

## **THE EFFECTIVENESS OF THE ENGLISH FRIENDLY 5 CD'S TOWARDS VOCABULARY**

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**Abstract:** This research is about English Friendly 5 CD's towards students' vocabulary mastery to the fifth year students of SDS Abdi Agape Pontianak. The aim of the present research is to find out whether English Friendly 5 CD's towards students' vocabulary mastery effective or not. The method of this research was a Pre-experimental Study. The population was 43 students and 20 students of class B was a sample. The technique of data collecting was measurement and the tool of collecting data was a test in form of a matching test. From the computation, it can be concluded that the teaching of vocabulary through Multimedia of English Friendly 5 CD's was "highly effective". Therefore, the null hypothesis that says "English Friendly 5 CD's was not effective towards students' vocabulary mastery" was rejected. And the alternative hypothesis that says "English Friendly 5 CD's was effective towards students' vocabulary mastery" was accepted.

**Keywords:** *vocabulary mastery, Pre-experimental Study, Multimedia*

**Abstrak:** Penelitian ini adalah tentang English Friendly 5 CD's terhadap penguasaan kosakata bahasa Inggris untuk siswa tahun kelima SDS Abdi Agape Pontianak. Tujuan dari penelitian ini adalah untuk mengetahui apakah English Friendly 5 CD's berpengaruh terhadap siswa penguasaan kosakata efektif atau tidak. Metode penelitian ini adalah studi Pra-eksperimental. Populasi adalah 43 siswa dan 20 siswa dari kelas B sebagai sampel. Teknik pengumpulan data adalah pengukuran dan alat pengumpulan data adalah tes dalam bentuk tes pencocokan. Dari perhitungan, dapat disimpulkan bahwa pengajaran kosakata melalui Multimedia English Friendly 5 CD's "adalah sangat efektif". Oleh karena itu, hipotesis nol yang mengatakan "English Friendly 5 CD's itu tidak efektif terhadap penguasaan kosakata siswa" ditolak. Dan hipotesis alternatif yang mengatakan "English Friendly 5 CD's adalah efektif terhadap penguasaan kosakata siswa" diterima.

**Kata Kunci:** *Penguasaan kosakata, penelitian pra-experimen, multimedia.*

Teaching students of elementary level is actually enjoyable. However, it is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too as well as in the students of SDS Abdi Agape Pontianak. They have the different characteristics and behavior. According to Scoot (1990: 2-4) there are some general characteristic of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work., (d) they are enthusiastic and positive thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes through eyes, hands and ears, (h) they have very short attention and concentration. If the teachers cannot teach the children properly, the children may not enjoy their learning. Consequently, the teaching learning process may fail.

Elementary school teachers need appropriate materials to teach the students. The proportions of the materials for young learners are different from that of the adult learners. Generally that teaching materials emphasize on the ability to enrich their vocabulary of English language. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. They have different characteristic.

Through motivation from their teacher it will increase their interest to learn vocabulary, so the students' interest in learning will be same as their interest in playing. To find out the best media for teaching vocabulary to young learners need an intensive analysis, especially for the teacher. They should create alternative of media for teaching students in order to make them interested to what they are going to learn and avoid boredom.

In relation, media, like all other teaching techniques should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students.

With regard to media, materials also will be taken to be anything that can be used to facilitate the learning of a language to young learners, including multimedia, coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practising the language),

experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). As different learners learn in different ways the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from. However, the reality is that most commercially produced materials focus on informing their users about language features and on guiding them to practise these features.

In order to make the students interested in teaching learning process, the teacher needs to know how to take the student's attention. To enable the students of primary schools to understand their teaching materials easily, the teacher may use interesting media to facilitate as well as to improve their teaching learning process. One of the alternative media for teaching vocabulary is audio visual media. According to Harmer (2001) the use of audio visual media in teaching can motivate students because they will get information on what they see and hear from the media and they will get an interest to develop their ideas.

The students should develop their vocabulary first in order to be able to speak or to write. It is impossible to use language skillfully when the students have limited numbers of vocabulary stock in their minds. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery. Hocket (in Celce-Murcia and Mc Intosh, 1978: 129) states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Hornby (1995: 1331) defines "vocabulary as a list of words used in book and so on. Usually with definition and translation". In addition, the more words the young students have, the more accurately they may express something. To accomplish a satisfactory result in improving the English vocabulary, a teacher needs a various media such as English Friendly 5 CD's.

Based on the researcher's experiences, when he taught in SDS Abdi Agape Pontianak, the fifth grade students encountered difficulties at mastering vocabulary. Therefore, in order to help them, the researcher needs to use an appropriate and interesting media to enable them to master vocabulary. Lewis, (1973: 5) takes point by point in choosing the media of teaching. To do this, he gives seven requirements there are (a) design object and select content (b) select approach learns experiences, (c) Select on or more appropriator formats in which to carry out the learning experiences, (d) selecting physical facilities in which to carry on learning experiences, (e) Assigning the personal roles, (f) Choosing

appropriate materials and equipment, (g) evaluating results and recommended future improvements. Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special interest and motivation and their styles of learning.

The researcher intended to investigate that the language teaching media particularly through multimedia on teaching surely supported by the expert's opinion. One of teaching aids that could be used to teach or reinforce some language learning skills are multimedia. First of all, English Friendly 5 CD's could be used to develop and sustain motivation last; they could be used to produce positive attitudes toward English.

Teaching English using multimedia to young learners can help a teacher to present a teaching material in the classroom. It avoids them resorting to translation or to lengthy explanation of meaning. For example, when the teacher shows the students a picture of animals through multimedia such projector screen, they do not need to explain animals anymore because it takes much time. From the picture the students have already got an idea about animals. Teaching learning process in the classroom is a process of communication and as a feedback, the students perform the responses in form of ability and performance. The most important role of classroom teaching is to facilitate the students to learn. In other words, the teacher arranges things to enable the students to reach the objective of teaching.

In this research, the researcher used English Friendly 5 CD's as a media. It refers to the multimedia used to teach vocabulary in the classroom in form of software containing the English material which enables the students to match the essential concept of English vocabulary through picture to memorize context by looking at the picture and to guess what picture is. The teaching of vocabulary through English Friendly 5 CD's to the students of SDS Abdi Agape Pontianak was categorized successful. The media used was effective to use in the classroom teaching, especially for teaching vocabulary.

Students studied the using media at computer may take place necessarily involving learning. Especially in situations in which learners needed to engage in negotiation of meaning with computer of multimedia in order to get target language or to achieve students' vocabulary. The implementation of multimedia was by showing vocabulary on projector screen which requires students to actively involved in teaching learning process, and it helped students achieve vocabulary building.

## METHOD

In accordance with the problem, the appropriate one to be used in this research is Pre-Experimental method. According to Singh (2006) Pre-Experimental method is a scientific method that is oriented to the future in the sense that the researcher is seeking to evaluate something new. It is chosen to obtain the data, and to describe the discussion of the finding data. Singh (2006) also states that the purpose of experimentation is to identify functional relationships, among phenomena through staging the occurrence of certain outcomes under controlled conditions designed to prevent the confusing effects of the operation of extraneous factors. Experimentation can be considered a technique of deliberately staging a situation designed to force nature to provide a “yes” or “no” answer to a specific hypothesis concerning the phenomena under discussion.

The population of this research was the fifth grade students of SDSAbdi Agape Pontianak in academic year 2013/2014, which consists of 43 students. Moreover, there were two classes of this grade. The writer took class B that was composed of 20 students as the sampling of this research by using purposeful sampling technique. Brown (1988:144) cited by Ika (2003:19) refers a sample to “A subgroup taken from population to represent it.

Technique used in this research is In order to conduct this research, the writer will use the measurement technique. The measurement technique is applied to collect the data by administering a test which is constructing for the purpose of this research. The tools of collecting data in this research are matching test.

The students’ achievements in every treatment can be recognized from the improvement of score range taken from the result of scoring. The average score here is used to classify the qualification of the students’ vocabulary mastery through English Friendly 5 CD’s. The formula is as follows:

$$M = \frac{\sum X}{N}$$

M = the average of students’ score

$\sum X$  = the sum of total score

N = the number of students being observed

Range	Qualification
80 – 100	Good to Excellent
65 - 79	Average to Good
50 - 64	Poor to Average
0 - 49	Poor

*Adopted from: Heaton (1988:1)*

## RESEARCH FINDINGS AND DISCUSSION

After conducting a research on The Effectiveness of Multimedia (English Friendly 5 Cd's) towards vocabulary mastery of the fifth grade students of SDS Abdi Agape Pontianak in Academic Year 2014/2015, the writer gained substantial data for the sake of the hypothesis testing and research problems finding. This chapter discusses about research findings, hypothesis testing and discussion.

### Findings

The description of the students' achievement of the effectiveness of Multimedia (English Friendly 5 Cd's) towards vocabulary mastery is as follows.

1. Pre-Test and Posttest

**Table 1**  
**The Students Pre-Test Score**

No	Students in Codes	Total
1.	B1	50
2.	B2	60
3.	B3	50
4.	B4	70
5.	B5	50
6.	B6	40
7.	B7	60
8.	B8	30

<b>9.</b>	B9	<b>40</b>
<b>10.</b>	B10	<b>60</b>
<b>11.</b>	B11	<b>50</b>
<b>12.</b>	B12	<b>60</b>
<b>13.</b>	B13	<b>60</b>
<b>14.</b>	B14	<b>50</b>
<b>15.</b>	B15	<b>40</b>
<b>16.</b>	B16	<b>40</b>
<b>17.</b>	B17	<b>30</b>
<b>18.</b>	B18	<b>50</b>
<b>19.</b>	B19	<b>50</b>
<b>20.</b>	B20	<b>50</b>
		<b><math>\Sigma 990</math></b>

**Table2**  
**The Post-Test Score**

<b>No</b>	<b>Students in Codes</b>	<b>Total</b>
<b>1.</b>	B1	<b>80</b>
<b>2.</b>	B2	<b>90</b>
<b>3.</b>	B3	<b>70</b>
<b>4.</b>	B4	<b>80</b>
<b>5.</b>	B5	<b>70</b>
<b>6.</b>	B6	<b>70</b>
<b>7.</b>	B7	<b>70</b>

<b>8.</b>	B8	<b>70</b>
<b>9.</b>	B9	<b>80</b>
<b>10.</b>	B10	<b>90</b>
<b>11.</b>	B11	<b>60</b>
<b>12.</b>	B12	<b>70</b>
<b>13.</b>	B13	<b>80</b>
<b>14.</b>	B14	<b>70</b>
<b>15.</b>	B15	<b>60</b>
<b>16.</b>	B16	<b>70</b>
<b>17.</b>	B17	<b>60</b>
<b>18.</b>	B18	<b>80</b>
<b>19.</b>	B19	<b>60</b>
<b>20.</b>	B20	<b>70</b>
		<b><math>\Sigma 1450</math></b>

## Discussion

The writer conducted this research for five meetings where the two meetings were for test namely the Pretest and the Posttest and the three meetings were for implementing the treatment.

The first meeting of this research was for Pretest. In this meeting, the writer greeted the students and explained the aims of the meeting which was planned in this research. After that, the students were given the pretest to know the students' achievement before the teaching of vocabulary through multimedia: English Friendly 5 Cd's was conducted.

The sample of the present research was class B that consisted of 20 students. This group was given treatment or the teaching of vocabulary through multimedia: English Friendly 5 Cd's. At the first meeting of treatment, the writer greeted the students and explained the lesson material. The material was about



English Friendly 5 Cd's. The writer also explained the English Friendly 5 Cd's and the games available.

The first treatment was different from the second one. On the first meeting of treatment, the students were seen little bit difficult to use English Friendly 5 Cd's in teaching vocabulary because they were still new about this media. However, in the second meeting of the treatment, the students began to be able to learn vocabulary by English Friendly 5 Cd's as well. And even, in the end of the treatment, it showed that the students were much better improvement than the previous meetings.

In the last meeting of this research, the writer gave the posttest to the students in order to know their mastery or knowledge about vocabulary during the treatment. The writer found that there was a significant difference between the pretest and the posttest score. Accordingly, from the data analysis, it was found that before the treatment was given, the students' mean score was 49.5. Then after the treatment process, the mean score was 72.5. This finding indicates that the teaching using English Friendly 5 Cd's during the treatment process influences the achievement of the students. It means that teaching vocabulary by using English Friendly 5 Cd's is significantly effective.

In addition to the result of computing the effect size, the significant score is categorized as "Highly effective" with  $ES > 0.8$  ( $0.9 > 0.8$ ). It means the teaching of vocabulary through multimedia: English Friendly 5 Cd's gave a significant effect to increase the students' achievement. This result correlates that multimedia are very useful in which according to Cook (2001:2) the principle of multimedia should understand of three interrelated terms: such as the modality, channel, and medium. Furthermore, there was a significant difference between the pretest and the posttest on the teaching vocabulary through multimedia: English Friendly 5 Cd's to the fifth year students of SDS Abdi Agape Pontianak. It was seen by the mean score of pretest that was 49, 5 and became 72,5 at the posttest. Next, the result of the treatment which had been counted by using t-test formula was 4, 10 and based on the t-value, it was higher than the value in the t-table about 2.093 with the significance of 5% (0.05). Furthermore, the effect size of the treatment was 0, 9. It was used to answer the problem how effective the use of English Friendly 5 Cd's in teaching vocabulary. Based on the result that was  $ES > 0.8$  ( $0.9 > 0.8$ ), it was categorized as highly effective. Therefore, the alternative hypothesis which stated that "English Friendly 5 CD's is not effective towards students' vocabulary mastery" is accepted. While, the null hypothesis that stated "English Friendly 5 CD's is effective towards students' vocabulary mastery" is rejected.

In this research, the writer found the factors that caused and affected the results (1) English Friendly 5 Cd's could help the students to learn vocabulary

easily. Even they can develop their vocabulary as well by using interactive games, (2) during the treatment, the students were enthusiastic and more interested in learning vocabulary by using English Friendly 5 Cd's.

Ultimately, based on the data analysis, the writer found that there was an increase of students' achievement in teaching vocabulary through English Friendly 5 Cd's. It could be proven by comparing the mean score of pretest and the mean score of posttest. With regard to the score, it was indicated that the students' performance in posttest was better than in pretest. This finding showed that there was different score of pretest and posttest after receiving the treatment.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Based on the finding and discussion: (1) The result of the students' mean score of teaching vocabulary by using English Friendly 5 Cd's to the students of SDS Abdi Agape Pontianak before and after the treatment is 49.5 and 72.5. It means there is qualified significant increase between the pretest and the posttest. This criteria is included average to good. (2) The different score of pretest and posttest is highly significant. It can be proven by the result of computing the t-test. It indicates that the t-test with "4, 10" is higher than the t-table with 2.093 for the degree of freedom of 19. (3) The use of English Friendly 5 Cd's to teach vocabulary mastery is considered as an effective media. It is shown from the result effect of the treatment. The computation of effect size of the treatment is 0,9. based on the criteria proposed by Burn (2000:167) it is categorized high effective where 0,9 is higher than 0.8 or  $ES > 0.8$  ( $0,9 > 0.8$ ). (4) English Friendly 5 Cd's could help the students to master vocabulary easily.

### **Suggestions**

Based on the findings, the writer would like to offer some suggestions to be considered in teaching to improve the students reading ability. (1) The teacher should use English Friendly 5 Cd's as a media in teaching vocabulary, because this media can help the students easily in mastering vocabulary. This media can help the students not only in learning vocabulary but also in stimulating their interaction, thinkings or feelings so that it makes the students more interesting in teaching learning process. (2) The teacher is suggested to explain the English Friendly 5 Cd's as a multimedia.

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