Research Article

TEACHING MEDIA AND VOCABULARY MASTERY TOWARDS STUDENTS' SPEAKING SKILL

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Abstract: The purpose of this research is to find the effect of teaching media and vocabulary mastery towards students' speaking skill at Private Senior High Schools in Central Jakarta. The research methodology is experiment. The sample is 60 students which consist of 30 for experiment and 30 for control class. The sampling technique used is random sampling. Data collection is testing vocabulary mastery and speaking skill. Data analysis uses descriptive statistic, normality test, homogeneity test, and two ways ANOVA to test hypothesis testing. The research results conclude 1) There is a significant effect of teaching media towards students' speaking skill. This is proved by the result of (Sig.) is $0,000 < 0,05$ and $F_o = 381,979$. 2) There is a significant effect of vocabulary mastery towards students' speaking skill. This is proved by the result of (Sig.) is $0,000 < 0,05$ and $F_o = 136,242$. 3) There are no significant interactive effects of teaching media and vocabulary mastery towards students' speaking skill. This is proved by the result of (Sig.) is $0,109 > 0,05$ and $F_o = 2,653$.

Keywords: Teaching Media; Vocabulary Mastery; Speaking Skill.

Introduction

According to Todd (2000: 6), "A language is a set of signal by which we communicate." We will produce some signals when we want to communicate with the people. One example of the signals which we produce in the communication is the word. We will produce some words that show about our feeling in the spoken language or in the written language. Furthermore, the other signal which we often find in the communication is our body expression. It is the tool, with which he conducts his business in the society. A language is important because the people who speak it are for politic, social, commercial, economical, and cultural.

English is widely used as an International Language throughout the world. It is one of the official languages, even in most of the countries of the third world. It is also used for International Communication. Setiyadi (2006: 22) noted, "English is really a foreign language for language learners in Indonesia." English is used as the foreign language in Indonesia, so almost all of Indonesian people who live in Indonesia seldom or never use it when they want to do the communication with the people. But some of Indonesian people who live in Indonesia use English every day because they live in the recreation area, so they often do the communication with the foreign tourist by using English.

Speaking is one of language skills that the learners will be judged upon most in real-life situation. It can be called as oral communication. It is productive skill of language learning. It involves communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. Harmer (2001: 271) stated "Speaking involves interaction with one or more participants." This means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and had become parts of our daily activities. Speaking is the most difficult skills to be learned by students, among the four skills (listening, speaking, reading, and writing).

Based on Competence Based Curriculum Speaking is one of the four basic competences that the students should gain well. It has an important role in communication. This become one important subject that teacher should give. In carrying out speaking, students face some difficulties one of them is about language its self. The teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Some students have been studying English for long time but there are not guaranteed that they master English. The students have learned English for many years but they don't have ability to use English for daily communication. Perhaps, they understand English when other people speak, they also understand the written English text and they have many ideas in their brain but they cannot speak or probably they can speak but they do not know what must be spoken. Students are very seldom to practice speaking English in their daily activities. They only speak English when they study English in the classroom. When they go back to their houses, 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 vocabulary mastery will affect the students in speaking English. 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.

Teaching methods, learning sources, and media are assumed to give a big influence on the students' English speaking learning process. The teacher uses a conventional method such as using only a text book during the learning process without considering any additional materials from other sources. Besides, there are no other various classroom speaking activities to make an attractive and effective speaking teaching and learning process. As a result, the teaching and learning process seems less interesting and could not encourage the students to learn speaking effectively. Actually, there are many kinds of learning sources instead of text books which can be used to make an attractive and communicative learning process. Meanwhile Tellez (2016: 2) stated that "Teaching is to help (or strictly, to try to help) someone to learn something." It means that helping students to understand the topic of the learning in a classroom activities.

Teaching media can make students stimulate in learning English. Teaching media is physical tool to explain the topic of the learning. Without teaching media, the teaching process can be bored. According to Jennings (2006: 6), "Media can mean a lot of things. Media refers to the tools we use to share messages, ideas, and information with other people." It means that media is a set of interactive and communicative device that the teacher uses to share information, message, and the topic of the learning. Meanwhile Sanusi (2001: 6) stated that "Teaching media is all of tools which can show the message and can give motivation to the students to learn."

Media can be printed, graphic, photographic, audio, 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. 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.

Zimmerman et.al. (2014: 14) said that "Power point is a presentation graphics program to help you present information in visual, graphical manner, not create a written document." It means that power point is a presentation application that helps the teacher to present any kind information in visual manner.

Based on the background above indicates that this research aims to investigate whether there are any effects of teaching media and vocabulary mastery towards students' speaking skill. Therefore, the writer is interested to conduct the research entitled "The Effects of Teaching Media and Vocabulary Mastery towards Students' Speaking Skill (Experiment at Private Senior High Schools in Central Jakarta)."

Method

In this research, the writer conducts an experiment research in finding the effects of teaching media and vocabulary mastery towards students' speaking skill at Private Senior High Schools in Central Jakarta.

This research uses comparative statistics to find out the relationship between teaching media and vocabulary mastery towards students' speaking skill. The writer uses two groups: experiment group (teaching media) and control group (conventional media).

The research method used is experiment research. According to Sudjana and Rivai (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 objects. Sample is a selection of individuals, events, or objects taken from a well-defined population."

Meanwhile 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 are private senior high schools in Kemayoran, Central Jakarta namely, SMAS Kartini 1 and SMAS Taman Madya 1.

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."

Based on the place of the research, the writer proposed population into: Target population is all students at Private Senior High Schools in Central Jakarta. Reached Population is all students at Private Senior High Schools in Central Jakarta in Academic Year 2019/ 2020. It consists of 305 students at SMAS Kartini 1 and 312 students at SMAS Taman Madya 1 Jakarta.

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: SMAS Kartini 1 Jakarta, there are 30 students (Experiment), and SMAS Taman Madya 1 Jakarta, there are 30 students (Control).

Arikunto (2010: 109) stated that "Sample is a subject of the population." The research uses random sampling in taken the sample. Therefore, in this research the writer takes randomly the tenth grade students at SMAS Kartini 1 and SMAS Taman Madya 1 Jakarta into the sample. One is experiment group and one control group. Considering the purpose of the research, the writer chooses 60 students of grade tenth as sample that distributed into two groups, the first group consists of 30 students from SMAS Kartini 1 as experiment class, and the second group consists of 30 students from SMAS Taman Madya 1 as control class.

Fraenkel and Wallen (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.

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 30 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.

Results and Discussion

There are three variables in this research. They are two independent variables and one dependent variable. The two independent variables are teaching media and vocabulary mastery, and the dependent variable is speaking skill. The description of the data is to show the effect of teaching media and vocabulary mastery towards the students' speaking skill.

In this research, the writer used experimental research using two 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 1
The Summary of Descriptive Statistics

Descriptive Statistics

Dependent Variable: Speaking Skill

Teaching Media	Vocabulary Mastery	Mean	Std. Deviation	N
Power Point Media	HighVocabulary Mastery	90.40	3.942	15
	Low Vocabulary Mastery	80.53	2.973	15
	Total	85.47	6.078	30
Conventional Media	HighVocabulary Mastery	72.80	4.329	15
	Low Vocabulary Mastery	59.73	3.845	15
	Total	66.27	7.768	30
Total	HighVocabulary Mastery	81.60	9.832	30
	Low Vocabulary Mastery	70.13	11.104	30
	Total	75.87	11.897	60

Based on the data above, table 4.9 shows that experimental class (A1) has mean score 85.47, it is bigger than the control class that mean score is 66.27. 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 have mean score 81.60. On the contrary, the students' low vocabulary mastery have mean score 70.13 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 4.10. From that, the table shows that is column A1 row B1 of experimental column using power point media (A1) and high vocabulary mastery (B1) with 15 students have mean score 90.40. If this group is compared with the group of A1B2, A2B1, 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 59.73.

The data of table 4.10 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 higher score than mean score of control group (A2B1) or speaking score of using conventional media and students' high vocabulary mastery score.

Table 2
The Descriptive Statistics of Research Design

Vocabulary Mastery (B)	Teaching Media (A)		
	Power Point Media (A1)	Conventional (A2)	Total
High (B1)	N = 15	N = 15	N = 30
	X = 90,40	X = 72,80	X = 81,60
	S = 3, 942	S = 4,329	S = 9,832
Low (B2)	N = 15	N = 15	N = 30
	X = 80,53	X = 59,73	X = 70,13
	S = 2,973	S = 3,845	S = 11,104
Total	N = 30	N = 30	N = 60
	X = 85,47	X = 66,27	X = 75,87
	S = 6,078	S = 7,768	S = 11,897

Descriptions:

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 by conventional media.

A2B2   : Group of the students with low vocabulary mastery
                   taught by conventional media.

The analysis of the students' speaking skill data is done by using two-ways ANOVA which the calculation process helped by SPSS version 22 for windows. The following is the result of the computation:

Table 3
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	7540.267[a]	3	2513.422	173.625	.000
Intercept	345345.067	1	345345.067	23856.074	.000
A	5529.600	1	5529.600	381.979	.000
B	1972.267	1	1972.267	136.242	.000
A * B	38.400	1	38.400	2.653	.109
Error	810.667	56	14.476		
Total	353696.000	60			
Corrected Total	8350.933	59			

a. R Squared = .903 (Adjusted R Squared = .898)

1. **The First Hypothesis: There is a significant effect of teaching media towards students' speaking skill**

    Testing this hypothesis is by seeing the coefficient significance. If Sig. value > 0,05 then null hypothesis (H_o) is accepted and alternative hypothesis H_1 is rejected. On the other hand, if Sig. value < 0,05 then alternative hypothesis (H_1) is accepted and null hypothesis (H_o) is rejected.

    The computation performed by using SPSS version 22 is found that the value of Sig for teaching media is $0,000 < 0,05$ and $F_o = 381,979$. It can be concluded that there is a significant effect of teaching media towards students' speaking skill at private senior high school in Central Jakarta. In other words, the students' speaking skill is influenced by the use of teaching media. There is difference between the students' speaking skill treated with power point and conventional media.

2. **The Second Hypothesis: There is a significant effect of vocabulary mastery towards students' speaking skill**

    Testing this hypothesis is by seeing the coefficient significance. If Sig. value > 0,05 then null hypothesis (H_o) is accepted and alternative hypothesis H_1 is rejected. On the other hand, if Sig. value < 0,05 then alternative hypothesis (H_1) is accepted and null hypothesis (H_o) is rejected.

    Based on the table 4.13 shows that Sig.$=0,000 < 0,05$ and $F_o = 136,242$. So null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is accepted. It proves that the difference in average of speaking test outcomes of students who have high vocabulary and low vocabulary differ significantly. It can be concluded that there is a significant effect of vocabulary mastery towards

students' speaking skill at private senior high school in Central Jakarta. In other words, there is difference of students' speaking skill with vocabulary mastery.

3. **The Third Hypothesis: There are no significant interactive effects of teaching media and vocabulary mastery towards students' speaking skill**

Testing this hypothesis is by seeing the coefficient significance. If Sig. value > 0,05 then null hypothesis (H_o) is accepted and alternative hypothesis H_1 is rejected. On the other hand, if Sig. value < 0,05 then alternative hypothesis (H_1) is accepted and null hypothesis (H_o) is rejected. The computation performed by using SPSS version 22 is found that the value of Sig is $0,109 > 0,05$ and $F_o = 2,653$. It can be concluded that there are no significant interactive effects of teaching media and vocabulary mastery towards students' speaking skill at private senior high school in Central Jakarta. In other words, the students' speaking skill is not influenced by the use of teaching media and vocabulary mastery. Because this hypothesis is rejected, so it does not need *Tukey* test.

Conclusions

Based on the objective of the research and the data analysis, the writer is able to make conclusion as follows:
1. There is a significant effect of teaching media towards students' speaking skill at Private Senior High Schools in Central Jakarta. This is proved by the result of significant value (Sig.) is $0,000 < 0,05$ and $F_o = 381,979$.
2. There is a significant effect of vocabulary mastery towards students' speaking skill at Private Senior High Schools in Central Jakarta. This is proved by the result of significant value (Sig.) is $0,000 < 0,05$ and $F_o = 136,242$.
3. There are no significant interactive effects of teaching media and vocabulary mastery towards students' speaking skill at Private Senior High Schools in Central Jakarta. This is proved by the result of significant value (Sig.) is $0,109 > 0,05$ and $F_o = 2,653$.

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