ABSTRACT


This thesis is to written to 1) identify whether and to what extent Audio-Visual aids improve the students’ vocabulary mastery and 2) identify whether and to what extent Audio-Visual aids improve the students’ motivation.

The method used in this research is a classroom action research done collaboratively with the English teacher (Teacher S) and the researcher. The research was conducted in two cycles in February – March 2012 at the fourth grade of SDN 04 Jaten Karanganyar. The research data were collected through observation, field note, interview, photograph and test (pre-test and post-test). The qualitative data were analyzed in five stages consisting of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test.

To describe whether and to what extent Audio-Visual aids improve students’ vocabulary mastery, the research findings showed that Audio-Visual aids could improve students’ vocabulary mastery and motivation, which involved; 1) The improvement of students’ vocabulary mastery including: a) the students could spell the words better; b) the students made fewer mistakes in pronouncing the words; c) the students could grasp the meaning of words;
and d) they were able to use the words better; 2) The improvement of motivation including: a) there was no students coming late into the class; b) students did not play and chat with their friends; c) students did not often ask permission to go to the toilet; d) some students did not look sleepy and some students did not also sleep for a while anymore, and e) Students were active during TLP. In addition, the improvement can be seen from the students' mean score from test in pre-research, cycle 1, and cycle 2. The mean scores are: 48.6; 55.26; and 72.23. KKM for the English subject in SDN 04 Jaten, Karanganyar is 65. This means that the mean score of the last test is higher than KKM.

It can be concluded that this research could improve students' vocabulary mastery and motivation. It is hoped that this result can give other teachers inspiration to conduct a collaborative action research in their classroom.