

The Effect of Students Vocabulary by Using Audio Visual Media At University Of Esa Unggul

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ABSTRACT

This research is aimed to find out the effect of students' vocabulary by using audio visual media compared with students who learned vocabulary without using audio visual media. It is experimental research. This research was conducted with the participants of 40 students from University of Esa Unggul. The data was obtained through pretest and posttest. This study compares mean average between pretest and posttest to find out students' response toward Audio Visual Media. Furthermore, the results show that teaching vocabulary by using audio visual media give effect on the students' vocabulary. The mean score of pretests was 67,40 and the mean of posttest was 86,05. Its mean that there was significant effect of students' vocabulary using audio visual media at University of Esa Unggul.

Key words: Audio Visual Media; Vocabulary

INTRODUCTION

Communication is an important thing in human daily life. Language also one of the most important components in communication among social beings. Without language, our communication will hinder the main point of our message. English is an international language that is used by all people in the world to interact with each other. If we can speak English, it will make it easier for us to interact with people out there and it gives benefit for us in nowadays.

English is also useful in education and work. Many companies in Indonesia require their employees to be proficient in written and spoken English. The more you master your English skills, the more companies will look for you and you will get a good position in a company. Now, let's we talk about education. In Indonesia, English is a compulsory subject in school. With the existence of English subjects, we hope that students in Indonesia can improve their English skills.

There are many things that affect a person's English skill. There are four language skills namely listening, reading, writing, and speaking. There is also language component, that are vocabulary, pronunciation, and structure. Vocabulary is an important and basic component of language that must be mastered by the students.

With knowing a lots of vocabulary, students will understand the meaning of the word and express their ideas. Otherwise, the less vocabulary they have, they might be stuck when using the language. Therefore, vocabulary mastery must be at the priority in English language learning.

In this modern era, technology is developing rapidly, almost everyone uses gadgets. Every day they do anything with their gadgets. Such as, looking for news, information, entertainment, and others. Even every day we can find words in English, therefore English is very important for us. There are many media that can be used to learn English. One of the learning media currently developing is audiovisual media. It's one of the effective ways to improve English skills. According to (Cakir, 2006), audio-visual materials can encourage foreign language learning and they help in stimulating and facilitating learning English. It makes learning dynamic, experience, and more realistic, it has developed since 1920's by drawing on new technologies of communication.

In this article, the author discusses the effect of vocabulary students by using Audio Visual Media. The author hopes that this research can motivate readers to learn English through audio-visual media. The author chose this audio-visual media because the situation of boredom in learning can avoided by interesting topics or modern methods of learning, explanations in each structure and difficult words, oral and written exercises dynamically, As the conclusion, audio-visual media provide grammar, vocabulary, and phonetics, which are designed in a systematic, complete, easy to understand and fun without the difficult structure.

LITERATURE REVIEW

Definition of Vocabulary

“Vocabulary is often more important than grammar in communication”. (Davies & Pearse, 2000). (Richards & Schmidt, 2002, p.255), “Vocabulary is the essential component of language proficiency and provides much of the basis for how effectively learners write, read, listen, and speak”. In addition, (Richards & Schmidt, 2002, p.580) state that “Vocabulary is a set of lexeme, including single words, compound words, and idioms”.

Talking about vocabulary, (Hiebert & Kamil, 2005: 2-3) define “Vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms”. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension”.

According to definition of vocabulary by the expert above, we can conclude as Wilkins (as quoted by Thorburry, 2002 pp. 111-112) stated, “without grammar very little can be conveyed; without vocabulary nothing can be conveyed”.

The Importance of Vocabulary

Acquiring vocabulary is a vital stage in learning a foreign language. Whether in native language, second language, or foreign language the acquisition of new vocabulary is a continual process. (Thornbury, 2006) states that “Vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone’s knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building”.

There are several reasons to focus on vocabulary. “First, a large vocabulary is of course, essential for mastery of a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that lack of vocabulary is a major problem”. (Rodriguez & Sadowki, 2000). Thus, vocabulary has the important role and fundamental thing to us for mastering any English skills.

Description of Audio-Visual Media

(Januszewski & Molenda, 2013) define “Audio visual media as the media which could stimulate multiple senses and provide new tools to surmount the limitations of the textbook and teachers talk. Audio visual-media are used to enhance the learning; therefore, they do not substitute both text book and teacher talk”. According to (Munadi, 2008), “Audio visual media is a kind of media that involve sense of hearing and sight at the same time”. (Djamarah & Zain, 2010) “Audio visual media is the medium having the elements of sound and images”. According to (Setiadarma, 2006), “Audio visual learning media are audio visual technology on how to produce or deliver material by using mechanical and electronic machines for audio and visual messages”. From description above, it can be conclude that Audio Visual Media possessing both a sound and a visual component.

Kinds of Audio-Visual Media

According to (Sadiman et al., 2000) pointed out types of Audiovisual media:

- a) Film
Film is recommended as the learning media especially for explaining about process. The illustration will be clearer by using slow motion and repeating motion feature
- a) Film loop
Film loop is easy to be combined with other media in the learning process because it is simple to use and also it can be stopped by the teacher for giving additional material.
- b) Television
Television is interesting, modern and acceptable media in human life and it may attract students attention. It presents audio and visual information simultaneously.

c) Video

Video is popular media which has many kinds of contents. It presents factual, fictive, informative, and educative information. It can also present the information from the experts.

Otherwise, (Wibawa & Mukti, 2001) categorized audiovisual into three types as follow :

a) Television

Television is media which delivers information through motion pictures with sound effect. It can be used to improve the quality of learning process.

b) Film

Film can be utilized in teaching and learning process. It is attractive media and it can be replayed and played slowly.

c) Video

Video is popular media used by people. It delivers audio and visual information. Its information can be factual or fictive.

Based on the sources above, it can be conclude that there are three common audiovisual, they are: Film, Television, and Video.

METHOD

Design and Sample

The experimental research was applied in this study. In this research, the experimental group was taught by using audio visual media, whereas the control group was taught by using traditional way. The population of this study was taken from the second semester of University of Esa Unggul. In this case, there were 40 students became the sample of the research. The total number of the students were divided into two groups, namely 20 students for experimental group and 20 students for control group.

Instruments and Procedures

In this research the writer used one instrument only that was a pretest and posttest. The pretest was administered to measure prior competence of students before treatment, while the posttest was administered to measure their learning achievement after treatment. Due to the pandemic the class was held online by via google meet. Both of pretest and posttest is given through google form. The test consists of 20 questions. The treatment was given to experimental group to know the student's achievement on vocabulary (using audio visual media). In this case the researcher played video clip of movie as the treatment. Meanwhile in control group got conventional technique (using dictionary). Before beginning treatment, pretest was conducted to find out the student's mastery before having treatment. Second, in teaching vocabulary different treatment was conducted to the experimental group and the control group. Third, posttest was given to both groups, the experimental and the control group after having the treatment.

Data Analysis

The data collected was analyzed using SPSS and a t-test was computed to ensure the group equivalence. After calculating the vocabulary score of two group in pretest and posttest, the researchers analyzed the using descriptive analysis to find out mean score and stand deviation. It continue with Normality test, Homogeneity Test and T-Test to prove the hypothesis of research.

RESULT AND DISCUSSION

The data of this research were obtained from the result of test from both of class, the experimental class (IT 1) and the control class (IT 2). In experimental class, the students were taught by using audio visual media, meanwhile the control class, the students were taught without using audio visual media.

Table 1. Descriptive Statistics

	N	Minimu m	Maximum	Mean	Std. Deviation
Pretest Experiment	20	56	76	67,40	5,897
Posttest Exeriment	20	80	94	86,05	3,873
Pretest Control	20	56	78	65,50	6,436
Posttest Control	20	72	89	78,90	5,004
Valid N (listwise)	20				

From the table above, it can be shown that the average of the pretest in control class is 65,50 while in posttest is 78,90. Meanwhile, the average of the pretest in experiment class is 67,40 while in posttest is 86,05. Based on the table above the average score of both experimental and control class increased. However, the experimental class increased more significantly rather than the control class.

Table 2. Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Scores	Pretest Experiment	,173	20	,119	,932	20	,171
	Posttest Experiment	,103	20	,200*	,968	20	,722
	Pretest Control	,104	20	,200*	,957	20	,489
	Posttest Control	,142	20	,200*	,940	20	,242
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The significance value in the Kolmogorov-Smirnov test is > 0.05, so based on the Kolomogorov-Smirnov normality test the data is normally distributed. The

significance value in the Shapiro Wilk test is > 0.05 . Based on the Shapiro Wilk normality test the data is normally distributed.

Table 3. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Scores	Equal variances assumed	2,438	,127	4,563	38	,000	7,450	1,633	4,145	10,755
	Equal variances not assumed			4,563	35,558	,000	7,450	1,633	4,137	10,763

Based on the "Independent Sample Test" output table above, it is known that the value of Sig. (2-tailed) is $0.000 < 0.05$. So, the hypotheses in this research H_0 is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 . Its mean there is a significance difference of students' vocabulary mastery using audio visual media.

Table 4. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Scores	Based on Mean	2,438	1	38	,127
	Based on Median	2,654	1	38	,112
	Based on Median and with adjusted df	2,654	1	37,913	,112
	Based on trimmed mean	2,658	1	38	,111

Based on the output above, it is known that the significance value (Sig.) Based on Mean is $0,127 > 0,05$, So it can be concluded that the variance of posttest data in experimental class and posttest data in control class is the same or homogeneous.

CONCLUSION

After analyzing the data, the result showed that the students who were taught by using audio visual media got better achievement than those taught by using traditional way, and it was proved by the result of post-test both of groups. It can be seen from the students mean score of posttests was 86,05 for experimental group, while control group, the mean score was 78,90 and t-test of students' achievement in experimental and control group in posttest was smaller than sig. (2-tailed) is $0,000 < 0,05$. It means that Audio Visual Media has significant effect on students' vocabulary students at University of Esa Unggul.

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