

THE INFLUENCE OF MULTIMEDIA IN INCREASING STUDENTS VOCABULARY MASTERY ON EIGHT F GRADE SMP N 3 TABANAN

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ABSTRACT

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata dalam pembelajaran bahasa Inggris dengan menggunakan multimedia pada siswa kelas VIII SMP N 3 Tabanan. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Pengumpulan data dilakukan dengan observasi dan kuisioner. Hasil analisis data menunjukkan bahwa persentase skor pada pre-test adalah 50%. Post test siklus I nilai persentase skor adalah 92%. Nilai siswa pada pre-test lebih rendah dari pada nilai post-test. Peneliti menggunakan multimedia pada pembelajaran bahasa Inggris pada post test siklus 1. Setelah menggunakan multimedia pada siklus 1 nilai siswa lebih baik dan lebih tinggi dari pada pre-test. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penggunaan Multimedia dapat meningkatkan penguasaan kosakata pada siswa kelas delapan SMP N 3 Tabanan.

Kata Kunci : *multimedia, kosa kata, pembelajaran bahasa inggris.*

ABSTRACT

The aim of this research is improve vocabulary mastery in the learning English by using multimedia the eight grade of SMP N 3 Tabanan. The method used in this research was classroom action research. The data were collected by using observation and questionnaire. The result of data analysis shows that the percentage score in pre-test is 50%. Post test cycle I is 92%. The score of the students in pre-test are lower than the score of post-test. The researcher use multimedia on English learning in post test cycle 1. After using multimedia in cycle I the score of the students are better and higher than the pre-test. Based on the result of the research, the researcher concludes that using Multimedia can improve the vocabulary mastery to the eighth grade students of SMP N 3 Tabanan.

Key word : *multimedia, vocabulary, English Learning*

1. INTRODUCTION

Lestari (2013:01) Multimedia is a combination of text graphics, animation sound and video. Multimedia is a part components of computer is used to support all presents with tools and links so user can navigate, interact, create, and communicate. Multimedia learning describes learning through the use of pictures and words and not about the audio tools, but multimedia learning is learning include of watching PowerPoints presentation, watching a pre-recorded lecture or reading a physics textbook, and also optionally using the other modes, such as haptic devices, smells to tastes. As the letter is rather seldom used, research on multimedia learning refers almost exclusively to learning with texts and pictures.

According to Nunan (1991:117) Vocabulary is one of important part to use a second language (L2). By vocabulary mastery it can help students easier to learn, vocabulary is tools help students to communicate to express their idea. In English teaching vocabulary is a basic thing that must be taught by a teachers so that students understand every existing English lesson and can follow English learning. Based on Rivers in Nunan (1991:117), states that the vocabulary is essential for successful second language because, without an extensive vocabulary, we will be unable to use the structures and functions that may have learned for comprehensible communication. Some teacher things that teach grammar is important than vocabulary and they forget to educate students to have enough vocabulary so that they are not quite fluent in communication and convey their feelings and opinions. From this all knows how importants vocabulary in English learning.

Mardika (2010:01) The existence of computers that have extended but has not been widely used to improve performance especially in english learning. In this pandemic era, multimedia has an important role in delivering learning to students, in an era that only relies on online media, delivering vocabulary learning through multimedia is very helpful. Learn vocabulary with multimedia, students can better understand what is being discussed and studied at that time and easier to understand what a meaning of every vocabulary through the media slides, audio, graphics, and learning videos, it is hoped that students will be more efficient and understandable. This means that the learning vocabulary with multimedia has through digital media is easier. Therefore the learning media in schools are very good complex in nature to assist children in understanding various activities in teaching and learning. Based on learning media this multimedia is not only fun but also provides convenience because variants are very diverse.

Based on the results of observations during field practice, it was found that some teachers did not understand the use of multimedia in student learning. So when online learning students only learn English through the whatsApp application and the method of delivery is only using text and images. Teachers use no supporting media other than text and images. Learning methods like this do not fulfill the principles of effective learning and do not empower students' potential and quickly cause boredom in learning. Students tend to forget or do not remember some English vocabulary. Learning media are used in the context of the relationship [communication] in the learning process between teachers and learners.

2. METHOD

This research included Classroom Action Resources or Online Classroom Action. Due to pandemic, this research action will adjust to existing conditions, quantitative and qualitative research method. Quantitative research is a method of measuring quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer several questions about a survey to determine the frequency and percentage of their responses. This research method was recommended by "positivist" and be called the "scientific method".. The subjects of this study were students of class VIII SMP Negeri 3 Tabanan. Researchers obtained data on eighth-grade students using a questionnaire to find out how far the students mastered English vocabulary after that the researcher developed learning media through multimedia.

3. FINDING AND DISCUSSION

FINDING

This chapter displays the finding of the collecting data from the beginning until the end of the research. The findings consist of the value before using multimedia on study vocabularies and after using multimedia on study vocabularies. The researcher carried out the test before applied multimedia on study vocabulary, the researcher carried out this test to know the ability of the students before using multimedia on study vocabulary.

The Score of Pre-Test

NO	Name	Value
1	I Kadek Agus Aris Saputra Maha Ada	18 Sentence
2	Agus Gilang Satria Wibawa	30 Sentence
3	I Gede Arya Putra Andika	12 Sentence
4	Ni Putu Nanda Putri Asih	28 Sentence
5	Kadek Ayu Putri Andriyani	33 Sentence
6	Ayu Sofia Eletha Gracia	25 Sentence
7	Ni Kadek Ayu Sumandawati	17 Sentence
8	I Wayan Bagus Sustirtawan	10 Sentence
9	Ni Luh Gede Bunga Herra Saputri	30 Sentence
10	Clarissa Annelia Roxydinata	37 Sentence
11	Komang Ayu Damayanti	30 Sentence
12	I Kadek Dwi Danu Sentana	13 Sentence
13	Faradillah Christian Rahmansyah Bimanttara	24 Sentence
14	Farrel Abimanyu Satrio Sadewo	8 Sentence
15	Fella Diana Alfira Putri Pribadi	20 Sentence
16	I Putu Galih Dharma Diatmika	32 Sentence
17	Hizkia Roger Davino Manubulu	9 Sentence
18	Kadek Lola Lolita	30 Sentence
19	Kadek Mas Anggie Prayanti Apsari	45 Sentence
20	Gusti Ayu Mirah Berliana	40 Sentence
21	Ida Ayu Putu Nadila Putri Andani	31 Sentence
22	Ni Kadek Novi Cahya Putri	45 Sentence
23	I Gusti Putu Rahma Wiguna	23 Sentence
24	Ni Gusti Ayu Kadek Riandiyantini	8 Sentence
25	Rizki Ananda Nugraha	10 Sentence
26	Sahira Sahla Cahaya Agusdyasa	27 Sentence
27	Satria Yuda Ariantika	23 Sentence
28	Ni Putu Sri Damayanti	37 Sentence
29	Dewa Ayu Made Sri Nadi	33 Sentence
30	Ni Kadek Suardiani	37 Sentence
31	Gusti Komang Suryanata	22 Sentence
32	Syahrul Hartawan Adheri	19 Sentence
33	Yata Zana Dinata	16 Sentence
34	I Gede Komang Oka Prananda	20 Sentence

Based on the table above, it was able to be seen that ability of students in vocabulary mastery rate is middle and worse. The researcher used multimedia to improve vocabulary mastery.

Discussion

- a. Planning

Before doing the research, the researcher prepared the instrument of the research consisting of :

 1. Lesson Plan

The researcher used the lesson plan to control online class activity On whatsapp.
 2. Material

In the first cycle, the researcher used teks, slide share, and video for explanation part of speech start from pronoun, verb, adjective, and conjunctions.
 3. Teaching Aid

The researcher prepared some instruments, such as slide share of the material part of speech vocabulary, video explanation for part of speech vocabulary to increase vocabulary mastery.
 4. Sheet Observation

Sheet for classroom observation was prepared to know the vocabulary mastery of students.
 5. Test (pre-test and post-test)

Pre-test was the test that was given to the students before use multimedia for teaching vocabulary mastery and the post-test was given to the students after teaching-learning process.
 6. Implementation of the action

Research cycle 1 was done on 31st May 2021 in whatsapp app group English Language SMPN 3 Tabanan.
 7. Observation.

This observation was purposed to know the situation during the online learning English vocabulary process on whatsapp app. The purpose of this activity was to evaluate how far vocabulary mastery of students.

The Score of Post-test Cycle 1

NO	Name	Value
1	I Kadek Agus Aris Saputra Maha Ada	31 Sentence
2	Agus Gilang Satria Wibawa	40 Sentence
3	I Gede Arya Putra Andika	32 Sentence
4	Ni Putu Nanda Putri Asih	38 Sentence
5	Kadek Ayu Putri Andriyani	44 Sentence
6	Ayu Sofia Eletha Gracia	40 Sentence
7	Ni Kadek Ayu Sumandawati	25 Sentence
8	I Wayan Bagus Sustirtawan	20 Sentence
9	Ni Luh Gede Bunga Herra Saputri	39 Sentence
10	Clarissa Annelia Roxydinata	45 Sentence
11	Komang Ayu Damayanti	44 Sentence
12	I Kadek Dwi Danu Sentana	26 Sentence
13	Faradillah Christian Rahmansyah Bimanttara	45 Sentence
14	Farrel Abimanyu Satrio Sadewo	20 Sentence
15	Fella Diana Alfira Putri Pribadi	35 Sentence
16	I Putu Galih Dharma Diatmika	43 Sentence
17	Hizkia Roger Davino Manubulu	24 Sentence
18	Kadek Lola Lolita	43 Sentence
19	Kadek Mas Anggie Prayanti Apsari	49 Sentence

20	Gusti Ayu Mirah Berliana	47 Sentence
21	Ida Ayu Putu Nadila Putri Andani	40 Sentence
22	Ni Kadek Novi Cahya Putri	49 Sentence
23	I Gusti Putu Rahma Wiguna	42 Sentence
24	Ni Gusti Ayu Kadek Riandiyantini	20 Sentence
25	Rizki Ananda Nugraha	19 Sentence
26	Sahira Sahla Cahaya Agusdyasa	38 Sentence
27	Satria Yuda Ariantika	35 Sentence
28	Ni Putu Sri Damayanti	48 Sentence
29	Dewa Ayu Made Sri Nadi	44 Sentence
30	Ni Kadek Suardiani	47 Sentence
31	Gusti Komang Suryanata	39 Sentence
32	Syahrul Hartawan Adheri	36 Sentence
33	Yata Zana Dinata	26 Sentence
34	I Gede Komang Oka Prananda	28 Sentence

From the table above, it was proven that the students were able to improve their English vocabulary mastery with mean test cycle 1 is 92 % It was better than the mean of pre-test that indicated the value of 50 % The result from post-test in cycle 1 showed that the students complete the passing grade because there were 50% students still had vocabulary mastery less than 25 tenses vocabulary mastery

4. CONCLUSION

After conducting the research, the conclusion is the implementation of improving students' vocabulary mastery through multimedia to the eighth-grade students of SMPN 3 Tabanan shows enhancement score from pre-test to the post-test. In the pre-test, the achievement of students of vocabulary mastery is 50 % tenses from 50 tenses, and in the post tenses achievement students of vocabulary mastery is 92% tenses from 50 tenses. It means that the student's vocabulary mastery before the use of multimedia was low because the score of the students (pre-test) is lower than post-test. Based on the questionnaire 78% of students feel more enthusiastic and easy to remember vocabulary using multimedia technique than just using text. After using multimedia in the vocabulary lesson 92 % of students answer incorrect the question of vocabulary. In pre-test 1 student did not answer 15 questions from 50 sentence questions after post-test only 2 until 5 questions did not answer.

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