

Improving Students' Vocabulary Mastery using Interactive Multimedia

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Abstract: The purpose of the research is to find out whether Interactive Video Multimedia can better improve the students' vocabulary mastery at the grade II A students of Madrasah Ibtidaiyah Negeri 2 Pekanbaru, and to find out factors that influence it. In collecting the data, the researcher used vocabulary test, observation checklist, filed notes, and interview. This classroom action research consisted of three cycles and three meetings of each cycle. Based on the findings, the use of interactive Video Multimedia could better improve students' ability in vocabulary mastery at the Grade II A students of Madrasah Ibtidaiyah Negeri 2 Pekanbaru. The improvement was shown by the increasing of the students' ability in vocabulary mastery. Finally, the classroom action research by using Interactive Video Multimedia could improve the vocabulary mastery by Grade II A students of Madrasah Ibtidaiyah Negeri 2 Pekanbaru.

Key words: Vocabulary Mastery, Interactive Video Multimedia

1. Introduction

Elementary School as the base of formal educational system is emphasizing vocabulary as the important one in introducing English to the students. It can be seen in the contents of Standard of Competence and Base Competence of KTSP (School Based Curriculum) 2006, which states that students should be able to define, respond, speak, and write word or phrase dealing with themes given.

Zimmerman (1997 in Agnes: 2008) stated that for young learners, vocabulary is central to language and words are of the critical importance to language learning. It cannot be separated from the other language elements in the teaching and learning process because it influences the students' ability and learning English.

Finally, the more vocabularies the students have, the easier they develop their language skills. Grade II A students of Madrasah Ibtidaiyah Negeri 2 Pekanbaru have about two years in learning English. They always have once a week-scheduled English subject in all grades passed. They have been taught various themes, by using various techniques. This case, perhaps, supports them for mastering the lesson particularly vocabulary well. Regretfully, the students have trouble in learning English.

The trouble faced by students can be illustrated in students' score in the last semester test, there were only about 35% of 29 students who achieve the English minimal standard score (KKM). In which, Madrasah Ibtidaiyah Negeri 2 Pekanbaru had decided the English minimal standard score (KKM) is 65. It means, the rest is about more than 20 students has got score under 65. Goes along with this, there is also no significant improvement occurs in their current Mid Semester test which done in the first week of October 2010. There were about 37.5% of 29 students can achieve the English minimal standard score (KKM). As a matter of fact, there are many students who get problems in doing the English Vocabulary test given.

In fact, teaching vocabulary is not easy. There are some kinds of problems found in teaching it especially to beginners as grade II A students of Madrasah Ibtidaiyah Negeri 2 Pekanbaru. Based on writer's teaching experience, even though English is very important as the foreign language, most of students learn it passively due to several factors. First, they are bored about the teacher's explanation for meaning or definition. Second, the limited time for learning English. Third, the fewer teaching techniques or such a kind of teaching media used by the teacher. Last, vocabulary teaching technique or teaching media used may be unattractive and not motivating.

Furthermore, it is clear that in teaching vocabulary teachers should be more creative and able to keep the students away from the disadvantages factors influence them in learning it. In order to keep the students away from getting bored in learning vocabulary, the teacher should use an appropriate instructional media. This media should gain the students' interest in learning new vocabulary because it is very useful for the teacher to achieve the instructional goals and the objectives of learning, besides as a tool to command students in teaching learning process.

Clearly, to solve these problems in classroom, the writer is going to use instructional media to improve the students' vocabulary mastery. Kemp and Smellie (1989) stated that there are many kinds of instructional media can be applied to improve students' vocabulary mastery. They are printed media, overhead transparencies, audiotape recordings, slide series and filmstrips, multi-image presentations, videotape recordings and videodiscs, interactive learning media. These instructional media basically have different function and characters. The decision for selecting which one can be applied is based on the teacher or the user's skill, equipment requirements, and cost. Because of the various numbers of instructional media can use, the writer is interested to use one of them in her research.

In additional, Hamalik (in Arsyad: 2008) suggest that the usage of instructional media in learning and teaching process comes the new desire and interest, motivation and learning stimulation, even grow up the students' psychological sides. In term of education, instructional media usage will extremely help the effectiveness of learning and teaching process and also delivering message and content of the course.

2. Teaching Vocabulary

Teaching vocabulary is not only focus in teaching the students to memorize the words, but also considering for bringing the students to be able to analyze and use it in their daily life especially in academic purpose. In short, teaching vocabulary is extremely needed. It helps students to learn language, so they can bring and get the meaning from word signs, signals, and symbols easily. There are many ways can be established for helping the students in learning vocabulary.

Teaching English to elementary students is not an easy task for the teacher since the teacher should introduce English as a new lesson for the students. The students are expected to have the skills of language in simple English. So, the mastery of vocabulary is very important since it is essential in conducting communication.

Teaching can hardly be separated from learning. It is done to facilitate learning. The teachers, technique, positive attitude, and careful planning are important in teaching. According to Brown (2000:7) teaching is giving and facilitating learning, enabling the learner to learn, setting the conditions for learning. It is important to place the teaching itself in the proper position. The more important thing that the teacher should realize that teaching vocabulary at kindergarten is totally different from teaching vocabulary at elementary schools.

At elementary, the students learn from the person from their surrounding. As said by Scott and Ytreberg (1993: 11) that children response well to surroundings, which are pleasant and familiar. It means that physical surroundings are important to support the success of vocabulary teaching. It is the teacher's task to build the pleasant surroundings for the students. Besides that, as stated by Nunan (2003: 3) those children develop emotionally, morally, physically, and cognitively at different rates.

By being aware of what the students can do and cannot do developmentally, the teacher is better able to provide appropriate learning experiences for the students, so that they can get a success. This success will give them the confidence to attempt any tasks, which are progressively more difficult. But it is common for the teacher to give the students some rewards for them who are succeed to do or reach the tasks above. The teacher should aware of giving the rewards.

Teaching English vocabulary to elementary students is different from teaching English to adults since adults have wider knowledge than children do. In general, children are faster to learn vocabulary if there is a

technique that can support the learning process (Suyanto, 2007: 47). As an example, the teacher needs some teaching techniques to teach especially in a new language. Especially in teaching vocabulary, the teacher should be careful in choosing words for their students.

According to the School Based Curriculum (KTSP) 2006, there are about 9 themes in a semester that have to be taught in grade II of Madrasah Ibtidaiyah Negeri 2 Pekanbaru. They are; Numbers; Welcome Home; My Lovely Family; What are You Doing; Occupation; Things in the Classroom; Fruits; Food and Drinks; Happy Birthday;. In conducting the research, the writer shall uses "Things in The Classroom", "at school", and "foods and drinks" as the topics on the research.

The uses of aid become important for teacher to teach vocabulary. Webster states that teaching aids are many varieties of devices and materials, which rely on the sense of sight to inform (in Wulanjani: 2009). Without technique and teaching aid which is appropriate to the students' level, the students may get bored and not interested in following the lesson and the result will not be satisfactory. It means that media plays an important role in teaching and learning the language, especially for teaching vocabulary to elementary students.

Considering the important role of media in teaching vocabulary to the students as stated before, the writer wants to examine the use of media in teaching vocabulary to the Madrasah Ibtidaiya Negeri 2 Pekanbaru students. In this case, the writer chosen Interactive Video Multimedia as the media in teaching vocabulary to the students.

3. Media

Media are channel of communication. Derive from the Latin word meaning "between," the term refers to anything that carries information between source and receiver. (Heinich, et.al: 1996). Then, Gerlach and Elly (1971) points out that media are generally human, material, or an event which build up a condition for helping student to get knowledge, skill, or attitude. In short, media is everything that can be used for helping someone to get information needed.

Talking about instructional media, Gagne and Briggs (1975 in Arsyad: 2002) implicitly say that instructional media involve the tools used for transferring the contents of teaching material. They are books, tape recording, cassette, video camera, video recorder, movie, slide, photos, pictures, graphs, television, and computer. Goes along with this, Kemp and Smellie (1989: 3) identified that instructional media make use of the power of pictures, words, and sounds, to compel attention, to help an audience understand ideas and acquire information too complex for verbal explanation alone, and to help overcome the limitation of time, size, and space. Instructional media is really support the teaching and learning process. It easier the teacher to do her job and make students more interested in following teaching and learning process.

On the side of function, Smaldino and Russel (2005: 9) observed that instructional media for learning can help provide a learning atmosphere in which students actively participate. It is supported by Arsyad (2002: 15), that one function of instructional media is a teaching supported tool which influence climate, condition, and environment of learning arranged by teacher. So, for making the class becomes enjoyable and the students are active in learning the language, media is being needed and very crucial.

4. Method

The research was a classroom action research. This is typically a classroom problem solving. Wiriadmadja (2009:13) define that classroom action research is a research which describe how a group of teachers can organize their teaching practice. They can apply an improvement idea in their teaching practice, and see the factual effect from the effort. Based on the statement, researcher can conclude that classroom action research one of ways to solve the teaching problem in a form of action which done in the class. Besides, its function as a problem solving it is also function as an improvement in applying a new technique.

The instrument of the research is tests and observations. For this classroom action research, the writer only used pictures as a media in doing the tests. The pictures were taken from Interactive Video Multimedia. There were about twenty questions that will be presented in each test. Then, the observation done by the collaborator in each meeting. For supporting the data got, the researcher also used unstructures interviews to the students. It aims at getting the students' opinions and ideas about the using of interactive video multimedia in learning English. Researcher interviewed the students randomly.

Besides that, Gerlach and Elly (in Arsyad: 12) says that there are three characteristics of instructional media. They are fixative Property. It describes the ability of media for recording, saving, and reconstructing an event or object. Manipulative Property, it is the ability of the media for editing the event or object. Distributive Property, It describes the ability of media for transforming the event through space. In the same time, the event is shown to a big number of students. In the development of instructional media, Arsyad (2002) says that instructional media in teaching is categorized into three parts, 1) Visual (seeable). For example: blackboard, picture, graph, map, etc, 2). Audio (hearable). For example: radio, tape recorder, and phonograph recorder, etc, 3). Audio-Visual (seeable and hearable). For example: TV, computer, play, Movies, Video Interactive, Power Point Presentation, etc. however, many of teachers select media for use on the basis of what they are most comfortable with or what is conveniently available.

From the definition above, the writer has a description of media. Interactive video multimedia as the media in this research includes an audiovisual media that means containing sound and picture and able to give question and feedback to the viewer or students. Through

this media, students not only hear and see but also give responses to the questions given.

5. Interactive Video Multimedia

Interactive learning is the expression used to describe this learner-media interplay. The pace and sequence of instruction may be controlled by individual or prompted by computer program component of the media (Kemp and Smellie, 1989: 49). It means, lesson in interactive video may involve questions on computer, responses or answer from students, and feedback from the computer telling the students if the answer is correct or wrong.

In addition, Heinich (1996) stated that interactive video Multimedia is an instructional delivery system in which recorded video material is presented under computer control to viewers who not only see and hear the pictures and sounds but also make active responses, with those responses affecting the pace and sequence of the presentation. The video portion of interactive video is provided through a videocassette, videodisc, or compact disc.

Goes along with them, Smaldino and Russel (2005: 141) stated that the interactive aspect of interactive video is provided through computers, which have powerfull decision making abilities. In this phase, the learners do communication with the instructional program by responding to audio, visual, or verbal stimuli displayed on the monitor.

In addition, Gerlach and Elly (1971: 395) said that computer presents nearly all the instructions, and it records the students' responses. The computer can score the students' work and present the result. it can be concluded that the heart of the interactive video system is computer, which provides the intelligence and interactivity required. The computer can command the system to present audio or video information, wait for the learners' responses, and give feedback of that responses.

In this research, Interactive Video Multimedia is a learning video that consists of materials which are appropriate to the students in elementary. Its objective is to make the children who are the beginners in learning English can be interested in learning it and can improve their ability in acquiring English. This Interactive video multimedia consists of one disc which presents four certain theme using cartoon characters, children characters and its sound. In this disc, there are some activities.

By this discs, the students will know some materials or vocabularies which are appropriate for them. In each disc, there are several parts. Those parts are: Lesson, exercise, and game. The first part is about vocabulary learning activities which are consisted of pictures and sounds of the vocabulary. In the second part, it is about exercises. There are some exercises to help the students in memorizing the vocabulary given. The exercises are about asking and answering question dealing with the lesson. Meanwhile, the third part is about playing game. All of the parts are related with the themes. (Nopiyanti in Elex Media Computindo, 2009).

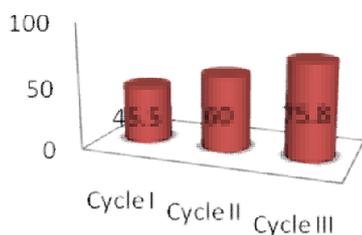
Because the themes are too various, the writer decided to choose three themes. They were Things in the Classroom, At School, and Foods and Drinks. By this media, the writer hopes that the writer can improve the students' achievement in learning vocabulary and they will not get bored.

6. Result and Discussion

After conducting the research in three cycles or nine meetings, the result indicates that the problem on students' vocabulary mastery could be solved by using Interactive Video Multimedia. It could be seen that the result of students test is about 75.6 % and no more students get score under 65. The collaborator's observations and field note also support that when the teacher applied video interactive multimedia in teaching, most of students try to be active and have no time to give attention to others.

The researcher found that the implementation of video interactive multimedia could improve students' vocabulary mastery. It could be identified from the increasing number of students who had good vocabulary mastery from cycle I to cycle III. The progression of each cycle could be seen in the following chart.

Chart 8. The Improvement of Students' Vocabulary Mastery by Using Interactive Video Multimedia From Cycle I to Cycle III



From the graph above, it can be seen that students' vocabulary mastery improved significantly cycle by cycle. Before using Interactive Video Multimedia, the students' vocabulary mastery average score only reached point 35 and in the end of Cycle I the average score was improved become 45.5. There were under than KKM score. However, at the end of Cycle II, the average score was 60. And finally, in cycle III, the score reached score 75.8. The level of students' vocabulary mastery also increased from Cycle I to Cycle III. It can be seen below:

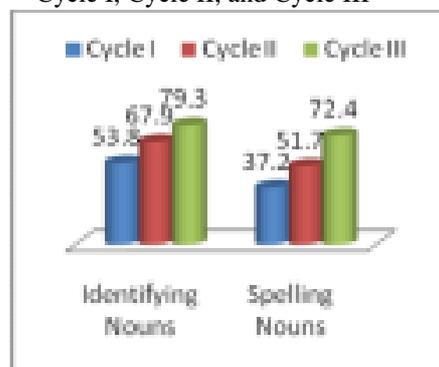
Table 11. The Improvement of Level of Students' Vocabulary Mastery after cycle I to cycle III

Test score	Level of Ability	Frequency		
		Cycle I	Cycle II	Cycle III
85 - 100	Excellent	-	3	8
70 - 84	Good	2	12	19

55 - 69	Fair	7	6	2
40 - 54	Bad	17	7	-
0 - 39	Poor	3	1	-
Total		29	29	29

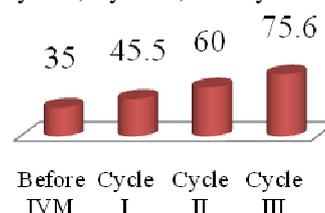
From the table, it can be seen that the level of excellent increased into 8 students after the last cycle. It shows that the students' vocabulary mastery increased well. The level of "good" increased into 19 students at the end of Cycle III. The level of fair decreased into two students at the end of Cycle III. There were no students at the level "bad" and "poor". Furthermore, there were also significant improvements in score of indicators of vocabulary mastery. Below is the description :

Chart 9. The Improvement of indicators score after Cycle I, Cycle II, and Cycle III



From the table above, the improvement of students' vocabulary mastery in every score were improved. In Identifying nouns, the score increased from Cycle I until Cycle III. There were 53.8, 67.9, and finally reached the score 79.3. While, in Spelling nouns, the scores increased cycle by cycle. The score of Cycle I is about 37.2, than in Cycle II is about 51.7, and reached the point 72.4. After conducting three Cycles, the percentage of students' vocabulary mastery was also improved. It seen as follows:

Chart 10. The Percentage of Students' Vocabulary Mastery Improvement from Cycle I, Cycle II, and Cycle III (In %)



The graph explains that there was increasing the percentage of students' vocabulary mastery from cycle I to cycle III. In the first cycle, the percentage of students' vocabulary mastery was about 45.5 %. It means that there

was about 10.5 % the increasing of students' vocabulary mastery after using video interactive multimedia.

Although there was an increasing of students' vocabulary mastery, the result unsatisfied yet. Because this score could not be higher than KKM. So, it was needed the second cycle to increase the percentage of students who had good vocabulary mastery. In obtaining the good vocabulary mastery, the researcher revised plans as manifestation of problem solving in Cycle I. This was the optimal effort to increase students' vocabulary mastery. The result of Cycle II shows that the percentage of students who had good vocabulary mastery about 60 %. It means that almost all students had good vocabulary mastery. So that, it can be concluded that there was an increasing about 14.5 % from Cycle I. Even though the result of cycle II indicates that almost all students had good vocabulary mastery, there were some students still got the score under the Standard Score 65. So, it was needed the third cycle to increase the percentage of students who had good vocabulary mastery

The result of cycle III indicates that the problem on students' vocabulary mastery could be solved by using interactive video multimedia. It could be seen that the result of students test is about 75.6 % and no more students get score under 65. The collaborator's observations and field note also support that when the teacher applied video interactive multimedia in teaching, most of students try to be active and have no time to give attention to others.

7. Conclusion

Based on the result of the investigation done in this action research, it can be concluded that Interactive Video Multimedia better improve the vocabulary mastery of the students at class II A of MIN 2 Al-Fajar Pekanbaru because it was found that most of students could identify the vocabulary dealing with the theme give, and most of students could answer the question dealing with the theme given, and the students could spell the vocabulary given correctly.

It is suggested for the teacher to use interactive video multimedia in teaching and learning activities to improve their students' vocabulary mastery who have the same problem as this research.

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