



THE EFFECT OF AUDIO-VISUAL MEDIA ON VOCABULARY RETENTION OF THE 9th GRADE STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN LOMBOK, INDONESIA

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Abstract: This study focuses on investigating the effect of audio-visual media (AVM) on students' vocabulary retention and determining students' perception about learning using AVM. This experimental research was conducted at an Islamic Boarding School in West Lombok Indonesia. The population of the study were the 9th grade students. Two classes were selected using cluster random sampling method. Each class consists of twenty-eight students, 56 in total. The classes were divided into two groups; Experimental and Control group. Pre-Test and Post-Test design and Survey method were used in the data collection. The data indicate that there was no student in the experimental group classified into excellent category, but after doing the treatment the students' scores in the experimental group improved well. The result of paired sample test showed the Sig. value was $0.00 < 0.05$ which means there was a significant difference of students' learning outcome.

Keywords: audio-visual media, vocabulary retention

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INTRODUCTION

Vocabulary mastery in foreign a language learning plays significant role in language proficiency. Kweldju and Priyono (2010) stated that vocabulary is the most meaningful element in teaching English. In terms of understanding, Wati and Syafei (2013: 666) added that vocabulary is the most important thing to master because one will not be able to understand a reading or speech without understanding the meaning of the words contained in it, making the teaching of it is very influential.

Selecting appropriate teaching media is one form of interventions which is believed to influence the success of vocabulary teaching and learning. Audio Visual Method (hence called AVM), as one of technology-based media has been claimed to be suitable for vocabulary teaching because of its efficiency (Arif, 2020). As it contains picture and voice, students can see and hear simultaneously (Munir, 2016) and can assist on generating ideas in group discussions (Veronica, 2019). AVM is also expected to promote attractive classes and help teachers save time (Dewi, 2017). However, studies on AVM have mainly focused on examining its effectiveness to improve students' vocabulary mastery and little has been known whether students perceive it effective. As understanding students' perception will inform the use of AVM and may assist the improvement of the use of AVM in classrooms. Therefore, the present research is not only aimed at determining the effect of audio-visual media on students' vocabulary retention, but also to investigate students' perceptions about the use of audio-visual media for their vocabulary learning.

RESEARCH METHOD

This research was an experimental study with a quasi-experimental design that compared students in conventional class with students in class taught using AVM. Sugiyono



(2016: 107) explains that the experimental research method is a research method used to look for the effect of certain treatments on the others under the controlled conditions. In addition, Arikunto (2000: 272) defined experimental research as research that is intended to determine whether there is a result of treatment on the subject under investigation; comparing one or more experimental groups who were given treatment with a comparison group who were not given treatment.

The samples of this study were two 9th graders in Academic Year 2021/2022. The involved IX G class, with twenty-eight students, as a control group and class IX H, with twenty-eight class, as an experimental group. The total number of students involved in this study were fifty-eight students.

The study used multiple choice questions and questionnaire in the data collection. The test consisted of 25 questions that was given a score of 4 for each correct answer and the collected data was processed using a specific formula. A questionnaire with ten structured questions were distributed after the experimental stage was completed.

Data Analysis

The data were analyzed through some stages: data tabulation, score calculation, and conclusion.

1. Data tabulation

In order to avoid subjectivity, the data tabulation was conducted by involving two other people: the subject teacher and one colleague. The researcher provided prior directions to the two people on how to score. The researcher used this tabulation to classify the students' vocabulary mastery into some criteria. The study adopted the five categories for students' ability classification from Azwar (2010: 108), that are excellent, very good, good, fair, poor and very poor (Table 1).

Table 1. Classification score of students' vocabulary mastery (Azwar, 2010:108)

| Classification | Score |
|----------------|-----------|
| Excellent | 89-100 |
| Very good | 77.9-88.9 |
| Good | 66.8-77.8 |
| Fair | 55.7-66.7 |
| Poor | 44.6-55.6 |
| Very Poor | 33.5-44.5 |

2. Score calculation

The study used SPSS in calculating the score. The first step was to find the mean score of both groups. Then, the researcher did some tests to count the data. They are test of normality, paired sample test, test of homogeneity and independent sample test.

3. Conclusion

After calculating the scores, conclusion was drawn by referring to the following:

- If the t-test value is higher than the t-table value at the significance level of 0.01 and 0.05, the null hypothesis (Ho) fails to be rejected.
- If the t-test value is lower than the t-table value at the significance level of 0.01 and 0.05 it means, the null hypothesis (Ho) is rejected.

Data from the questionnaire were analyzed as follow:

- Tabulating the questionnaire responses data
- Interpreting the responses, and
- Drawing conclusions about students' perception.



FINDINGS AND DISCUSSION

Findings

Table 2 and 3 below show the minimum, maximum and the mean scores of both experimental and control group.

Table 2. Mean score of experimental group

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| Pre-test Experiment | 28 | 44 | 88 | 66.07 | 11.769 |
| Post-test Experiment | 28 | 68 | 96 | 85.29 | 7.408 |

Table 3. Mean score of control group

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| Pre-test Experiment | 28 | 48 | 96 | 81.07 | 11.082 |
| Post-test Experiment | 28 | 60 | 96 | 82.21 | 10.057 |

The minimum score of pre-test for the experimental group is 44, the maximum is 88 and the mean score is 66.07. Whereas, the minimum score of post-test is 68, the maximum is 96 and the mean score is 85.29. The data indicate that there is a significant difference in the mean score of pre-test and post-test for experimental group; there is an increase from 66.07 to 85.29. In contrast, the minimum, maximum and the mean scores of control group indicate no increase. The pre-test is 48, the maximum is 96 and the mean score is 81.07. While, the minimum score of post-test is 60, the maximum is 96 and the mean score is 82.21.

Further, Table 4 below contains the data of the paired sample tests conducted to determine the comparison of the mean scores for each group by looking at the value of Sig. (2-tailed).

Table 4. Paired Samples Test

| Paired Difference | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
|--|---------|----------------|-----------------|---|---------|---------|----|-----------------|
| | | | | Lower | Upper | | | |
| Pair 1 Pre-test Experiment – Post-test Experiment | -19.214 | 8.025 | 1.517 | -22.326 | -16.103 | -12.670 | 27 | .000 |
| Pair 2 Pre-test Control group– Post-test Control group | -1.143 | 4.727 | .893 | -2.976 | .690 | -1.279 | 27 | .212 |

Output pair 1 shows that the significant score is 0.000. It is < 0.05 . So, this means there is a difference in the average student learning outcomes for the pre-test and post-test of experimental group that was taught by using audio-visual media. The output pair 2 shows that the significant score is 0.212, which is > 0.05 . Thus, this shows that there is no difference in the average of students' learning outcomes for control group.

After finding the result of the paired sample test, the next step to do was to find out the result of the questionnaire. The data were tabulated based on the answers selected by the respondents and were analyzed by using SPSS. Here is the result from the questionnaire presented in Table 5:

Table 5. Coefficients

| Model | Unstandardized Coefficients | | Unstandardized Coefficients | T | Sig. |
|--------------------|-----------------------------|------------|-----------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 9.288 | .4.203 | .467 | 2.210 | .031 |
| Audio-visual media | .436 | .112 | | 3.885 | .000 |

Based on the significant value and t value in the table, the significant value is $0.000 < 0.05$. It is known that $T_{count} 3.885$ which is more than $T_{table} 2.004$. Therefore, it can be concluded that the independent variable affects the dependent variable.

Discussion

The quantitative data indicate that AVM is effective to be applied in teaching vocabulary. AVM has been acknowledged to advantage students’ vocabulary learning as it provides an interesting learning (Chandler & Cypher, 1948). Even though AVM was not successful in vocabulary learning (Lail, 2018), this study revealed that 12.5% of the students were in very good category. They could retain the vocabulary learnt better.

The data show that the t value is $0.000 < 0.05$ indicating that AVM has some effects on students’ vocabulary retention. The students’ responses in the questionnaire also shows that the students perceive AVM as an enjoyable and interested media which prevent them from feeling bored during the lessons. This finding supports Dewi’s finding (2017) which stated that AVM promote attractive vocabulary learning. Previously, Hamalik (1989) and Farmasari et al. (2021) had highlighted that enjoyable media could arouse students' interest and affected their psychology in positive ways. The students also perceived that AVM assisted their vocabulary retention, even with new or unfamiliar words. In the same vein, De Guzman (2017) maintained that AVM can retain when assisted with displayed images, graphics, diagrams or stories. Learning through vision (visual) as well as hearing (audio) can accelerate the absorption of students in understanding as well as stimulate students’ engagement to the lessons.

CONCLUSSION

The study findings indicate that AVM has significant effects on the students’ vocabulary retention. The null hypothesis (Ho) which states that “there is no significant effect of using audio-visual media on student’s vocabulary retention” is rejected. The students’ responses to the questionnaire items also supported the quantitative data. The study suggests that AVM, with interesting images, graphics or diagrams can be used to assist students’ vocabulary retention as those visuals may provide useful clues of the vocabulary learnt. However, this study was limited to AVM used for teenage students. It would be significant to investigate whether AVM work the same way or even better to younger or adult learners.

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