THE EFFECTS OF TEACHING MEDIA AND VOCABULARY MASTERY TOWARDS STUDENTS’ WRITING SKILL AT STATE SENIOR HIGH SCHOOLS IN BANDAR LAMPUNG

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Abstract: This study was an attempt to determine the impact of interaction between teaching media and vocabulary mastery on students’ ability in writing descriptive paragraph. This is a quasi-experimental study with nonequivalent control and experimental group design. Based on the test for normality, homogeneity, and analysis of variance to the data pretest-posttest of writing descriptive paragraph of learners’ classroom experiments can be concluded that, there are differences of learners’ ability in writing descriptive paragraph between before and after treatment in experimental class using audio-visual media. Then, there are differences between the learners’ vocabulary mastery on writing ability. The result of this study showed: 1. There is significant effect between teaching media toward learners’ ability in writing descriptive paragraph. Test result obtained that p-value 0,000 (<0,05). 2. Vocabulary mastery gave the significant effect to the learners’ ability in writing descriptive paragraph. Test result obtained that p-value for vocabulary mastery is 0,047 (<0,05). 3. There is no interaction influence between the teaching media and vocabulary mastery towards learners’ ability in writing descriptive paragraph. Test result retrieved that p-value is 0,970 (>0,05).

Keywords: Teaching Media, Vocabulary, Writing Skill.

INTRODUCTION

Writing is an activity of producing texts or pieces of writing. There are many kinds of texts in English, such as descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, information report, anecdote and review. In this research, the writer will focus on descriptive writing which explains about people, things, or place in particular ways. In descriptive writing, students are expected to be able to describe something.

Hogue, (1996:70) states descriptive is “word picture”. It means words that represent the object. Broadly speaking, description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. From the description, it could be said that description explains about experiences related to the five senses that a writer uses, those are eyes to see, ears to hear, nose to smell, skin to touch, and tongue to taste. Descriptive is a type of written text, which has the specific function to description about an object (human or non human) (Pardiyono, 2007:34). The writers can interpret his statement that descriptive is one of genre that tells about person, animal, thing, or place.

Besides that, Rooks, (1999:51) defines description of an object is an analysis of its part. It means that we tell something that we look, feel, smell, taste, and hear in detail. Descriptive is not only visual, but also particularly effective when the writer focuses on the other sense, and behavioral idiosyncrasies (Gardon, 1996:19). So, it can also be the habitual action that uses senses. Moreover, According to Oshima, and Ann (1997: 50) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.

In descriptive, the physical characteristics of each part such as size, weight, shape, etc. are emphasized, and function or use of each part is mentioned. For short, it could be said that descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. From the statement above we can conclude that descriptive text is a text that describes about people, things, place, object or event and tell something looks, sounds, and taste in details.

We have known that writing is the ability to create notes, information or ideas by using a set of signs or symbols. It is one of language skills of English that must be mastered, because many activities in learning and teaching process should be done in writing forms. It is not easy to master the writing ability, because the writer must master other language components likes, vocabulary and grammar.

Vocabulary is one of important language components that must be mastered by the students. Learning vocabulary is one of the important steps of learning a foreign language, because the students never learn vocabulary acquisition. Whether in native language, second language, or foreign language the acquisition of new vocabulary is a continual process. Many methods can help the students acquire new vocabulary. With mastering vocabulary the students are hoped to be able to communicate each other and apply their vocabulary in writing.
The students will be able to write anything if they have rich vocabulary. So writing skill cannot be separated with vocabulary. It is supported by Wilkins (1971:125) that “By mastering vocabulary, a language learner will be able to develop their writing and speaking ability”. It means that by mastering vocabulary, the students will be easy to write.

It is clear that by mastering vocabulary can influence the writing ability, and also with writing ability can give positive influence towards vocabulary mastery. It is supported by Harmer that “The act of writing sentences makes them think about the new grammar or vocabulary” (Harmer, 2004:33). Based on the statement above the writer assume that when the students mastering vocabulary they will have no difficulties in writing ability, and when they have act of writing they will learn about new vocabulary.

Brown (1994:321) said that “To make a good writing, a writer has to master the components of language; they are spelling, vocabulary, punctuation mark, and grammar. The components of language influence the writer to organize the words into good sentences, so the reader will understand the content of writing”. From the statements above we can conclude that writing ability will be influenced by vocabulary and vocabulary mastery will influence the writing ability.

The goals of education especially of teaching English as a foreign language is the learners will be able to read, express the ideas, get the information, and develop the sentences in written language. To achieve the goals, the learners need to master a lot of vocabulary. According to Norbert (1997:40) Vocabulary is one of the most important skills in language”.

In the EFL context at the senior high school level, it may be useful to investigate particular strategies to help the students develop their writing skill, so that they will be successful in their study. For this reason, using Audio Visual Media in teaching writing has been believed effective to improve students’ writing ability. In this sense, Paiman (1992) in Sugiharto (1994) states that instructional media can be used in the teaching of english, because they can activate and stimulate the students’ interest in studying english, lessen verbalism, and make the acquisition of the result of learning permanent.

Media can be defined as mediator or conductor which deliver the information from the transmitter to the receiver. In the teaching and learning process media is defined as all the objects that mediate the learning process. According to Van Els et al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectiveness. Heinich (1993) also states that media are considered as instructional media when they carry messages with an instructional purpose, to facilitate communication. Moreover, Suleiman (1988) asserts that instructional media are the media that bring information or messages from the information resources / sender (teachers) to the receivers (students). He further states that the instructional media are intended to increase the learning outcome. However, it must be remembered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use the media effectively and efficiently.

Generally, there are three kinds of teaching media. They are audio, visual and audio-visual media. Audio media are media that can be listened to, while visual media are media that can be seen. The teaching media that involve the senses of sight and hearing are named as audio-visual media (Kasbolah, 1993:57).

Furthermore, Sukiman (2012) states that media consists of four kinds, the first is audio media such as; recording, tape-recording, multitrack recording, digital, recording, and radio. The second is visual media such as; picture, photo, sketch, chart, graphic, board, flanel board, bulletin board, poster, cartoon, map, globe, OHP, and modul. The third is Audio-Visual media such as; video, film, and television. And the last is computer such as; power-point, internet.

Based on the background of the problem above, the writer assumes that teaching media and vocabulary mastery has an important role on writing skill. The writer is interested to conduct the research about the effect of audio visual media and vocabulary toward students’ ability on writing descriptive paragraph. When the writer did preliminary research at one state senior high school in Bandar Lampung the writer found that the students at first semester of tenth class got difficulties in writing especially in writing descriptive text. The difficulties were caused by lack of vocabularies, the students were bored in learning process, the students got difficulties on mastering vocabularies, the instructional media that used was not appropriate to the material, and the teaching and learning process was not attractive and communicative.

Therefore, the writer assumes that there are some effects of teaching media and students’ vocabulary mastery on writing descriptive paragraph. It means that if the teachers applied appropriate media in teaching learning process, and the students mastering vocabulary well, they will have good ability on writing especially on writing descriptive paragraph. Based on the theories and assumption above, the purposes of this research as follow:

1. to find out is there any significant difference between teaching media towards students’ writing ability.
2. to find out is there any significant difference between students’ vocabulary mastery towards students’ writing ability.
3. to find out are there any significant interaction of teaching media and students’ vocabulary mastery towards students’ writing ability.

**METHODS**

In this research, the researcher applied quasi experimental with nonequivalent control group design. The purpose of the research is to find out the significant effect of audio visual media and vocabulary towards the students’ writing ability. There are two groups in this research; experimental group and control group. Both groups were given pre-test and post-test in which the pre-test was administered to measure prior competence of students’ vocabulary mastery and writing skill while the post-test was administered to measure the effect of the treatment.

The population of this research is the students at the tenth class of SMA Negeri 1 Bandar Lampung consist of 6 classes with the total number 211 students. Sample In this research, applied purposive sampling technique, because the population consists of sixth classes that are XIPA1, XIPA2, XIPA3, XIPS1, XIPS2, and XIPS3. The sample of the research was taken two classes as the samples which represent the experimental group (XIPA1) was 30 students and control group (XIPS1) was 30 students. The total number of samples was 60 students.

In this research the writer used a set of test as the instruments to collect data. Arikunto (2002:127) defines a test as a set of questions, experience, or other means to measure skills, knowledge, intelligence, achievement, and aptitude of an individual or group. The instrument used in this research was vocabulary test and writing test. The vocabulary test is multiple choice test that consists of 20 questions. And for the writing test, the researcher gave the students themes to write a descriptive paragraph about particular person, animal, place, and thing. The writing test was done as twice times before and after giving the treatment.

The treatment was done using audio visual media, in this case the researcher played videos as the treatment in experimental class that appropriate with the topic. In determining and choosing appropriate videos it must be visual media by combining it with the relevant techniques, and considering the time in using audio-visual media.

The data are analyzed through quantitative analysis through SPSS. The data of teaching media in form of nominal data that is 1 for audio visual media and 2 for conventional media. The data of vocabulary the researcher used scoring scale by using two classifications, they are 1 for high vocabulary and 2 for low vocabulary. And data of writing ability is the score of students’ descriptive writing test. The writer applied the scoring system put further prepared by Heaton (1988:145)

**Content**

- Excellent to very good: knowledgeable-substantive; substantive development of thesis; relevant to assignment topic
- Good to average: sure knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
- Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
- Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate

**Organization**

- Excellent to very good: fluently expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive
- Good to average: somewhat choppy; loosely organized but main idea stand out; limited support; logical but incomplete sequencing
- Fair to good: non fluent; idea confuse or unconnected; lack logical sequencing and development
- Very poor: does not communicate; no organization; or not enough to evaluate

**Vocabulary**

- Excellent to very good: sophisticated range; effective word/idiom and usage; word form mastery; appropriate register
- Good to average: adequate range; occasional error of word/idiom form, choice, usage but meaning not obscured
- Fair to good: limited range; frequent error of word/idiom form, choice usage; meaning confused or obscured
FINDINGS
As explained previously that the way to collect the data was by administrating writing test. The test was two times, pre-test was given before the treatment, and post-test for taking final data. The findings that the researcher reports in this chapter based on the data collection.

After calculating the data, the summary of descriptive statistic is shown as follows:

Table 1. Descriptive of Statistics

<table>
<thead>
<tr>
<th>Teaching Media</th>
<th>AVM (A1)</th>
<th>Conventional (A2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low (B1)</td>
<td>N=15</td>
<td>N = 15</td>
<td>N= 30</td>
</tr>
<tr>
<td></td>
<td>X = 76.07</td>
<td>X = 66.33</td>
<td>X = 71.20</td>
</tr>
<tr>
<td></td>
<td>S = 5.06</td>
<td>S = 8.93</td>
<td>S = 8.68</td>
</tr>
<tr>
<td>High (B2)</td>
<td>N = 15</td>
<td>N = 15</td>
<td>N = 30</td>
</tr>
<tr>
<td></td>
<td>X = 79.73</td>
<td>X = 69.87</td>
<td>X = 74.80</td>
</tr>
<tr>
<td></td>
<td>S = 5.91</td>
<td>S = 6.91</td>
<td>S = 8.07</td>
</tr>
<tr>
<td>∑ Total</td>
<td>N = 30</td>
<td>N = 30</td>
<td>N = 60</td>
</tr>
<tr>
<td></td>
<td>X = 77.90</td>
<td>X = 68.10</td>
<td>X = 73.00</td>
</tr>
<tr>
<td></td>
<td>S = 5.72</td>
<td>S = 8.05</td>
<td>S = 8.50</td>
</tr>
</tbody>
</table>

The data above shows that the total mean of experimental group is 77.90, the score is much higher than the control group which total mean score is only 68.10. it means that the experiment can be declared as successful experiment. Students with low vocabulary got the average score 71.20 and the students with high vocabulary got the average score 74.20.

Then, the normality data test of pretest scores used kolmogorov-smirnov, the result showed that the sig. score was 0.137 > 0.05. It means that the data was in normal distribution. The homogeneity test was used as a requirement of parametric test to decide whether the data was homogenous or not. In this study, to know the homogeneity of the data pretest and posttest of experimental and control group, the data was calculated using SPSS with levene’s test, and the result showed that the sig. 0.356 > 0.05. it means that data homogeneity of variance assumptions is not violated.
Moreover, the answer of the research question could be seen in the table below.

**Table 2. the statistic of hypotheses test using two-way ANOVA test.**

<table>
<thead>
<tr>
<th>Tests of Between-Subjects Effects</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</thead>
<tbody>
<tr>
<td>Corrected Model</td>
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<td>3</td>
<td>545.022</td>
<td>11.583</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>319740.000</td>
<td>1</td>
<td>319740.000</td>
<td>6.795E3</td>
<td>.000</td>
</tr>
<tr>
<td>Teaching_Media</td>
<td>1440.600</td>
<td>1</td>
<td>1440.600</td>
<td>30.617</td>
<td>.000</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>194.400</td>
<td>1</td>
<td>194.400</td>
<td>4.132</td>
<td>.047</td>
</tr>
<tr>
<td>Vocabulary * Teaching_Media</td>
<td>.067</td>
<td>1</td>
<td>.067</td>
<td>.001</td>
<td>.970</td>
</tr>
<tr>
<td>Error</td>
<td>2634.933</td>
<td>56</td>
<td>47.052</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>324010.000</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>4270.000</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .383 (Adjusted R Squared = .350)

Based on the table, the score of Teaching Media sig. 0.000 < 0.05. It means that null hypothesis (H0) is rejected and (H1) is accepted. It proves that the difference in average (mean) of student learning outcomes on writing that is taught by using audio visual media with students taught by conventional media is different significantly.

Based on the table above, the summary of two-way ANOVA shows that the score of vocabulary sig. 0.047 < 0.05. It means that null hypothesis (H0) is rejected and (H1) is accepted. It proves that the difference in average (mean) of student writing skill outcomes between students with high vocabulary mastery and the students with low vocabulary mastery is different significantly.

The table show that the score of vocabulary*Teaching Media is sig. 0.970 > 0.05. It means that teaching media and vocabulary toward student writing skill is not difference significantly.

**DISCUSSION**

Referring to the result of the research that is supported by statistical analysis for research on learning outcomes, obtained the conclusion that the data are from normal distribution population and come from the same variance (homogeneous). Therefore, the data meets the requirements of the data analysis test.

From the output of data analysis test, then the hypothesis can be analysis that:

1. There is a significant effect of using audio visual media on students’ writing skill. It is proved by the mean difference of students’ writing score that taught by using audio visual media with the students who are taught by conventional media. The summary of ANOVA shows that the sig. 0.000 < 0.05. In other words, there is a significant difference in learning outcomes between students who are taught by using audio visual media and students who are taught using conventional media.

2. There is a significant effect of vocabulary mastery on students’ writing skill. It is proved by the mean difference of students’ writing test outcomes of students who have high vocabulary mastery and the students with low vocabulary mastery. The summary of ANOVA shows that the sig. 0.047 < 0.05. In other words, there is a significant difference on students’ learning outcomes between students who have high vocabulary mastery and students with low vocabulary.

3. There is no significant effect of teaching media and vocabulary toward student writing skill. The summary of ANOVA shows that sig. 0.970 > 0.05. In other words, there is no interaction between teaching media and vocabulary mastery toward students’ writing ability.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the data obtained, the result of hypothesis testing and discussion of the result of this research, it can be summed up that there is a significant effect of audio visual media towards students’ writing ability. The summary of ANOVA shows that sig. 0.000 < 0.05. It means that null hypothesis (H0) is rejected and (H1) is accepted. It proves that the difference in average (mean) of student learning outcomes on writing that is taught by using audio visual media with students taught by conventional media is different significantly. Then the conclusion is that there is a significant difference between audio visual media towards students’ writing ability.
There is a significant effect of vocabulary mastery towards students’ writing skill. It is proved by the mean difference of students’ writing test outcomes of students who have high vocabulary mastery and the students with low vocabulary mastery. The summary of ANOVA shows that the sig. 0.047 < 0.05. In other words there is a significant difference on students’ learning outcomes between students who have high vocabulary mastery and students with low vocabulary.

There is no significant effect of teaching media and vocabulary toward student writing skill. The summary of ANOVA shows that sig. 0.970 > 0.05. in other words, there is no interaction between teaching media and vocabulary mastery toward student’ writing ability.

**Suggestion**

Based on the conclusion of the research, the following are suggestions to improve students’ writing skill of senior high school students in Bandar Lampung:

1. Teacher should use proper and appropriate teaching media in teaching and learning process to achieve the learning goals.
2. Teacher should know and understand the obstacles of the students to improve their writing ability.
3. Teacher should encourage students’ vocabulary mastery by using attractive media in teaching and learning process.
4. This research has limitations therefore, for further study suggested to investigate these aspects more deep and details to improve students writing skills.

**REFERENCES**


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