

**THE EFFECT OF TEACHING MEDIA AND VOCABULARY  
MASTERY ON STUDENTS' SPEAKING SKILL  
(Experiment at the Tenth Grade of State Senior High School in  
Tasikmalaya-West Java)**

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The aims of this research are to find 1) the interaction effect of teaching media and vocabulary mastery on the students' speaking skill. 2) the effect of teaching media on students' speaking skill, 3) the effect of vocabulary mastery on students' speaking skill, The research methodology used is experiment. The sample size of 72 students which consists of 36 for experiment class and 36 for control class, and the sampling technique used is cluster sampling. Data collection is obtained by testing their vocabulary mastery and speaking skill. Data analysis is using descriptive statistics, normality test, homogeneity test, and two ways ANOVA to test hypothesis testing. The research results conclude 1) there is no significant interaction effect of teaching media and vocabulary jointly on student's speaking skill. This is proved by the results of significance value (sig) is 0.450 and  $F_o = 0.577$ . Because  $\text{Sig.} = 0.450 > 0.05$ , then  $H_o$  is accepted and  $H_1$  is rejected. 2) There is a significant effect of teaching media on students' speaking skill. This is proved by the result of significance value (sig) is 0.000 and  $F_o = 16.236$ . Because  $\text{Sig.} = 0.000 < 0.05$ , then  $H_o$  is rejected and  $H_1$  is accepted, 3) There is a significant effect of vocabulary mastery on student's speaking skill. This is proved by the result of significance value (sig) is 0.001 and  $F_o = 11.770$ . Because  $\text{Sig.} = 0.001 < 0.05$ , then  $H_o$  is rejected and  $H_1$  is accepted.

Keywords: Teaching Media, Vocabulary Mastery, Speaking Skill.-

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## **INTRODUCTION**

Language is the system for meaning expression. The primary function of language is for communication and interaction. English is one of international languages in the world should be mastered by people in the world to communicate each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language is taught in Indonesia from elementary school up to university. It also makes the English qualified as a primary requirement to communicate in the global communication.

Cameron (2001: 40) stated that speaking is the active use of language to express meaning so that the other people can make sense of them. It means that someone who is able to speak properly does not only know the theory of a language but they also know how to use the language. Speaking can involve gesture, intonation, and stress to

support message or information which a speaker wants to deliver to the listener. Speaking enables speaker to express ideas, feelings, or information orally.

Learning English in the past used to be conducted in a conventional way. Although in some schools, this way is still being used because some teachers still confused how to teach students well and what is the best method for them, so traditional method was often used by some teachers. Students are very seldom to practice speaking English in their daily activities. They only speak English when they study English lesson in the classroom and when they go back to their house, they never use English in a society or at least speak English in their school with their English teacher.

The use of vocabulary is one of the important factors to assess in speaking. It is important that the students must master vocabulary. Therefore, it is essential that teacher provides students with vocabulary enrichment. The mastery of vocabulary will influence the students in speaking English. Carter and Nunan (2001:42) stated that English teacher learn to ignore the significance of vocabulary in their teaching of speaking or communication performance. The writer thinks that vocabulary plays a very essential task in language teaching. For many people, the ability to speak a foreign language is very important with knowing that language because speech is for them as the basic means of human communication. We cannot speak the language well if we do not master vocabulary. How successfully the sound of the foreign language is mastered, without words to express a wider range of meanings, communication in the foreign language just cannot happen in any meaningful way.

Teaching media can make students stimulate in learning English. According to Gagne (in Sadiman, 2009:6), media is student's various component and environment that can stimulate them to study. Meanwhile according to Brigs (in Sadiman, 2009:6), stated that media is some kind physical tools that can provide message and stimulate students to study. It means that teaching media is physical tool to explain the topic of the learning. Without teaching media, the teaching process can be bored.

Media can be printed media, graphic media, photographic media, audio media, video, computer, or ICT and simulation or games. So, one of the useful media in teaching is computer or ICT. One of ICT application that can be used is power point. The teacher can create media with a series of slides. It is easy to import audio, video, graphic, and text into power point to make interesting and dynamic media. Finkelstein and Samsonov (in Siregar & Triana, 2013:19) defined that Microsoft office power point is a versatile and easy to use that can support learning in its many phases. The teacher can add power point to your arsenal of educational technologies and enhance the classroom experience in many ways. It means that the teacher can use power point to show video, picture and animated text related to the lesson in order to enrich students' experience.

In a power point, human's eye which can function automatically will record anything they see. Then, it will make the students more focus and remember the material easier. We often see people sitting for a long time to watch television. That

thing can happen because it has picture and sound to attract their attention and they won't go anywhere before the show ends. That's why the writer thinks that using power point as teaching media is good way to attract the students' attention and make them focus to study and finally understand what teachers taught to them.

Moreover, some of the basic competence for SMA grade X semester two in learning English are analyze social functions, text structures, and linguistic elements of proverb and riddle according to the context of their use, capturing messages in proverb and riddle, analyze the social function and linguistic elements of the song according to the context of its use, and capturing messages in songs.

The writer thinks that teaching riddle and the song message, the teacher can use teaching media such as power point. It will improve student's willingness, motivation and stimulus to the students. It is easy to be understood by the students. Moreover, the students will do more activities in the teaching and learning process. It has the students to observe, ask, explore, associate, and communicate. Explaining the topic of English song and riddle can, hopefully, improve vocabulary mastery. To teach English song, the writer asks the students to orally present the singer's name, the message of song, and say the tune of verse. Meanwhile to teach riddle, the writer asks the students to orally describe riddle by mentioning some clues from the picture card. The writer also realizes that by using slide of power point for English song and riddles, teacher can make some points on the slides which students can observe, ask, explore, associate and communicate in a teaching and learning process.

Those notions above indicates that this research aims to investigate whether there are any effects of teaching media and vocabulary mastery on students' speaking skill. Therefore, the writer is interested to conduct the research entitled "The Effect of Teaching Media and Vocabulary Mastery on the Students' Speaking Skill (Experiment at the Tenth Grade of State Senior High School in Tasikmalaya-West Java)."

## **METHOD**

In this research, the writer conducts an experiment research in finding the effect teaching media and vocabulary mastery on students' speaking skill at state senior high schools in Tasikmalaya West Java. This research used comparative statistics to find out the relationship between teaching media and vocabulary mastery on students' speaking skills. The writer used two groups: experiment group (teaching media) and control group (conventional media). The research method used is experiment research. According to Sudjana (2002:1), experiment is a series trial (with each defined step done) to get information that has relation with the investigating problem.

Tomek (2013:42) stated that population is a well-defined set of individuals, events, or object. Sample is a selection of individuals, events or objects taken from a well-defined population. Meanwhile Nana Sudjana and Ibrahim (2010:84) stated that the term population has connection with the elements that is unit where the data obtained. The elements can be individual, family, household, social group, school,

class, organization, and so forth. In other words, population is group of some numerous elements. The population in this research is state senior high school in Tasikmalaya namely, SMAN 5 Tasikmalaya and SMAN 4 Tasikmalaya.

Sugiyono (2011:122) stated that population is a group of interest to the writer, which she or he would like the result of the research to be generalizable. Generaliability is the extent to which the result of one of the study can be applied to other population or situation. Based on the place of the research, the writer proposed population into: Target population is all students at state senior high school in Tasikmalaya West Java., Reached population is all students at state senior high schools in Tasikmalaya in academic year 2017 – 2018 with the tenth grade students at SMAN 5 and 4 Tasikmalaya.

Tomek (2013:42) stated that a sample is generally taken from a population with each individual, event or object being independent and having an equally likely chance of selection. According to Sudjana and Ibrahim (2010:85), sample is part of the population which has same characteristics as the population. The number of sample in this research is:

- a. SMAN 5 Tasikmalaya, they are students in class MIPA 2 with 36 students (Experiment).
- b. SMAN 4 Tasikmalaya, they are students in class MIPA 2 with 36 students (Control).

Arikunto (2010:109) stated that sample is a subject of the population selected in several specified learning ways. The research uses random sampling in taken the sample. Therefore, in this research the writer takes randomly the tenth grade students at SMAN 5 Tasikmalaya and SMAN 4 Tasikmalaya into the sample. One is experiment group and one control group.

Considering the aim of the research, he chooses 72 students grade X as sample that distributed into two groups, the first group consists of 36 students from SMAN 5 Tasikmalaya as experiment class and the second group consists of 36 students from SMAN 4 Tasikmalaya as control class.

In this research, the data sources of independent variable are treatment and test. For teaching media it is measured by giving treatment. For vocabulary mastery, it is measured by giving test that consists of 50 items. For speaking skill, it is measured by giving oral test meanwhile the data sources of dependent variable is from the speaking test of students as respondents or sample of this research. Two groups from the school that is decided as sample in experiment are as follows.

1. The writer arranges the population and sample of the research. The population is all state senior high school in Tasikmalaya. Meanwhile the sample is class MIPA 2 SMAN 5 and class MIPA 2 SMAN 4 Tasikmalaya using cluster random sampling.
2. The writer decides class MIPA 2 SMAN 5 Tasikmalaya as experiment group and class MIPA 2 SMAN 4 Tasikmalaya as control group.
3. The writer arranges the instrument for speaking skill and vocabulary mastery test.

4. The writer conducts the validity, reliability, and difficulties level test for speaking skill and vocabulary mastery test.
5. The writer revises the instrument for speaking skill and vocabulary mastery test after validity test.
6. The writer conducts the vocabulary test towards experiment and control class. After vocabulary mastery test is conducted, it can be found that there are group of students with high vocabulary mastery (B1) and low vocabulary mastery (B2).
7. The writer prepares the lesson plan, material, and teaching aids.
8. The writer delivers the subject materials to experiment and control group.
9. The first group (experiment group) is taught by using power point media (A1) and the second group (control group) is taught by using conventional media (A2).
10. After the treatment for some meetings is done in each group, then the groups are given a test to measure student's speaking skill (Y).

Fraenkel and Norman (2003:41) pointed out that variable is a concept or a noun that stands for variation within a class of object. There are two kinds of variables, namely independent variable and dependent variable. Independent variable is the variable selected, manipulated and measured by the writer. Dependent variable is the variable observed by the writer and measured to determine the effects of independent variable. According to Fraenkel and Wallen (2003:43), the variable that the independent variable is presumed to affect is called dependent variable. It depends on what the independent variable does to it, how it affects it. Dependent variable in this research is therefore students' speaking skill symbolized by Y. The variables of the research consist of: First independent variable, teaching media (A) ok Second independent variable, vocabulary mastery (B) ok Dependent variable, the students' speaking skill (Y)

The writer uses two kinds of tests, vocabulary mastery test and speaking skill test. Brown (2004:3) defined test as a method of measuring a person's ability, knowledge, or performance in a given domain. The instrument for students' speaking skill is aimed at figuring out the student's ability in speaking skill through power point media after having treatment of learning process. The writer distributes picture series to measure the students' speaking skill which is designed by the teacher based on the speaking material syllabus in the class. The writer gave speaking test to the students to analyze their scores on pronunciation, grammar, vocabulary, fluency, and comprehension.

In giving scores to the students, the writer uses analytic scale which categorized by some categories and the writer follows these scoring criteria for each category. This analytic score has five items and each item scores one to five. So, the maximum score is 25. But it will be multiplied with 4, so the final maximum score will be 100. The instrument of the research is number of questions to know students' vocabulary mastery and oral test to measure the students' speaking skill after both power point and

conventional media are applied in the classroom. Because the variable is a treatment by teaching the students about speaking using power point media, the instruments are:

1. Lesson plan of speaking
  - a. Lesson plan with power point media
  - b. Lesson plan conventional media
2. Students' prepared talk about' favorite English song and oral description about riddle card.

Thornbury (2002:3) stated there are some ways of presenting word meaning, namely word classes, word families (prefixes and suffixes), collocations (idioms and phrasal verbs), synonym and antonym, lexical and contents words. So, in this research, writer uses those meaning word concepts to know whether someone's vocabulary mastery concept is good or poor. In providing an answer, the score performed by the following provisions: for the student who can answer one item of the vocabulary mastery test scored 1. In contradictory, for the student who cannot answer the item of the vocabulary mastery test scored 0.

## RESULT

The description of the data is to show the effect of teaching media and vocabulary mastery on the students' speaking skill. In this research, the writer used experimental research using 2 vector analyses. First is teaching media (A) and the second is vocabulary mastery (B). Each factor consists of two sub-vector levels. There are two levels in teaching media; power point media (A1) and conventional media (A2). Furthermore, the second vector is vocabulary mastery with two levels: high vocabulary mastery (B1) and low vocabulary mastery (B2). Based on the descriptive data from each variable above, the summary of data research based on the research plan can be seen as follows:

**Table 4.1 The Summary of Descriptive Statistic**

**Descriptive Statistics**

Dependent Variable: Speaking Skill

Teaching Media	Vocabulary Mastery	Mean	Std. Deviation	N
Conventional Media	High	64,56	12,035	18
	Low	58,11	7,529	18
	Total	61,33	10,420	36
Power Point Media	High	76,11	11,931	18
	Low	66,00	8,677	18
	Total	71,06	11,489	36
Total	High	70,33	13,184	36
	Low	62,06	8,950	36
	Total	66,19	11,940	72

Based on the data above, table 4.1 shows that experimental class (A1) has mean score 71.06, it is bigger than the control class that mean score is 61.33. This description shows that experimental class is successful. Then, if it is seen from the vocabulary



mastery, it shows that the students with high vocabulary mastery have higher score than the students with low vocabulary mastery. The students' high vocabulary mastery has mean score 70.33. On the contrary, the group of students with low vocabulary mastery has meant score 62.06 which shows the expected result of the research.

Furthermore, it can be made matrix 2X2 or {A1, A2} X {B1,B2}. In order to be clear, we use statistical data on the table 4.2. From that, the table shows that is column A1 row B1 of experimental column using power point media (A1) and vocabulary mastery (B1) with 18 students have mean score 76.11. If this group is compared with the group of A1B2, A2B1, and A2B2. It shows that the experimental group A1B1 has the highest score. The lowest score is A2B2 or control group using conventional media and it has low vocabulary mastery with mean score 58.11.

The data of table 4.2 shows that there is an interesting fact that mean score of experimental group (A1B2) or speaking score of using power point media and students' low vocabulary mastery has lower score than mean score of control group (A2B1) or speaking score of using conventional media and students' high vocabulary mastery score.

**Table 4.2 The Descriptive Statistic of Research Design**

Vocabulary Mastery (B)	Teaching Media (A)		
	Power point media (A1)	Conventional media (A2)	Total
High (B1)	N = 18	N= 18	N=36
	$\bar{X} = 76,11$	$\bar{X} = 64,56$	$\bar{X} = 70,33$
	S = 11,931	S = 12,035	S=13,184
Low (B2)	N = 18	N= 18	N=36
	$\bar{X} = 66,00$	$\bar{X} = 58,11$	$\bar{X} = 62,06$
	S = 8,677	S = 7,529	S=8,950
Total	N=36	N=36	N=72
	$\bar{X} = 71,05$	$\bar{X} = 61,33$	$\bar{X} = 66,19$
	S=10,304	S=9,78	S=11,06

Description :

A1B1 : Group of the students with high vocabulary mastery taught by power point media

- A1B2 : Group of the students with low vocabulary mastery taught by power point media.
- A2B1 : Group of the students with high vocabulary mastery taught conventional media
- A2B2 : Group of the students with low vocabulary mastery taught conventional media

The research variables data analyzed using inferential statistics through simple correlation technique must have several requirements, as follows:

1. The sample source data, X Variable and Y variable, must be obtained randomly and qualify minimum sample.
2. For each group, the value of X variable and Y variable must be independent and normal distributed.
3. The correlation between X variable and Y variable must be homogeny.

The normality and homogeneity data testing has been done to meet those requirements above. In conducting the normality test, there are some provisions, such as:

$H_0$  = Normal distribution of the data

$H_1$  = the data are not normally distributed

With the criterion p value (sig) > 0.05 then  $H_0$  accepted. Analysis of the data using the program SPSS 20 and the results of data analysis can be seen in the following table:

**Table 4.3 Normality Test**

		Speaking Skill
N		72
Normal Parameters <sup>a, b</sup>	Mean	66,19
	Std. Deviation	11,940
Most Extreme Differences	Absolute	,143
	Positive	,143
	Negative	-,089
Kolmogorov-Smirnov Z		1,209
Asymp. Sig. (2-tailed)		,107

a. Test distribution is Normal.

b. Calculated from data.

The table above shows that Kolmogorov-Smirnov statistic test, based on the table, it can be concluded that Kolmogorov-Smirnov Z = 1,209 and Sig. = 0.107 > 0.05, then the conclusion is the sample in this research are normally distributed.





Beside the normality test, one of the requirements which are needed in analyzing the data is homogenous test. The writer uses ANOVA (test of homogeneity of variances). The purpose of homogeneity test is to determine whether the variables of this research study is homogenous or not. This case is usually called whether the group of research objects is from a population (homogenous) or not. The writer has done a homogenous test to test the hypothesis diversity of variance, with the following criteria:

$H_0$  = the data come from the same population

$H_1$  = the data come from different population

Homogeneity test result can be seen in the following table:

**Table 4.4 Homogeneity Test**

**Levene's Test of Equality of Error Variances<sup>a</sup>**

Dependent Variable: Speaking Skill

F	df1	df2	Sig.
1,666	3	68	,182

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A \* B

Based on the result test of Levene's in significant level 5% shows that each group (experiment group and control group) has  $F_0 = 1.666$  and sig.  $0.182 > 0.05$ . It shows that the data is homogenous. From that homogeneity and normality above, then it can be concluded that the data requirements has been qualified to be computed by ANOVA techniques.

After conducting the normality and homogeneity test and the results of the research shows that the sample of the population is distributed normally and the homogeneity of sample variance, then it can be continued to hypothesis test ANOVA. Data analysis of students' speaking skills was carried out using two-way ANOVA; the calculation process was assisted by SPPSS version 20 for windows. The following is the result of the computation:

**Table 4.5 Hypothesis Testing Using Anova**

**Tests of Between-Subjects Effects**

Dependent Variable: Speaking Skill

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2995,278 <sup>a</sup>	3	998,426	9,527	,000
Intercept	315482,722	1	315482,722	3010,500	,000
A	1701,389	1	1701,389	16,236	,000
B	1233,389	1	1233,389	11,770	,001
A * B	60,500	1	60,500	,577	,450
Error	7126,000	68	104,794		
Total	325604,000	72			
Corrected Total	10121,278	71			

a. R Squared = ,296 (Adjusted R Squared = ,265)

Seeing the result of the research which supported by statistics analysis, the normality and homogeneity test can be obtained. It stated that the data is normally distributed and coming from same variance (homogenous). Because of that reason, the research can be continued into hypothesis testing. The following are the hypothesis test:

**1. Hypothesis 1: There is a significant interaction effect of teaching media and vocabulary mastery on students' speaking skill.**

From the hypothesis testing, it is obtained that significance value (sig) is 0.450 and  $F_o = 0.577$ . Because  $\text{Sig.} = 0.450 > 0.05$  and  $F_o = 0.341$ , then  $H_o$  is rejected and  $H_1$  is accepted. It means that there is no interaction effect between A variable (teaching media) and B variable (vocabulary mastery) on Y variable (students' speaking skill). Operationally, the students' speaking skill is measured by oral test (oral presentation). Theoretically, it can be assumed that the students' speaking skill is not influenced by power point media and vocabulary mastery. From the explanation above, the writer concludes that there is no significant interaction effect of teaching media and vocabulary mastery on the students' speaking skill.

**2. Hypothesis 2: There is significant effect of teaching media on students' speaking skill.**

From the hypothesis testing, it is obtained that significance value (sig) is 0.000 and  $F_o = 239.630$ . Because  $\text{Sig.} = 0.000 < 0.05$  and  $F_o = 16.236$ , then  $H_o$  is rejected and  $H_1$  is accepted. It means that there is a significant effect between A variable (teaching media) on Y variable (students' speaking skill). Operationally, the students' speaking skill is measured by oral test (oral presentation). Theoretically, it can be assumed that the students' speaking skill is influenced by conventional media. The students who taught by conventional media took some enjoyable condition in learning than the student who taught conventionally. They did not feel boredom and have fun in the class because they got their topic by power point. It enlarged their knowledge on the literature, culture and assist them to get the new concept of speaking skill by using power point. In contrast, the students who taught conventionally have low result in speaking skill because they teach by lecturing. They feel sleep and boring. They are not active and has no new experience on the

teaching and learning process. From the explanation above, the writer concludes that there is a significant effect of teaching media on the students' speaking skill.

**3. Hypothesis 3: There is a significant effect of vocabulary mastery on students' speaking skill.**

From the hypothesis testing, it is obtained that significance value (sig) is 0.001 and  $F_o = 11,770$ . Because  $\text{Sig.} = 0.001 < 0.05$  and  $F_o = 11.770$ , then  $H_o$  is rejected and  $H_1$  is accepted. It means that there is a significant effect between B variable (vocabulary mastery) on Y variable (students' speaking skill). Operationally, the vocabulary mastery is measured by objective test (multiple choices with four possible answers). Theoretically, it can be assumed that the more someone has high vocabulary mastery, the more he can get good result in speaking. In contradictory, if the student has low vocabulary mastery, he may get lower result of learning than the high one. From the explanation above, the writer concludes that there is a significant effect of vocabulary mastery on the students' speaking skill.

## CONCLUSION

Based on the objective of the research and the data analysis, the writer is able to make conclusion as follows:

1. There is no significant interaction effect of teaching media and vocabulary on students' speaking skill at state senior high school in Tasikmalaya. This is proved by the results of significance value (sig) is  $0.450 > 0.05$  and  $F_o = 0.577$ .
2. There is a significant effect of teaching media on students' speaking skill. This is proved by the result of significance value (sig) is  $0.000 < 0.05$  and  $F_o = 16.236$ .
3. There is a significant effect of vocabulary mastery on students' speaking skill. This is proved by the result of significance value (sig) is  $0.001 < 0.05$  and  $F_o = 11.770$ .

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