THE EFFECT OF MOBILE ACCESS (AUDIO VISUAL EASY LEARN ENGLISH) ON STUDENTS’ VOCABULARY ACHIEVEMENT AT SMPN 11 KENDARI

Eva Veronica¹  Mursalim²  La Miliha³

¹Halu Oleo University, Indonesia.

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ABSTRACT

The objective of this study is to find out the effect of using mobile access (Audio Visual Easy Learn English) on students’ vocabulary achievement at SMPN 11 Kendari. Mobile Access (Audio visual easy learn English) as a media in learning teaching process. This research used quasi experimental design, the population is all seventh-grade students, and the sample is class VII as the experimental group and VII2 as control group. The experimental group consisted of 30 students and control group consisted of 21 students. The research instrument consisted of 44 questions of vocabulary test. To collect the data, the researcher gave pre-test, taught by using Mobile Access (Audio Visual Easy Learn English), and giving post-test. Mean score of post-tests (79.63) in experimental class is higher than pre-test score (59.66). While, in control class also has improvement but not too significant. It can be seen on post-test score (64.80) is higher than pre-test score (55.19). Based on the calculation of T-test, it shows that t_count = 3.775, while t_table = 2.010 at level of = 0.05 with DF = 49. It means that t_count is higher than table, Therefore H0 was rejected and H1 was accepted. This can be concluded that there was a significant effect of using a significant effect using Mobile Access (Audio Visual Easy Learn English) on students’ vocabulary achievement at the seventh-grade students of SMPN 11 Kendari.

1. INTRODUCTION

Learning English process is a significant event in the life of the learner attempting to learn a foreign language for various reasons and interested in exploring and high lighting its nature and impact on eventual foreign language
proficiency many decades like learning vocabulary. Vocabulary is one of English components or sub skill that must be taught by learners, because vocabulary has the primary role for all languages. Hocket (in Celce-Murcia and Mc Intosh, 1978) states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Hornby (1995) defines “vocabulary as a list of words used in book usually with definition and translation”. Moreover, there is some researcher said that vocabulary more important than grammar. Among them, is McCarthy in his book stated “no matter how well the student learns grammar, no matter how successfully the sound of it, just cannot happen in any meaningful way”. In other word, the first step, to be a master for language learner in learning language especially in English is vocabulary.

In addition, students and teachers in the universities and education institutions around the world is increasingly used the mobile technology to access learning materials, internet access and facilitated learning in new and innovative ways and its used among universities students because it provided many of services at any time, any place. Learning with devices is at times different from the traditional vocabulary learning strategies because to use the application (mobile access/audio visual easy learn English), learners must download it from Google Play/iTunes and install it on their Android/IOS devices and at other times complements or enhances such strategies. In order, to learn with a mobile device, both students and teachers must first perceive the device as a learning tool.

Nation (2008) states that “vocabulary learning cannot be left to itself”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task. There are several media of teaching vocabulary. Gerlach and Elly (1980) classify them in to six general categories. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs (like using audio visual easy learn English). While according to Nation (2008), learners need to take responsibility for their own learning, that is, they have to become autonomous learners. This will be difficult for the learners. The learners need to be serious
because they have to think about what words they should learn, for what they learn those words, and how they learn it, when they need to use the words and keep motivated to learn and using the language. Become autonomous learners also include searching for information on their own to develop their knowledge. Therefore, the teacher’s role is very important to help the learners. So, the teacher should provide the interesting media in order to develop the students’ activity in learning vocabulary because students have some difficulties, especially in mastering vocabulary. Students was difficult memorizing many vocabularies, because they are lazy to carry a dictionary. Media such as audio visual easy learn English used full to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them.

The researcher gives a solution that using the mobile access (audio visual easy learn English) as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot in learning vocabulary at seventh grade students of SMPN 11 Kendari. The use of it in learning teaching process, students has become a common practice for English teachers. Techers can download this application for students from play store (Ozkan, 2002), and makes classroom learning more interesting and can allay monotony amongst learners. Moreover, it helps learners to generate ideas for discussions and make the class more interactive and effective. Furthermore, it is a precious resource to develop students’ abilities in vocabulary, listening, speaking, reading, and writing. By using this media, the students can remember new vocabulary if they can memorize the new words in the long-term memory. This can help them to recall the new words when needed (Brewster, Ellis, and Girard 2003; Cameron, 2001). So, they can be enjoyable and easy to know the new word with the their own thing because they have a media (audio visual easy learn English) from mobile access that can access by their all type smartphone android and student can learn and remembering and everywhere and anywhere.
Based on the explanation above, the writer formulated the research question to be answered in this study is “is there any significant effect of using Mobile Access (Audio Visual Easy Learn English) on students’ vocabulary achievement at seventh grade students of SMPN 11 Kendari?

2. METHODOLOGY

The research used quantitative approach with quasi experimental design. The purpose of this design was to find out the effect of using mobile access (audio visual easy learn English) on students’ vocabulary achievement at the seventh-grade students of SMPN 11 Kendari on Tuesday, 23rd October 2019. The total population was 76 students and the sample of this study was class VII¹ and class VII² at SMPN 11 Kendari, which consisted of 51 students.

The instrument of this study is a vocabulary test. The test consists of 44 numbers of multiple choices, rearrange and matching the words. The topics of the test were about noun consist of Things in the classroom, Things in the House and Public Buildings. The test was given in the pre-test and post-test to know how far students’ vocabulary achievement before and after getting treatment.

The data of this study was analysed quantitatively. In this study, the researcher used the descriptive and inferential statistic for analysing the data. Descriptive statistics was used to know the differences result before and after a treatment.

3. FINDINGS

a. Experimental Class

Chart 1: Comparisons between Students’ Score on Pre-Test and Post-test in Experimental Class

As shown in chart above, it shows that the students who get “very high” criteria in post-test is 17 students (57%) while 7 students get “very high” score in
pre-test (24%), students who get “high criteria” in post-test are 9 students (30%) while in pre-test are 7 students (24%), students who get “average criteria” in post-test are 4 students (13%) while in pre-test are 11 students (38%), there is no student who get “low score” (0%) in post-test while in pre-test are 4 students (14%), and there is no students who get “very low” criteria in post-test (0%) while in pre-test are a student (3%).

**Chart 2: Comparisons of Mean Scores, Maximum Scores, Minimum Scores, and Standard Deviation in Pre-test and Post-test in Experimental Class**

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>Max Score</th>
<th>Min Score</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>59.66</td>
<td>84</td>
<td>8</td>
<td>2.01</td>
</tr>
<tr>
<td>Post Test</td>
<td>79.63</td>
<td>96</td>
<td>52</td>
<td>1.28</td>
</tr>
</tbody>
</table>

Based on the chart above, it can be concluded that there is a significant improvement between the mean score of pre-test and post-test in the experimental class. It can be proved by the mean score in pre-test is 59.66 improve to 79.63. Besides, the differences also can be seen on maximum and minimum score, where the minimum score in the pre-test is 8 become 52 in the post-test, while the maximum score in the pre-test is 84 become 96 in the post-test. The standard deviation score is 2.01 in pre-test lower than 1.28 in post-test. Indeed, it can be concluded that MA (Audio Visual Easy Learn English) have significant effect on students' vocabulary achievement.

**b. Control Class**

**Chart 3: Comparison of Pre-test and Post-test Score in Control Class**
Based on the chart above, the frequencies of students' score in pre-test and post-test of control class are: the students who get very high criteria in post-test are 914% students while in pre-test are 9%, students who get high criteria in post-test are 44% students while in pre-test are 34% students, students who get average criteria in post-test are 33% students while in pre-test are 38% students, there are 9% student who get low score in post-test while in pre-test are 19% students, and there is no students who get very low criteria in post-test and pre-test (0%) .

**Chart 4: Comparisons of Mean Scores, Maximum Scores, Minimum Scores, and Standard Deviation in Pre-test and Post-test in Control Class**

<table>
<thead>
<tr>
<th></th>
<th>Mean Score</th>
<th>Max Score</th>
<th>Min Score</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>55.19</td>
<td>88</td>
<td>24</td>
<td>1.8</td>
</tr>
<tr>
<td>Post Test</td>
<td>64.8</td>
<td>88</td>
<td>28</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Based on the chart above, there is an improvement between the mean score of pre-test and post-test in the experimental class, where mean score in pre-test is 55.19 improve to 64.80. Then, minimum score in the pre-test is 24 become 48 in post-test, while maximum score in the pre-test is 88 become 88 in post-test. Standard deviation score is down where the score is 1.80 in the pre-test becomes 1.50 in post-test. In short, it could be concluded that teaching vocabulary by using non-MA (Audio
Visual Easy Learn English) have not significant effect on students' vocabulary achievement.

c. The Result of Normality

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic df Sig.</td>
<td>Statistic df Sig.</td>
</tr>
<tr>
<td>EXPERIMENT</td>
<td>.124 42 .101</td>
<td>.917 42 .005</td>
</tr>
<tr>
<td>CONTROL</td>
<td>.106 42 .200</td>
<td>.963 42 .192</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on the table above, the results of normality test are the p value of experimental class is 0.10 and control class is 0.20. It means that the data of experimental and control class are distributed normally because the p value of experimental and control class are higher than 0.05. Therefore, the hypothesis testing can be continued.

d. The Result of Homogeneity

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic df1 df2 Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE</td>
<td>.097 1 49 .757</td>
</tr>
<tr>
<td>POST</td>
<td>.265 1 49 .609</td>
</tr>
</tbody>
</table>

From the table above, the p value (sig) in pre-test both of the classes are 0.757 and the p value of post-test in both of the classes is 0.609. It means that the variances of classes are homogeneous because the result of p value of pre-test and post-test in both of the experimental and control class (0.757 and 0.609) is higher than 0.05.

e. The Result of T-Test

<table>
<thead>
<tr>
<th>Df</th>
<th>t-test</th>
<th>Symbol</th>
<th>t-table</th>
<th>Result</th>
</tr>
</thead>
</table>
| 49 | 3.775  | >      | 2.010   | H0: Rejected  
|    |        |        |         | H1: Accepted |
Based on the table above, it shows that value of t-test is higher than t-table. It means that $H_0$ is rejected and $H_1$ is accepted. Therefore, there is a significant effect using mobile access (Audio Visual Easy Learn English) on student’s vocabulary achievement at the seventh-grade students of SMPN 11 Kendari.

4. DISCUSSION

The increase of the students’ vocabulary and based on the medium effect size might be caused by some factors. Firstly, researcher provides new media that is more interesting rather than printed dictionary in teaching and learning process, especially in the field of vocabulary. It is a mobile access (Audio Visual Easy Learn English). This application is available for Android Smartphone, so students can installed on their smartphone or shared from another smartphone Audio Visual Easy Learn English is an offline media learn English-Indonesia language by audio (real picture) and visual (Bagus, 2017), so it does not make students lose with an internet connection that does not allow access to online applications. Then, by using this application, students do not need to carry a thick dictionary in the learning process and allow students to study anywhere and anytime. It was supported by Swaffar (1988) cites several studies indicating that access to media or glosses fails to improve performance in reading; and it seems reasonable to infer from this that such practices would also fail to increase vocabulary and also Vota (2011) points out that regardless of the educational features of mobile device technology, it may fail if teachers are not trained to use the technology to improve their teaching activities. So, Mobile Access (Audio Visual Easy Learn English) had been showed that can improve students’ vocabulary achievement.

Secondly, this application also provides questions and material that are taught and equipped with pictures and pronunciations. Besides, the questions are also provided in the form of games so that students do not easily feel bored and bored in the learning process such as guessing pictures, rearrange and so on. Mobile Access (Audio Visual Easy Learn English) also made the students feel enjoyed and more motivated in the learning process. Students were very enjoyed when presenting and learn by using application and android.
In the other word, they did not learn vocabulary monotonous, so they can learn vocabulary with different way. It supported by Gliksman (2011) Educational software companies, teachers, and researchers have to coordinate and develop digital content for successful learning outcomes for making teaching-learning process effective and resourceful.

Thirdly, audio visual is as the feature that offered by this application. It is causing the students can know more about the word and easier to remember it. They can see visually and know the pronunciation of the word at the same time. So that, the word can be kept in their mind easily. It is supported by Dale’s pyramid of learning in Masters (2013) about people generally remember, it is said that the percentage when they just read is about 10% while percentage when they hear and see is about 50%. That is a comparative between when student learn vocabulary by using printed dictionary and learn vocabulary by using Mobile Access (Audio Visual Easy Learn English).

5. CONCLUSION

The result of this study shows that there is a significant effect of using MA (Audio Visual Easy Learn English) on students’ vocabulary achievement. The result of descriptive analysis in the post-test has significant improvement. The mean score of the post-test (79.63) in the experimental class is higher than the pre-test score (59.66). While, in the control class also has improvement but not too significant. It can be seen on the post-test score (64.80) is higher than the pre-test score (55.19). Therefore, H₁ was accepted and H₀ was rejected with effect size was 0.47.

6. SUGGESTION AND RECOMMENDATION

1. The subject of this research is seventh grade students of Junior High School, so it is possible for the next researcher to conduct in different level
2. The result of this study has shown that MA can improve students’ vocabulary achievement. Therefore, the researcher suggests to the English teacher to apply this strategy in teaching vocabulary.
3. The researcher also recommended applying MA in smaller class to take easy in managing the class and student easy using this application by
Android/Mobile Access and all students have smartphone android for learning in this activity.

4. Make sure all students have a smartphone android in learning teaching process, so that the results are more effective.

REFERENCES


