suggested that is a vital tool of learning and teaching.²¹

According to statement above that in general, people will remember 50% of what they heard and saw, people will remember 70% of what they said, and people will remember 90% of what they said and did. Therefore, the use of audio visual media on student learning will make it easier to understand and remember what they learned, because they learn to understand the material by seeing, hearing and then performing or producing a thing.

Audio visual aids in the classroom can enhance methods and improve students' comprehension. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plan that incorporate the use of audio visual aids should be consistent with curriculum objectives and not segued improperly.

2. Audio Visual Material

Audio visual materials are instructional materials that represent information to students in ways that do not involve the use of paper and

²¹ J. Ayodeji Akelere and Adeola F. Afolabi, "effect of video on the teaching of library studies among undergraduates in adeyemi collage of education," Adeyemi Collage of education: Ondo

pencil. Audio visual materials are useful in instruction because they take away from a text book only approach. Many students find their classes more enjoyable when the teachers use photographs film and music to bring the content to life. It also described by the expert following:

Gopal V. P. stressed that audio visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio visual materials, the barriers of communication and distance are broken. The culture and climatic condition of other countries can be brought into the classroom with the aids of slides, films, filmstrips and projectors”.²²

The difficulties of presenting subject matter is one of the problem the teacher problems. Students have been difficult to understand the subject when the teacher teach by old technique, it means by using his own voices and focused on the book. But Gopal said that using audio visual material or audio visual as media the barrier of communication and distance are broken. That mean, audio visual can be make easy the teacher in explaining the subject, and student also be fun and more interest and effective in teaching learning activity.

According to Natoli that audio visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems. In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example: involving students in bulletin board display will enhance their choice of color and aid their understanding for the concept in question or when they join the teacher in dramatization of an event or a process.²³

²² Doosuur Ashaver and Sandra Mwuese Igyure, “*the use of audio visual materials in the teaching and learning process in collages of Beneue state-Nigeria*”, vol. 1, issue. 6, (May – June 2013), p. 45

²³ Ibid

Based on the statement above, the author conclude that the audio visual materials help the teachers in presenting the material, especially the students' understanding of the material difficult, audio visual material includes images and sound can help students understand the material presented.

3. The Impact of Audio Visual Resources on Teaching

The use of audio visual resources significantly impact on the teaching and learning in secondary schools in Makurdi. It was discovered from the findings that the impact of use audio visual resources on teaching and learning rests on the fact that they stimulate interest and improve learning.²⁴ Teaching and learning by using audio visual as media resources was applied in secondary school of Makurdi, it has a significant impact on students' learning activity. In the fact that audio visual can stimulate interest and improve students' learning.

Agreeing with the statement above, Dike opined that audio visual resources do not only increase the motivation of the teacher and learners, they add the clarity to the topic taught and make learning more interesting the findings also revealed that AVs solve educational problems arising from population boom and explosion of human knowledge and they provide sources of information on every kind of learning there by removing abstraction in teaching and learning.²⁵

Dike said that audio visual do not only make student more interesting in learning, but also make student more understand about the subject matter. The writer can conclude that using audio visual as media in teaching learning

²⁴ Elijah Ojowu Ode, "*Impact of audio visual (avs) resources on teaching and learning in some selected private school in Makurdi*", Vol. 2, issue 5, May 2014, 195-202, p. 200

²⁵ Ibid

activity can make fun and make living the classroom. Student more understands about the subject because they can see and hear what the teacher explained.

4. Advantages of Audio Visual

There are four advantages of audio visual

1. Potent motivator: motivates or drives are the fundamentals to the learning process. It is necessary. Most of teaching is verbal and if it is associated with visuals it becomes far more effective to attract attention and to motivate. Sampath says that “audio visual material could be used to motivate and stimulate interest of pupils to gain knowledge.”²⁶
2. Help in retention: the students forget the taught material if the material appears to be purposeless, if one does not see and hear clearly what is taught, if he does not make use of what is taught in his daily life or he does not get sufficient mental drill I the lesson being taught.
3. Audio visual material provides the rich experiences and the student is able to hear and see what has been taught. When the learning is there through the aids it becomes more meaningful.
4. Help making right type of mage: image is the greatest instrument on instruction. When one sees, hears, touches, smells, and tastes. The experiences are direct, concrete and life long.

²⁶ K Sampath, et al, “*Introduction to Education Technology*” (New Delhi: Sterling Publisher, 2007), p. 82

5. Best Practice of Audio Visual Material

Although audio visual materials can help make the classroom lively and engaging instructional environment, they are most effective when used with care. Best practice for teachers include following some basic guidelines, including not showing an entire film or video unless all portions of it are relevant. Teachers should show only the section that relate to the learning objectives they have established for their students. Teachers should also preview all video material completely. Even instructional videos can contain graphic images that are not appropriate for certain grade levels not teacher want to see these for the first time when students are present finally.²⁷ Uses of media in learning were encouraged to assist teachers in explaining the material to be delivered. One of the media is audio-visual, and one type of audio visual media is video, in this case the teacher must be careful in choosing a video that will be shown to the students, the teacher do not show the video that contains things are not good for the students and not according to their level. Then the selection of the video is to be considered by the teacher.

²⁷ Huebener, Theodore, "audio visual techniques in teaching Foreign languages, a partial handbook, (New York: New York University Press, 1960), p. 43

CHAPTER III

METHODOLOGY OF THE RESEARCH

1. Research Method

Research methodology is a way to systematically solve the research problem. Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested.

Experiment divided three types and each type has the characteristic three are:

1. Pre - experiment, with the characteristic using pre-test and treatment but lack a control group
2. True – experiment, with the character using pre and post – test, experiment and control group and random assignment of subject.
3. Quasi – experiment, with the character using pre and post – test, experimental and control group, but no random assignment subject.²⁸

The research chooses third types it is quasi – experiment research, because the research not took random assignment of subject.

2. Place and Time

In this research the writer took place in SMPN 1 Gunung Sari Jl. Raya Gunung Sari KM. 19 Serang 42163. the time for research starting from 2 February to 21 February 2015.

²⁸ David Nunan, research method in language learning, (Cambridge: Cambridge University Press, 1992), p. 41

3. Population and Sample

a. Population

In this case the target of the research is the second grade of SMPN 1 Gunung Sari as population there are two classes. The population number second grade students are from six classes. At this case the populations are 181 students. From class 2A 31 students, 2B 30 students, 2C 31 students, 2D 30 student, 2E 30 students, and 2F 29 students.

b. Sample

Sample is a part of all individuals who become the object of the research.²⁹ The sample is intended to represent the population since the research is generalized to the population. The writer has chosen two classes. One class as experimental group and another class as a control group. At this case the sample are 60 students, 30 students taken from class 2A for experimental class, and 30 students taken from class 2B for the control class.

3. Technique of Collecting Data

The instrument is a device or facility used by researcher in collecting data for his job easier and the result is better.³⁰

The research instrument used by the authors in collecting the data in the field is a test.

Test is finding out how well learning teaching process. In terms of the students, tell what level of knowledge or skill has been acquired such as a method, practice, or examination designed to test a person or things. The writer was conducted test as one instrument used, the writer used two types of test, the first one is pre-test and the second one is post-test.

²⁹ Mardalis, "metode penelitian suatu pendekatan proposal," (Jakarta: Bumi Aksara) cet. Ke-4, p. 55

³⁰ Ibid, p. 117

1. Pre-test

Pre-test is a given at the beginning of the research to determine the students' knowledge of material to be studied. In this pre-test student will be given thirty questions and then they have to find out the noun in each sentences.

2. Post-test

Post-test is a given to students to determine students' ability of the material that is taught. This test is done at the end of the research. In this post-test will be given also thirty questions and they have to fill the blank sentences with the word given.

Pre-test and post-test used to measure students' knowing about noun. The writer will be conducted the research through a students' pre-test and post-test.

O1 X O2

Note:

O1 : one time pre-test

X : Treatment

O2 : One time post-test

4. The Technique Analyzing Data

The used of technique analyzing data by the writer here is quantitative analysis data. The writer got two data, the first data is the result of pre-test and the second data is the result of post-test. The technique of analyzing data the writer used by formula:

$$S = \frac{R}{N}$$

Note:

S = Students' score

R = the sum of the right answer

N = the sum of the item

According to Annas Sudjiono, to find out how significance the effect of using audio visual on students' achievement in learning noun, the writer used statistic calculated of the t-test to determine the final calculation of t_0 that done to measure the last score of the research test.³¹

The authors use the formula:

1. Determining the Standard Deviation (SD_D), by the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]}$$

2. Determining the mean of difference to get the result of pre-test, by formula:

$$M_D = \frac{\sum D}{N}$$

3. Determining the mean of differences between X variable and Y variable, by formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

4. The calculation of determining the result of t_0 , by formula:

$$t_0 = \frac{M}{SE_{MD}}$$

Notes:

SD_D : Standard deviation pre-test and post-test

N : Number of students in the sample

M_D : mean from the pre-test and post-test

D : the deviation of each subject

SE_{MD} : standard error

T_0 : T observation

³¹ Annas Sudjiono, "pengantar statistic pendidikan", (Jakarta: PT. Raja Grafindo Persada, 2008), p. 306

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of data

In this chapter, the research shows the result of students test score. This research took place at SMPN 1 Gunung Sari to know the effect of using audio visual on students' achievement in learning noun. The writer divided students into two groups. One group was called experiment class and the second group was called control class.

The experimental research was conducted at second graduate of SMPN 1 Gunung Sari, the total number of the student is 180 students which consist of six classes. In this research the author choose two classes are VII A for experimental class and VII B for control class, which is students are 30 students every class.

To know the result of the test, the writer make the table of students score of pre-test and post-test, the result of the data are tabulated and calculated in table.

B. Data analysis

TABLE 1.1
Score of pre-test at experiment class

No	Name	Score of Pre-test
1	Ade	70
2	Adi	46
3	Ajis	46
4	Alif	76
5	Ana	70
6	Andini	76

7	Arbi	60
8	Bainah	73
9	Fajarina	76
10	Hajimi	60
11	Hawiyah	76
12	Iis	76
13	Imam	73
14	Jumaiyah	53
15	Khoirunnisa	46
16	Lina	50
17	Lutfi	46
18	Mahfudi	53
19	Mursinah	63
20	Musonip	53
21	Patonah	76
22	Resti	46
23	Rita	36
24	Rohmanuddin	73
25	Saefi	36
26	Saeful	76
27	Inayah	50
28	Sulfianah	66
29	Suheli	36
30	Yulia	36
Total		1773

Determine mean of pre-test of experiment class by formula:

$$\begin{aligned}
 M &= \frac{\sum}{N} \\
 &= \frac{1773}{30} \\
 &= 59,1
 \end{aligned}$$

Note:

M= Mean of pre-test

\sum = Total score

N= Number of sample

The table above shows us about the students' pre-test score. The data shows that the lowest score of pre-test at the experimental class is 36, the highest score of pre-test at the experimental class is 76 and the average score of pre-test is 59, 1

TABLE 1.2
Score of post-test at experiment class

No	Name	Score of Post-test
1	Ade	95
2	Adi	73
3	Ajis	70
4	Alif	83
5	Ana	95
6	Andini	86
7	Arbi	70
8	Bainah	90
9	Fajarina	83
10	Hajimi	73

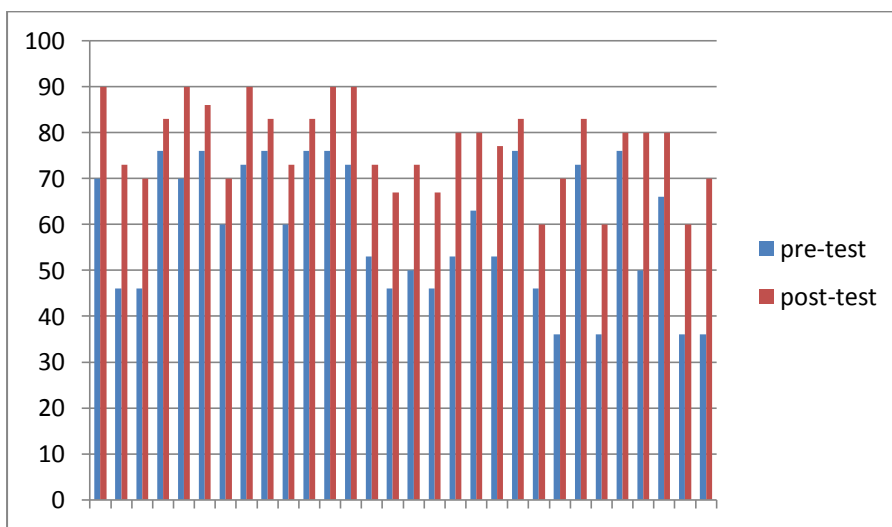
11	Hawiyah	83
12	Iis	90
13	Imam	90
14	Jumaiyah	73
15	Khoirunnisa	67
16	Lina	73
17	Lutfi	67
18	Mahfudi	83
19	Mursinah	80
20	Musonip	77
21	Patonah	83
22	Resti	60
23	Rita	70
24	Rohmanuddin	83
25	Saefi	70
26	Saeful	80
27	Inayah	80
28	Sulfianah	80
29	Suheli	60
30	Yulia	70
Total		2337

Determine mean of post-test of experiment class by formula:

$$\begin{aligned}
 M &= \frac{\sum}{N} \\
 &= \frac{2337}{30} \\
 &= 77,9
 \end{aligned}$$

The table above shows us about the students' post-test score after treatment. The data shows that the lowest score of post-test at the experimental class is 60, the highest score of post-test at the experimental class is 95 and the average score of post-test is 77, 9

Frequency distribution of score pre-test and post-test at the experimental class



According to the graphic above the score of pre-test and post-test at the experimental class. The lowest score of pre-test at the experimental class is 36, the highest score of pre-test at the experimental class is 76, and the score of post-test at the experimental class the lowest is 60, and the highest score of post-test at the experimental class is 95.

Beside the graphic above there is a rising from pre-test and post-test in the experimental class, and they score is very good, because there is a rising from pre-test, the lowest score of pre-test 36 and the highest is 76, and the lowest score of pos-test is 60 and the highest is 95

TABLE 1.3
The score of distribution frequency of pre-test and post-test
at the experimental class

No	Name	Experimental class			
		Pre-test	Post-test	$D=X-Y$	$D^2=(X-Y)^2$
1	Ade	70	95	-25	625
2	Adi	46	73	-27	729
3	Ajis	46	70	-24	576
4	Alif	76	83	-7	49
5	Ana	70	95	-25	625
6	Andini	76	86	-10	100
7	Arbi	60	70	-10	100
8	Bainah	73	90	-17	289
9	Fajarina	76	83	-7	49
10	Hajimi	60	73	-13	169
11	Hawiyah	76	90	-14	196
12	Iis	76	90	-14	196
13	Imam	73	80	-7	49
14	Jumaiyah	53	73	-20	400
15	Khoirunnisa	46	67	-21	441
16	Lina	50	73	-23	529
17	Lutfi	46	67	-21	441
18	Mahfudi	53	83	-30	900
19	Mursinah	63	80	-17	289
20	Musonip	53	77	-24	576
21	Patonah	76	83	-7	49
22	Resti	46	60	-14	196

23	Rita	36	70	-34	1156
24	Rohmanuddin	73	83	-10	100
25	Saefi	36	70	-34	1156
26	Saeful	76	80	-4	16
27	Inayah	50	80	-30	900
28	Sulfianah	66	80	-30	400
29	Suheli	36	60	-24	576
30	Yulia	36	70	-34	1156
Total		1773	2337	-577	13033

The table above is about the difference score of pre-test and post-test $\sum D$ is the result of pre-test minus post-test, the result of $\sum D^2$ is quadrate of $\sum D$ ad then the result of each is calculated. The writer found that $\sum D = -577$ and $\sum D^2 = 13033$

TABLE 1.4

Score of pre-test at the control class

No	Name	Score of Pre-test
1	Gifari	67
2	Amini	63
3	Angga	63
4	Ani	40
5	Ari	73
6	Asri	53
7	Bustomi	53
8	Eka	70

9	Fitri	70
10	Hilmia	40
11	Holil	36
12	Latifah	73
13	Sudrajat	36
14	Matlubi	53
15	Muniroh	40
16	Najib	36
17	Neneg	40
18	Nuhiah	46
19	Pita	50
20	Rahmat	63
21	Rio	40
22	Risa	50
23	Rohmawati	46
24	Safitri	36
25	Jubaedah	56
26	Subita	77
27	Suhendar	36
28	Suhendra	67
29	Sumiyati	46
30	Uki	36
Total		1555

Determine mean of pre-test of control class by formula:

$$M = \frac{\sum}{N}$$

$$= \frac{1555}{30}$$

=51, 83

The table above shows us about the students' pre-test score. The data shows that the lowest score of pre-test at the control class is 36, the highest score of pre-test at the experimental class is 77 and the average score of pre-test is 51, 83. Control class did not use audio visual media as a treatment.

TABLE 1.5
Score of post-test at the control class

No	Name	Score of Post-test
1	Gifari	80
2	Amini	70
3	Angga	73
4	Ani	56
5	Ari	77
6	Asri	60
7	Bustomi	60
8	Eka	73
9	Fitri	73
10	Hilmia	53
11	Holil	46
12	Latifah	80
13	Sudrajat	46
14	Matlubi	60
15	Muniroh	50
16	Najib	50
17	Neneg	53
18	Nuhiah	56

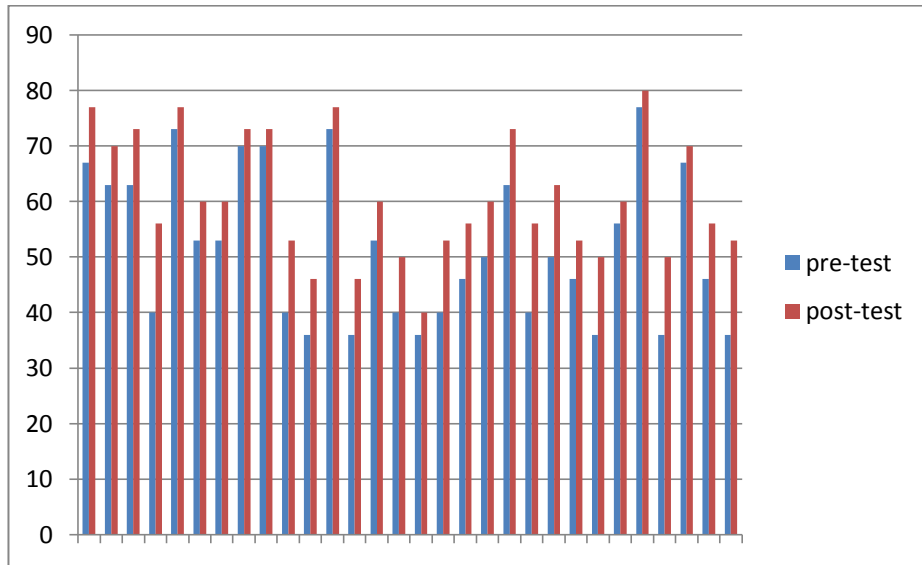
19	Pita	60
20	Rahmat	73
21	Rio	56
22	Risa	63
23	Rohmawati	53
24	Safitri	50
25	Jubaedah	60
26	Subita	85
27	Suhendar	50
28	Suhendra	70
29	Sumiyati	56
30	Uki	53
Total		1845

Determine mean of post-test of control class by formula:

$$\begin{aligned}
 M &= \frac{\sum}{N} \\
 &= \frac{1845}{30} \\
 &= 61,5
 \end{aligned}$$

The table above shows us about the students' post-test score. The data shows that the lowest score of post-test at the control class is 40, the highest score of pre-test at the control class is 85 and the average score of pre-test is 61, 5. Control class did not use audio visual media as a treatment.

**Frequency distribution of score pre-test and post-test
at the control class**



According to the graphic above the score of pre-test and post-test at the control class. The lowest score of pre-test is 36, the highest score of pre-test at the control class is 76, the score of post-test at the control class the lowest is 56, and the highest score of post-test at the experimental class is 86.

Beside the graphic above there is a rising from pre-test and post-test in the control class, and they score is good, because there is a rising from pre-test, but not enough good rising because this class did not use a treatment it is audio visual as media. The lowest score of pre-test 36 and the highest is 76, and the lowest score of pos-test is 40 and the highest is 80

TABLE 1.6
The score of distribution frequency of pre-test and post-test
at the control class

No	Name	Control class			
		Pre-test	Post-test	$D=X-Y$	$D^2=(X-Y)^2$
1	Gifari	67	80	-13	169
2	Amini	63	70	-7	49
3	Angga	63	73	-10	100
4	Ani	40	56	-16	256
5	Ari	73	77	-4	16
6	Asri	53	60	-7	49
7	Bustomi	53	60	-7	49
8	Eka	70	73	-3	9
9	Fitri	70	73	-3	9
10	Hilmia	40	53	-13	169
11	Holil	36	46	-10	100
12	Latifah	73	80	-7	49
13	Sudrajat	36	46	-10	100
14	Matlubi	53	60	-7	49
15	Muniroh	40	50	-10	100
16	Najib	36	50	-14	196
17	Neneg	40	53	-13	169
18	Nuhiah	46	56	-10	100
19	Pita	50	60	-10	100
20	Rahmat	63	73	-10	100
21	Rio	40	56	-16	256
22	Risa	50	63	-13	169

23	Rohmawati	46	53	-7	49
24	Safitri	36	50	-14	196
25	Jubaedah	56	60	-4	16
26	Subita	77	85	-8	64
27	Suhendar	36	50	-14	196
28	Suhendra	67	70	-3	9
29	Sumiyati	46	56	-10	100
30	Uki	36	53	-17	289
Total		1555	1845	-290	3282

The table above is the difference score of pre-test and post-test of control class. $\sum D$ is the result of pre-test minus post-test, the result of $\sum D^2$ is quadrate of $\sum D$, and then the result of each is calculated. The writer found that $\sum D = -290$ and $\sum D^2 = 3282$

C. The interpretation and analysis of pre-test and post-test of experimental class

Beside on the data, the research has calculation $\sum D = -577$ and $\sum D^2 = 13033$.

And then the researcher tried to find out the standard deviation with formula:

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2} \\
 &= \sqrt{\frac{13033}{30} - \left[\frac{-577}{30} \right]^2} \\
 &= \sqrt{434,4 - [-19,23]^2} \\
 &= \sqrt{434,4 - 369,79} \\
 &= \sqrt{64,61} = 8,04
 \end{aligned}$$

Beside on the data table 1 as the score of pre-test the researcher tried to calculate the mean of differences (M) between pre-test and post-test, with formula:

$$\begin{aligned} M &= \frac{\sum D}{N} \\ &= \frac{-577}{30} \\ &= -19,23 \end{aligned}$$

After getting the data from the result of $SD_D = 8,04$ the author calculated the standard error from mean differences (SE_{MD}) between pre-test and post-test of experiment, by using formula:

$$\begin{aligned} SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\ &= \frac{8,04}{\sqrt{30-1}} = \frac{8,04}{\sqrt{29}} \\ &= \frac{8,04}{5,38} \\ &= 1,49 \end{aligned}$$

The last procedure of the calculation is determining the result of t_0 (t observation) by the formula:

$$\begin{aligned} t_0 &= \frac{M}{SE_{MD}} \\ &= \frac{-19,23}{1,49} = -12,90 \end{aligned}$$

The result (-12,90) indicates that there is a differences of degree as much as (12,90) regardless the minus for indicate he negative score.

Then orders complete the result of this research, tried out degree of freedom (Df) by formula:

$$\begin{aligned} Df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

D. Hypothesis testing

Beside on the data, Df is 29 significance level of 5% and 1% are t_t at significance level 5% = 1, 69 significance level 1% = 2, 45. So the result is t_t 5% < 12, 90 > t_t 1%. It's mean that t_0 ($t_{\text{observation}}$) is higher than t_t (t_{table}).

The calculation of the result, the writer obtained the value of t_0 (12, 90) and degree of freedom (Df) (29). To know whether is significant or not, we have to look at the t table in appendix. The result of t_t on significant 5% = 1, 69 and 1% = 2, 45. That indicates that $t_0 > t_t$ or 1, 69 > 12, 90 > 2, 45. Its mean hypothesis null is rejected and the alternative hypothesis accepted. Its means has significant effect on students' achievement in learning noun after using audio visual as media in teaching learning.

E. Interpretation data

In this research, the writer wants to interpretation about the data. The instruments which used in this research are a test. On the post-test, the students have to fill the blank sentence using the word that types of noun. From the result of the research, the obtained score of pre-test by the students in class VII A as experiment class was the data shows that the lowest score of pre-test at experiment class is 36, the highest score of pre-test at experiment class is 76 and the average score of pre-test is 59, 1. And control class student in class VII B was the lowest score of pre-test is 36 and the highest score of pre-test is 77, and the average is 51, 83. The result shows that the score between class VII A and class VII B was not different. It means that student know the noun in general.

The result of post-test in experimental class, the lowest score of post-test is 60, highest score of post-test is 95 and the average score is 77, 9. The lowest score post-test of Control class is 40, highest score of post-test is 85

and the average is 61, 5. The result of post-test in experimental class was greater than control class.

The calculation of the result, the writer obtained the value of t_0 (12, 90) and degree of freedom (Df) (29). To know whether is significant or not, we have to look at the t table in appendix. The result of t_t on significant 5% = 1, 69 and 1% = 2, 45. That indicates that $t_0 > t_t$ or 1, 69 > 12, 90 > 2, 45. Its mean hypothesis null is rejected and the alternative hypothesis accepted. Its means has significant effect on students' achievement in learning noun after using audio visual as media in teaching learning.

Based on interpretation data, the writer gave summary that teaching noun by using audio visual would be better than only teaching by using conventional method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description and analysis of data about audio visual as media in students' achievement learning noun at SMPN 1 Gunung Sari, the writer point out some conclusion and suggestion as follows:

1. From the result of pre-test and post-test between experiment class (using audio visual as media) and control class. The writer has already know that student learning noun by using audio visual as media is more effectively than not using audio visual. It is can be saw at the students' score of post-test, students' post-test score at the experimental class, the lowest score is 60, the highest is 95 and the average score is 77, 9. And the students' post-test score at the control class, the lowest score is 40, the highest score is 85 and the average is 61, 5. The result of post-test in experimental class was greater than control class. At least new method better than last method for learning noun at SMPN 1 Gunung Sari
2. The result analysis about the effect of using audio visual on students' achievement in learning noun at SMPN 1 Gunung Sari is showing that score of post-test at experiment class higher than control class. It's according to the data of experiment class, the result of t_t on significant 5% = 1, 69 and 1% = 2, 45. That indicates that $t_0 > t_t$ or 1, 69 > 12, 90 > 2, 45. Its mean hypothesis null is rejected and the alternative hypothesis accepted. Its means has significant effect on students' achievement in learning noun after using audio visual as media in teaching learning.

B. Suggestion

Based on the research and collected the data, the writer tries to give some suggestions, as follows:

1. Choosing a method in teaching English lesson is different with another subject. And teacher must to create many media for teaching. So that teaching learning activity is fun and enjoy.
2. For teaching grammar, teacher must use the method that easy to remember and easy to understand. One of it is audio visual.
3. The students have to study hard and do not be afraid of doing wrong when they are learning and practicing the language

BIBLIOGRAPHY

- Arikunto, Suharsimi, "*Procedural Penelitian Suatu Pendekatan Praktek*", Jakarta: Rineka Cipta, 1998
- Ma'mur, Ilzamudinand As'ari B Fathoni, "*Modern English Morphology an Introductory Reading*". Bandung: Humaniora, 2009
- Richard, Jack, C and Richard Schmidt, "*Longman Dictionary of Language Teaching and Applied Linguistics 4 Edition*", Great Britain: Longman, 2010
- Hatch, Evelyn and Cheryl Brown, "*Vocabulary, Semantics and Language Education*", New York: Cambridge University Press, 1995
- Lock, Graham, "*Functional English Grammar an Introduction for Second Language Teachers*", New York: Cambridge University Press, 2005
- Fuchs, Marjorie, et al, "*Focus on Grammar an Intermediate Course for Reference and Practice*", New York: Longman, 1994
- ChuanAik, Kam and Kam Kai Hui, "*Longman Dictionary of Grammar and Usage*", Singapore: Longman, 1992
- Frank, Marcella, "*Modern English: Exercise for non-native speakers*", New Jersey: Prentice Hall, 1972
- Dhimn, O.P, "*Understanding Education an Overview of Education*", New Delhi: Kalpaz Publication, 2008
- Parreno Garson, Sandra de los Angeles, "*The Impact of Audio Visual Aids in Teaching Learning Process at the Technical University of Cotopaxi During the Academic Period March-July 2012*," Thesis, Latacunga: Ecuador
- Akelere, J. Ayodeji and Adeola F. Afolabi, "*Effect of Video on the Teaching of Library Studies Among Undergraduates in Adeyemi Collage of Education*", Adeyemi Collage of education: Ondo
- Ashaver, Doosuur and Sandra Mwueselgyure, "*The Use of Audio Visual Materials in the Teaching and Learning Process in Collages of Benue State-Nigeria*", vol. 1, issue. 6, (May – June 2013)

- Ojowu Ode, Elijah, ***“Impact of audio visual (avs) resources on teaching and learning in some selected private school in Makurdi”***, Vol. 2, issue 5, May 2014
- Sampath, K, et al, ***“Introduction to Education Technology”***, New Delhi: Sterling Publisher, 2007
- Huebener, Theodore, ***“Audio Visual Techniques in Teaching Foreign Languages, a Partial Handbook”***, New York: New York University Press, 1960
- Nunan, David, ***“Research Method in Language Learning”***, Cambridge: Cambridge University Press, 1992
- Mardalis, ***“Metode Penelitian Suatu Pendekatan Proposal”***, Jakarta: Bumi Aksara
- Sudjiono, Annas, ***“Pengantar Statistik Pendidikan”***, Jakarta: PT. Raja Grafindo Persada, 2008

