The Effect Of using Teaching Media on Students Vocabulary Mastery

at SMK HKBP Pematangsiantar

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Abstract

Language is the primary means of communication in our life. To use it people must know about words of that language or usually say as the vocabulary. This research discuss about the effect of using teaching media on student's vocabulary mastery at senior vocational high school at SMK HKBP Pematangsiantar. The objective of study is to find out the effect of using teaching media on students' vocabularies mastery in the second years at SMK HKBP Pematangsiantar. The research was conducted with descriptive quantitative and qualitative research where the population is the third year students of SMK HKBP Pematangsiantar and the writer took 46 students as the sample. The instrument to get the data, the writer used test. The data shows that the effect of teaching medias increased students vocabulary mastery. The score of students of SMK HKBP Pematangsianter is getting higher, where the validity of experimental group is 0, 84 and the validity of control group students is 0, 37. The mean of experimental group is 72, 17 and the mean of control group is 71, 73. The standard deviation of experimental group is 6, 22 and the standard of control group is 6, 00. The reliability of experimental group is 0, 91 and the reliability of control group is 0, 54. After adapting the data into t-test formula, it's obtained that t-value is 0, 70 and it is getting high level. After the writer finished analyzing data, he concluded that the students who were using media are increased their English vocabulary mastery. English teachers should creative choosing method in teaching English, specifically in vocabulary. Using pictures for teaching media make the students interested to learn English and enjoy the class .

Key words : Teaching Media, Vocabulary Mastery**,**

1.Introduction

English as a foreign language, it means that English as taught a school subject or an adult level solely for the purpose giving. Fries (1970; 44) explains classifies vocabulary into four big groups, namely (1) function word, (2) substitutes word, (3) Grammatical distribute words, and (4) content words. Another aspect of vocabulary learning is that, unlike the acquisition of other language (particular pronunciation), it does seem to be impeded by age. Vocabulary is one of the elements in language skills .There are many kinds of vocabulary, according to Robert Lado (1979; 117) there are three kinds of vocabulary, those are: active vocabulary, recognition vocabulary, and register vocabulary.

Media is a tool for teaching in learning process; it can support learning process. Media as an instrument can affect the condition of teaching learning process. And it can help the teacher to serve the topic of the study. Azhar (199:15), media is component of instructional system which is hoped to help the student so that will be successful in teaching learning process because the students commonly have different type of sensing, they are: visual types, the students who find it easy to learn something through listening to an explanation orally/verbally; motorist type, the students who find it easy to learn something by fully comprehending motion and activities performed; tactic type, the students who find it easy to learn if they themselves have experience in the process of the activities by listening, seeing and touching.

Now days, learning and teaching through picture is very popular, most text book in English especially primary school is written with pictures. Considering this, it shows us the picture play important role to aid the students in learning about the picture. Moreover, it also indicates that using

picture because it is able to inspire students' motivation in accepting the teaching. Indeed, it makes the aim of teaching and learning reached.

Five criteria can be applied in using pictures, similarly, Andrew (1980:2) elaborate in applying picture, teachers should consider the five criteria, and they are ; Easy to prepare, Easy to organize, Interesting, Meaningful and authentic, Sufficient amount

Owning to some phenomenon in the field, especially to this research is to investigate teacher's technique in teaching translation to the students SMK HKBP Pematangsiantar. In addition, this research also attempt to know whether or not the technique presented by an English teacher could be effective for the students in enriching their vocabulary.

In the writer's experience that the students did not have in vocabulary. They just know little vocabulary, and did not know how to say it makes me so power full to help them to will be mastery in vocabulary. The writers himself think that it is better to help their vocabulary by using Media's picture. Based on the background above, the research problem is formulated as following: "Do teaching media increase students' vocabularies mastery in second years at SMK HKBP Pematangsiantar?"

2.Research Methodology

This research is done by using The research was conducted with descriptive quantitative and qualitative research where the population is the third year students of SMK HKBP Pematangsiantar and the writer took 46 students as the sample. The instrument to get the data, the writer used test

3.Data Analysis

The data acquired in the research was obtained from the result of the test given to the students, the first group treated as the experimental group and the second as the control group. There were some steps to follow in order to get the data, namely: administrating the test to the student, checking the test answer done by the students, collecting the result as the data analyzed, and comparing the achievement between both the groups after giving them with different treatment. The complete data of students as presented in the next table, the experimental group will be the first and the following by control group.

The Data of Experimental Group

Table 1

No	Noun	Meaning	Examples
1	A Common noun	Common noun is a name given in common to every person or thing of the same class or kind.	(book)

No	Noun	Meaning	Examples

			(car)
			  (chair)
			  (house)

2	A proper noun	A proper noun is the name of some particular person a conceptual letter at the beginning and sometimes used as common nouns.	(wisest man) (Shakespeare)
3	A collective noun	A collective noun is the name of number (or collection) of person or thing take together and spoke of as one whole, crowd, committee, army, team, jury, family, parliament, etc	(A fleet) (An Army)

4	An abstract noun.	It is usually the name of quality, action, or state considered a apart from the object to which is belongs	(Boy)
			  (Man)
			  (Baby)

Table 2 name of the table??

Singular	Plural

	Boys
	Boxes
	Pianos
	Men
	Babies
	Brushes

Table 3 : Teaching Media

No	Media	Meaning
1		(Playing golf)
2		(Accident)
3		(Discussion)
4		(Playing football)
5		(Fishing)
6		(Farmer)
7		(Kangaroo)

No	Media	Meaning
8		(Singing)
9		(Wine)
10		(Boxing)

The Data of Control Group

Table 4

No	Noun	Meaning	Examples
1	A Common noun	Common noun is a name given in common to every person or thing of the same class or kind.	-book -car -chair -house
2	A proper noun	A proper noun is the name of some particular person a conceptual letter at the beginning and sometimes used as common nouns.	-wisest man -Shakespeare
3	A collective noun	A collective noun is the name of number (or collection) of person or thing take together and spoke of as one whole, crowd, committee, army, team, jury, family, parliament, etc	-A fleet -An Army
4	An abstract noun.	It is usually the name of quality, action, or state considered a apart from the object to which is belongs	-Boy -Man -Baby

Data Analysis of the Student's Score of Pre-Test and Post-Test of

Able 7 Experimental Group and Control Group in vocabulary mastery

No	Group	Pre-Test Score (X)	Post-Test Score (Y)	X^2	Y^2	XY

1	Experimental Group	∑X= 1660	∑Y= 1785	∑X²= 1207700	∑Y²= 139525	∑XY= 129625
2	Control Group	∑X= 1650	∑Y= 1745	∑X²= 119200	∑Y²= 133675	∑XY= 125575

The Test Validity

In this research, the writer did validation for experimental group and control group. To find out the validity of test, the writer compared them between the fist scores with the second scores with the second scores by using the coefficient product moment formula:

$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N.\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Note: N   : Number of students
        x   : Number of tests items
        y   :Number of score
        xy   : Coefficient correlation between x and y
        ∑   : Total number

No	Group	Test Validity
1	Experimental Group	rxy = 0,84
2	Control Group	Rxy = 0,37

The Test Reliability

In this research, the writer did reliabilities for experimental group and control group. To find out the reliability of the test, the writer compared them between the first scores by using the formula of Spearman Brown:

$$r_{11} = \frac{2r_{1/21/2}}{1 + r_{1/21/2}}$$

r_{11} = Coefficient

$r_{1/21/2}$ = Scores correlation

No	Group	Test Reliability
1	Experimental Group	0,91
2	Control Group	0,54

Analyzing the Data by using t-test Formula

From the result of the test shown before, a calculation is mode to find whether increase students' vocabularies by using picture are effective or not. The formula is:

$$t = \frac{m_1 - m_2}{\sqrt{\dfrac{(n_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{n_1 + n_2 - 1}}}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]$$

Where:

m_1 = the mean of experimental group

m_2 = the mean of control group

n_1 = the number of the students of experimental group

n_2 = the number of students of control group

S_1^2 = the standard deviation of experimental group

S_2^2 = the standard deviation of control group

Before calculated the data by using t-test formula, the writer has to find out mean and standard deviation of each group.

Mean and Standard Deviation of experimental Group And Control Group

No	Group	Mean	Standard Deviation
1	Experimental Group	M= 72,17	S^2= 6,00
2	Control Group	M= 71,73	S^2= 6,00

The data by using t-test formula

$$t = \frac{m_1 - m_2}{\sqrt{\dfrac{(n_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{n_1 + n_2 - 1}}}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]$$

$$t = \frac{72,17 - 71,73}{\sqrt{\dfrac{(23 - 1)6,22 + (23 - 1)6,00}{23 + 23 - 1}}}\left[\frac{1}{23} + \frac{1}{23}\right]$$

$$t = \frac{0.44}{\sqrt{\dfrac{136,84 + 132}{45}}}\left[\frac{2}{23}\right] \quad t = \frac{0.44}{\sqrt{\dfrac{400,84}{1035}}}$$

$$t = \frac{0,44}{0,62}$$

$$t = 0,70$$

Data Interpretation

By using the statistical analysis in the data analysis and continued with testing and hypothesis, it was found the alternative hypothesis (Ha) is acceptable and Ho is rejected.

So, the research result has successfully rejected null hypothesis (H_0) and it reveals that the hypothesis "using pictures is significantly increased student's vocabularies. The students were taught vocabularies by using picture get higher scores than without pictures.

4.Conclusions and Suggestions

It has been explained that the research is done based on some theories .They are used to find out whether or not increasing students' vocabularies by using pictures. To obtain the goal of the research is done by quantitative research. and qualitative research

Conclusion

After analyzing the data presented in the previous, the conclusion show that using teaching media is significantly or effectively increased the students' vocabularies mastery, the classroom will creatives, communicative situation between teacher and student.

Suggestions

The writer would like to offer some suggestions to be considered by English
teachers, students, and the next researchers.
1. the English teachers are suggested to apply pictures as a medium of teaching vocabulary to their students because it will increase stuent's vocabulary.
2. the students of English Department of FKIP, may try this media to teach the class
3. it is suggested to do further research on this teaching media.

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