The Effects of Using Teaching Media and Styles towards Students Vocabulary Mastery at State Junior High School in Lebak Banten

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Abstract
This research is aimed to find out the effect of using teaching media towards students’ vocabulary mastery. Finding out effect of cognitive styles towards students’ vocabulary mastery, to find out the interactive effects of using teaching media and cognitive styles towards students’ vocabulary mastery. The research methodology used is experiment. The sample is 40 students who are chosen randomly from MTsN Pasirsukarakyat Lebak Banten. Data collection is done by giving vocabulary mastery test in the form of gap-fill (20 questions) and cognitive styles is done by distributing cognitive styles questionnaire (10 questions). Data analysis is using descriptive statistic, Lilliefors test to test the normality, Bartlett test to test the homogeneity and two-way ANOVA to test the hypothesis by using SPSS 16. The research has been done from March-May 2014. Research result : 1) the effect of using teaching media towards students’ vocabulary mastery, FO 46.012 < Ft 4.09; 2). The effect of cognitive styles towards students’ vocabulary mastery, FO 21.884 >Ft 4.09; and 3). The interaction effect of using teaching media and cognitive styles towards students’ vocabulary mastery, FO 1.368 < Ft 4.09. Based on the research result it can be summed up, 1). There is effect teaching media towards

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students’ vocabulary mastery; 2). There is effect cognitive styles towards students’ vocabulary mastery; 3). There are not interaction effect of using teaching media and cognitive styles towards students’ vocabulary mastery students.

INTRODUCTION

Language is the tool of communication. Language is in our lives. Therefore we cannot live without it. Besides writing and speaking, we use language in various activities such as running business, telling story, making joke, giving advice, teaching, and many more. There are many relationships we can build using language even we can bring peace towards two quarreling sides. This proves how meaningful the language is for human is for human’s life are over the world.

Many people live in the world with different culture, ethnic and of course distinctive languages. Indonesians speak Bahasa Indonesia to deliver their messages to each other and so do all people in the other countries. The problem is, when Indonesians meet Africans, for example, what should they talk to convey their feelings while we know that Indonesians and Africans speak different languages? In this case, the lingua franca play its fundamental and useful role in facilitating the two different language users.

What is lingua franca? Harmer (2002:1) says that: A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages different from each other’s and where one or both speakers are using it as a ‘second language’. Many people living in the European Union, for example, frequently operate in English as well as their own languages (where these are different), and the economic and cultural influence of the United States has led to increased English use in many areas of the globe. Like Latin in Europe in the Middle Ages, English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words such as bank, chocolate, computer,
hamburger, hospital, hot dog, hotel, piano, restaurant, taxi, telephone, television, university and walkman.

The problem is that Indonesian have many languages since the state consists of many ethnic with distinctive. They have their own mother tongue used daily and when they meet with other ethnic then they use Bahasa Indonesia, the national language of Indonesia as the lingua franca. Therefore, learning English in Indonesia can be considered as difficult. As the proof, though all students have been learning English for years, starting since the Elementary School until the High School, even it is taught in colleges too, but they have not mastered the four skill in English yet, namely listing, speaking, writing and reading. According to Brown (2001:232), “The human race has fashioned 2 forms of productive performance, oral and written, and also 2 forms of receptive performance, aural and reading.”

Knowing this, the writer tries to find out what is the true problem that affects students’ incapability in English. The field research, especially in Lebak-Banten where the writer teaches, proves the students’ inability in mastering English is because of the lack of vocabulary mastery. As Vygotsky (in Thornbury, 2002:1) says that a word is a microcosm of human consciousness. All languages have words. Language emerges first as words, both historically, and in terms of the way each of use learned out first any subsequent languages. The coining of new words never stops, nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.

David wilkins adds (in Thornbury, 2002:13), that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words! Shortly, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Surely in needs big effort of teacher to implant vocabulary as many as possible inside the students until they can the words they mastered in the four skills of English. Unfortunately, most teachers teach vocabulary conventionally. Mean
while teaching vocabulary must be in fun way then the students will not got bored.

Actually, the effort to implant vocabulary mastery as many as possible inside the students can be done in various ways. One way to teach the vocabulary successfully is by using teaching media to attract the students so it will be easier for them to master the vocabulary. Besides easy, the media has to be attractive and effective then therefore the students will feel comfortable, have fun during the lesson and get long memory of the vocabulary they learned after the lesson.

The teaching media is unlimited. According to Gagne and Briggs (in Azhar Arsyad, 2011:4-5), “media is student’s various components and environment that can stimulate him/her to study. Media is any kind of physical tools that provide message and stimulate students to study”. Because teaching media is various, therefore teachers must choose the right media that suit the objective namely to make students master vocabulary as many as possible. One teaching media that may attract the students is video. Video is the system of recording, reproducing, or broadcasting moving visual images on or from videotape. It is a movie or other piece of material recorded on videotape. Why is to be video? Because, humans’ eyes can function as automatic camera that will record anything they see. Moreover, it sounds as well. Therefore it will make students more focus, remember and understand the material easier.

As proof, we often see people sitting for a long time to watch television. Why? Because it has picture and sound that attract all their attention and hence they will not go anywhere before the show ends. That is why the writer thinks it is right to use video as teaching media in order to attract the students’ attention, make them focus to study and finally understand what taught to them.

When teachers decided to use video as teaching media, the problem of teaching has not finished yet. There is another consideration has to be thought by the teachers namely the students’ cognitive style. Several students prefer studying explained verbally and some other use their imagination or read the Riding’s Cognitive Style. On of the
classifications of his cognitive style is “verbal-Imagery Cognitive Style”. In the theory, it is said that there are some students that get better understanding by using oral explanation, but get dizzy if the information is presented in the form of pictures, table, diagram etc. Meanwhile, there are several students that do better by seeing the images than if the information are presented orally with no visual images.

Based on the assumption above, it seem proper to use video as teaching media since it facilitates both styles because video serve visual and audio aids for students mastering vocabulary. But it is to research first to find out the proof and therefore the writer decides to do the research on the effects of using teaching media video and cognitive styles towards students’ vocabulary mastery. Therefore, the writer will specify this research o the using teaching media, cognitive styles and vocabulary mastery. This research is intended to study the effects of using teaching media video for students of both verbal and imagery cognitive styles in implanting vocabulary. Whether they impact wall and effectively towards the students’

vocabulary mastery? The research it self will be done at state junior high schools in Lebak Banten where lack of vocabulary mastery and poor of using teaching media that can facilitate the students’ cognitive styles mostly found.

In order to focus the research and not to be out of the real things want to search, then the writer limits this study on: (1) The effect of using teaching media towards students’ vocabulary mastery. The teaching media meant is video compared with conventional media; (2) The effect of cognitive styles towards students’ vocabulary mastery, focusing on the verbal and imagery styles; (3) the interactive effects of using teaching media and cognitive styles towards students’ vocabulary mastery. The vocabulary to master by the students is dealt with nouns and adjectives usually used in descriptive text based on the current syllabus.

Based on the research background above, the writer formulates the problem as follows: (1) Is there any effect using teaching media towards students’ vocabulary mastery?; (2) Is there any effect of cognitive styles towards students’
vocabulary mastery?; (3) Are there any interaction effects of using teaching media and cognitive styles towards students’ vocabulary mastery?.

THEORITICAL REVIEW

1. Essence of Language

Discussing about language, Fromkin and Rodman (1998:3) say that: “the possession of language, perhaps more than any other attribute, distinguishes, human from other animals. To understand our humanity, one must understand the nature of language that makes us human”.

Shortly, the theory above states that we can only understand the essence of language if we understand the essence of human. Human biologically belongs to “Animal Kingdom”. Still, based on the theory, the most distinctive feature system known as “Language”.

Furthermore, the characteristics of human language are very different from those characteristics of animal’s communication system. Suparman (2010: 136-143) elaborates them based on some theories. The characteristics are: (1). The use of vocal-auditory channel; (2). Arbitrariness; (3). Semanticity; (4). Cultural transmission or tradition; (5) Spontaneous usage; (6). Duality or double articulation; (7). Displacement; (8). Structure dependence; (9). Creativity; (10). Intention-Reading.

These characteristics of language cannot be found be found in those of animals’ communication system. Or in simple words, if animal can perform these characteristics in their communication, it means they can talk like human.

2. Essence of English

The first, as stated by Richards and Rodgers (1992:1) that “where as today English is the World’s most widely studied foreign language, five hundred years ago is way Latin”.

In order words, English is the most influential languages in the world. It is well known in very country since so many people know and use it widely and universally for any business such as social, economy, culture, etc. English is language which is spoken by people language in the foreign country and it is usually used for international communication. Therefore English is taught mostly in almost every country and has become the lingua franca.
3. Essence of Language Learning

Learning refers to acquiring knowledge. Benjamin Samuel Bloom, an American Educational Psychologist who made a great contribution especially in educational system of Indonesia today (Wikipedia –The free Encyclopedia of Internet) says that learning process is not only focus on receiving knowledge (Cognitive), but there are two more things should be received they are psychomotor and affective.

About language learning, Richards (1995:144) divides three things should be considered in learning a language: “The factors involed in knowing a language include grammatical competence, communicative competence, and language proficiency”.

When students learn a language, it is unhinderd that they are learning the rules of target language known as “Grammer”. These rules will guide the students to choose appropriate and combine them to make sentence, to convey meanings. Then, went student is capable to make the sentences, they should also learn how to perform it, both orally and written. Aware to the context and who are they going to talk to. The last, the students will deal with their fluency in using the language in real communication context.

Furthermore, Brown (2000:1) gives a very detail statement about language learning as follow: “Learning a second languages is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language”.

Shortly, when we learn a language, we should not learn the language only. As Brown in his statement above mentions that there are 4 other elements should be learnt such as the culture, the way of thinking, the feeling, and the acting.

Besides the four elements, Brown mentions also 3 requirements to ensure learning language success. They are Total Commitment, Total Involvement, and Total physical, intellectual, and emotional response.
Based on the theories, the writer can conclude that Learning language is a process of acquiring language including the grammatical and communicative competence, and the language proficiency. So the students will be able to use the language in the real target situation. To succeed in learning a language, one should give total commitment and involvement physically, intellectually, and emotionally to understand the essence of language and human, and how human (people) use the language by learning the culture, the way of thinking, the feeling, and the acting.

4. Nature of Vocabulary

Vocabulary consists of words, therefore it is wise to discuss about what is words first. According to Vygotsky (in Thornbury, 2002:1), a word is a microcosm of human consciousness. All language have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and subsequent languages. The coining of new words never stops, nor does the acquisition of words, and learning new meanings for old words.

Vocabulary is one of the language components, the others are: the sound system, the grammatical system, and finally the discourse system (Nunan, 2003:109). Moreover, Richards and Renandya (2002:255) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. As one of the language components, vocabulary takes an important role in language; it is affecting the four skills of language; listening, speaking, reading and writing.

According to Linse (2006:121), vocabulary is collection of words that an individual knows. It is about words-where they come from, how they change, how they relate to each other and how we use them to view the world. Therefore, vocabulary is collection of words that individual has to be used in communication. Vocabulary is vital to communicating with others and understanding what one is reading. The information is known to everyone, but acknowledging. It instead of taking it for granted, adds important goals to
learner’s list of basic skills to master (Young: 2005).

From the definition about vocabulary above, it can be summed up that vocabulary is the basis of language. To master a language, one should master the vocabulary first since it is the core component of language that can show well one speak, read, write or listen a language seen from his/her vocabulary mastery. This opinion strengthened by Linse and Young’s view that vocabulary is collection of words and vital communication and hence becomes basic skill to be mastered by learned if they want to be skillful in speaking, reading, listening and writing the language.

6. Nature of Vocabulary Mastery

Thornbury (2002:15) say that at the most basic level, knowing a word involves knowing its form, and it is meaning. Knowing the meaning of a word, is not just knowing its dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collection) as well as its connotations, including its register and its cultural accretions.

There are two knowledge of vocabulary, i.e receptive and productive. Receptive knowledge means that we understand a word, while productive knowledge is knowing how to work the word into a latter and drop it into a conversation. Receptive knowledge exceeds productive knowledge and generally – but not always – precedes it. That is, we understand more words than we utter, and we usually understand them before we are capable of uttering them.

Based on the experts’ opinion of vocabulary mastery, it can be summed up that knowing words includes knowing its form and meaning associated with knowing its collection, connotation, register and cultural accretion. There are two kinds of vocabulary knowledge, namely receptive, understanding words; and productive, knowing how to use the words in writing and speaking. Receptive knowledge clearly relates to comprehension since it affects and improve the four language skill. Because vocabulary knowledge is fundamental component of second language skill, therefore language test must include vocabulary mastery test.
7. Essence of Teaching Media

Before talking about the teaching media, it would be better talking about the meaning of the media it self. Media can have various forms. Mass media includes newspaper, radio and television. Print media such as newspaper and magazine. Visual media like television, painting and photo. And social media is any social network that help people communicate each other through the internet, for instance like facebook, yahoo, and many more.

Arsyad (2011:81) says that one of the characteristics of teaching media is that contains and delivers message of information towards its receiver namely the students. Some media can explore message and students’ response then is often called interactive media. the message and information brought by media can be simple message or complex one. However, the most important thing is that media is provided to meet the needs of study and students’ ability, and hence the students can actively participate in the teaching learning process. Therefore, it needs to design and develop interactive learning environment that can answer and meet the study need of each person by providing learning activity with effective media for granting good learning process.

Mean while, according to Nana Sudjana, Ahmad Rivai (2001:2) teaching media can enhance students’ learning process and expected to improve achievement they reach. There are some reasons why teaching media can enhance students’ learning process. The first reason dealt with its benefit in the learning process, namely a) teaching using media can attract students’ attention more and hence can motivate them; b) teaching material is clearer therefore the students may understand it and enables students to master teaching objective better; c) teaching method will be varied, it is not only verbal communication through teacher’s explanation, and therefore students are not going to be bored and the teacher is not exhausted since she/he has to teach for every lesson time; d) students do a lot of activities since they do not only listen to the teacher’s explanation but they do another activities such as analyzing, doing, demonstrating and so on.

Finocciaro (1981:175) adds the reason why using media is important
as stated below: “media can help the learning process simpler and make it perfect. The media will allow students to understand better the content of what being taught. Media can also help to shape the learning process as well as interest in the language program and thus provide motivational impulse”.

Many kinds of materials of lessons cannot go on well without any media. For example learning about cell in Biology needs microscope, learning to draw in Art lesson needs paper, colorful pencils, ruler etc. Also learning to play football without any balls seems impossible of learning English without any video of native speakers that shows the way of dialogue correctly felt flat because students need the real example of the speaking.

8. Nature of Video

About video, Stempleski (in Richards and Renandya, 2002:364) says that: “video is an extremely dense medium, one which incorporates a wide variety of visual elements and great range of audio experiences in addition to spoken language. This can be baffling for many students. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students’ attention of the content, play and replay the video as needed, design and select viewing tasks, and follow up with suitable post viewing activities.

To sum up, video is complete media for it can integrate audio and visual elements needed in language teaching. Here, teachers can explore many activities suit to the learning goal. Video use in language teaching has been done for years but the publishing of course books without video replaces the video use. Virtually, video has some advantages such as students not only can hear but also see the language, they can see the situation out side their classroom through the video. When they are asked to make their own video, this may give them unforgettable experience and pleasing moment. Besides, video can motivate students with the whole activities and task mentioned before.

a. Video Types
b. Video Teaching Techniques
c. Video Watching Activities
9. Conventional

Talking about school, of course every school-aged child would crave high-quality school both located in rural and big city. One of the problems is inadequate support facilities. Actually teachers in the rural city are expected to teach in class by using models for effective learning such as Numbered head together, picture and picture, example and example or jigsaw. But once again, we face a program in the media. We often use a simple media. It means that we have to go back to teaching the traditional way, namely lecture, the most traditional way of teaching and has long run the history of education.

According to Munir (2011) conventional learning is learning that is usually done by teachers. Conventional learning (traditional) generally have certain characteristics, such as more emphasis memorize than understanding, emphasizing the skills of numeracy, giving priority to the result rather than process, and teacher act as the center part in the teaching-learning process.

Teaching method used by teachers in more conventional learning is the expository method. So the main activity is teacher is teacher explain the material and students listen or record what the teacher said. In regular classroom learning, the expository method has the following characteristics:

- Classical learning, the students do not know what purpose they learn on that day;
- Teacher usually teach by referring to textbook or worksheets, with emphasis on methods of lecture and question and answer sometimes.
- Test or summative evaluation in order to know the development is rarery done;
- Test must follow the way of learning chosen by done by the teacher, dutifully studying the sequence set of teachers, and less once had the opportunity to express an opinion.

Shortly, conventional is the way of teaching where teacher act as the center of learning process. Teacher explain the material and students record whatever the teacher explained. Teachers teach using textbook or worksheet without teaching media and
students just follow the strategy used by the teachers.

10. Essence of Cognitive Styles

The last theory will be explored is the theories of Cognitivies Styles, especially the verbal and imagery style.

According to Suparman (2010:103), “Cognitive styles are usually defined as an individual’s preffered and habitual modes of perceiving, remembering, organizing, processing, and representing information”. In the class, teacher sometimes meets students that very fast in thinking and the students that very slow in thinking. Simply the teacher considers the second group as stupid students.

That is considered to be a perfectly wrong perception. It is too fast to decide. Check first other materials in which the teaching strategy is different, or if necessary check the other lesson in which the teacher and the teaching strategy is also different. It is not impossible the second group that thinks slowly will think very fast.

Based on the theory stated by Suparman above, every individual has different way of perceiving, remembering, organizing, processing, and representing information. These ways are called cognitive styles. When the way of presenting the information is suitable with the cognitive styles of the individual, he/she will be able to absorb the information and respond very fast.

Richard Riding (2002) as cited in Suparman (2010:105-107) is one of the proponents of cognitive styles research. Riding divides the styles into two categories:

- **Wholist-Analytic Styles**
  - **Dimension**
  - It decides whether individuals do better with the information as an integrated whole or separated in parts.

- **Verbal-Imagery Style**
  - **Dimension**
  - Categorizes whether individuals do better with verbal information or visual information.

RESEARCH METHODOLOGY

1. Place of the Research

The research about the Effect of Using Teaching Media and Cognitive
Style towards Students’ Vocabulary Mastery will be done at state junior high school in Lebak Banten. The writer has chosen MTsN Pasir Sukarakyat Rangkasbitung Lebak Banten as place of the research. 

MTsN Pasir Sukarakyat Rangkasbitung is located at Jl. Kompleks Pendidikan No. 31L, District Rangkasbitung, Regency Lebak Province Banten, Phone (0252) 202800.

It is Islamic state school has 18 classes all together. Grade VII has 6 classes with 2003 students, grade VIII owns 7 classes with 249 students, and grade IX possesses 6 classes with 254. The number of the whole students is 712. The school has Religious and Public Knowledge programs. Therefore, its subject consist of Islamic Education, Reading and Writing Qur’an, Aqidah Akhlak etc. Besides, it teaches public knowledge such as Science, Social Science, English, Mathematics, History, Training Basic Technique, Sport, etc. It has extra-curriculum activities too, such as Scouting, Teenager Red Cross, Students’ Security Guards, and so on.

2. Methods of the Research

The objective of this research is to gain effective teaching media in order to improve students’ vocabulary mastery. Therefore, in this research, the researcher uses experiment research particular experiment by subject in findings the Effect of Using Teaching Media and Cognitive Style towards Students’ Vocabulary Mastery. The researcher uses comparative statistics to find out the difference between using teaching media and cognitive style towards students' vocabulary mastery. The researcher uses two classes; Experimental Class (Using Teaching Video) and Control Class (Convensional).

Donald Ary (2997: 404) in a book “Introduction to Research in Education”. Surabayaa, National Effort, said the experiment method is done to test interaction between research variables with factorial design. In this research the chosen design is adjusted with the hypotheses will be tested. One of the Hypotheses is that whether there is any interaction between using teaching media and cognitive styles towards students’ vocabulary mastery.
This is based on the assumption that if hypotheses will be tested is interaction hypotheses than the hypotheses test can only be done by using factorial design (Donald Ary, 1977:338). Referring to many variables and sub variables in research, so it is used factorial design scheme 2x2, the variables are:

a. Free Variables, namely: (1) Using Teaching Media (A); (2) Cognitive Style (B).

b. Bound Variable is Students’ Vocabulary Mastery.

3. Design of the Research

Grouping the Result of Vocabulary Mastery Score by Factorial Category, e.g. 2x2 factors such as: (According to the method which is used, the design of this research is):

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>A1</th>
<th>A2</th>
<th>∑B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B - 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>∑A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>A1</th>
<th>A2</th>
<th>∑B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - 1</td>
<td>Y</td>
<td>11</td>
<td>Y 12</td>
<td>Y 10</td>
</tr>
<tr>
<td>B - 2</td>
<td>Y 21</td>
<td>Y 22</td>
<td>Y 20</td>
<td></td>
</tr>
<tr>
<td>∑A</td>
<td>Y 01</td>
<td>Y 02</td>
<td>Y 00</td>
<td></td>
</tr>
</tbody>
</table>

Information:

A    : Using Teaching Video
A1   : Video
A2   : Convensional

B    : Cognitive Styles
B1   : Verbal
B2   : Imagery

Y    : Test Result of Vocabulary Mastery

RESEARCH RESULT AND DISCUSSION

A. Description of the Data

In this research, there are three variables searched, namely Using Teaching Media and Cognitive Styles an independent variables of variable X, and Vocabulary Mastery as dependent variable or variable Y. The data are gained by giving test to find out vocabulary mastery and distributing questionnaire to know students’ cognitive styles.

The score of vocabulary mastery is gained after grouping the classes into experimental class using teaching media Video (A1) and controlled class using conventional (A2); and by looking at students’ verbal (B1) and imagery cognitive styles (B2), video and imagery cognitive styles (A1B2), conventional and verbal cognitive styles (A2B1), conventional and imagery cognitive styles (A2B2) which can be seen in the table as follow:
<table>
<thead>
<tr>
<th>Cognitive Style</th>
<th>Teaching Media</th>
<th>( \sum B )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Video (A1)</td>
<td>Conventional (A2)</td>
</tr>
<tr>
<td>Verbal (B1)</td>
<td>9090908585</td>
<td>8075757070</td>
</tr>
<tr>
<td></td>
<td>8080807570</td>
<td>7070656565</td>
</tr>
<tr>
<td>Imagery (B2)</td>
<td>85 80 80 75 75</td>
<td>70 65 65 60 60</td>
</tr>
<tr>
<td></td>
<td>75 75 70 70 65</td>
<td>60 60 50 50 40</td>
</tr>
<tr>
<td>( \sum B )</td>
<td>90 90908585</td>
<td>8075757070</td>
</tr>
<tr>
<td></td>
<td>80 80807570</td>
<td>7070656565</td>
</tr>
<tr>
<td></td>
<td>85 80 80 75 75</td>
<td>70 65 65 60 60</td>
</tr>
<tr>
<td></td>
<td>75 75 70 70 65</td>
<td>60 60 50 50 40</td>
</tr>
</tbody>
</table>

Based on vocabulary mastery score by using SPSS 16 and Excel counting, it can be summed up as in the table below:
Table A.1
The Summary of Students’ Vocabulary Mastery Test Score

<table>
<thead>
<tr>
<th>Cognitive Style</th>
<th>Teaching Media</th>
<th>∑B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Video</td>
<td>Conventional</td>
</tr>
<tr>
<td></td>
<td>N11 = 10</td>
<td>N12 = 10</td>
</tr>
<tr>
<td>Verbal</td>
<td>Ŷ = 82.5</td>
<td>Ŷ = 70.5</td>
</tr>
<tr>
<td></td>
<td>∑Y11 = 825</td>
<td>∑Y12 = 705</td>
</tr>
<tr>
<td></td>
<td>∑(Y11)^2 = 68475</td>
<td>∑(Y12)^2 = 49925</td>
</tr>
<tr>
<td>Imagery</td>
<td>N21 = 10</td>
<td>N22 = 10</td>
</tr>
<tr>
<td></td>
<td>Ŷ = 75</td>
<td>Ŷ = 58</td>
</tr>
<tr>
<td></td>
<td>∑Y21 = 750</td>
<td>∑Y22 = 580</td>
</tr>
<tr>
<td></td>
<td>∑(Y21)^2 = 56550</td>
<td>∑(Y22)^2 = 34350</td>
</tr>
<tr>
<td>∑B</td>
<td>N21 = 20</td>
<td>N22 = 20</td>
</tr>
<tr>
<td></td>
<td>Ŷ = 78.75</td>
<td>Ŷ = 64.25</td>
</tr>
<tr>
<td></td>
<td>∑Y21 = 1575</td>
<td>∑Y22 = 1285</td>
</tr>
<tr>
<td></td>
<td>∑(Y21)^2 = 125025</td>
<td>∑(Y22)^2 = 62775</td>
</tr>
</tbody>
</table>

B. Analysis Technique of Data

Requirement

1. Normality Test

Based on table of One-Sample Kolmogrov – Smirnov Test to test the normality of dependent variable, the criteria if sig > 0.05 therefore the hypothesis that states the dependent variable is normal can be accepted. The research shows that sig = 0.599 > 0.05 is normally distributed as shown in the table below:

Table B.1
One – Sample Kolmogorov – Smirnov Test

<table>
<thead>
<tr>
<th>Vocabulary Mastery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>40</td>
</tr>
<tr>
<td>Normal Parameters</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
</tr>
<tr>
<td>Kolmogorov – Smirnov Z</td>
<td></td>
</tr>
</tbody>
</table>
2. Homogeneity Test

In addition to normality test, one condition needed to analyze data using ANOVA is homogeneity test. The objective of homogeneity test is to find out whether the population variance homogeneity or not.

Testing homogeneity to the sample group is done by using Bartlett test at the level of significance $\alpha = 5\%$. The summary of homogeneity test result is shown at levence’s Test to test homogeneity of dependent variable i.e students’ vocabulary mastery.

### Table 2.1

**Levene’s Test of Equality of Error Variances**

<table>
<thead>
<tr>
<th>Dependent Varaible-vocabulary mastery</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.272</td>
<td>3</td>
<td>36</td>
<td>299</td>
</tr>
</tbody>
</table>

Test the null hypothesis that the error variance of the dependent variable is equal across groups.


With the probability score $\text{sig} = 0.299$, because the probability score is $\text{sig} > 0.05$ therefore the zero hypothesis (H0) is accepted or the four variances are same. In other words, the sample derives from population has homogeneity variance.

3. Research Hypothesis Test

The research hypothesis test analyzed using 2 factors ANOVA to find out the effect and interaction between groups. The ANOVA analysis uses SPSS 16 is shown in the table as follow:

### Table 3.1

**Test of Between – Subjects**

**Effects**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Sequeres</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3165.000</td>
<td>3</td>
<td>1055.000</td>
<td>23.088</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>204490.000</td>
<td>1</td>
<td>204490.000</td>
<td>4.4753</td>
<td>.000</td>
</tr>
</tbody>
</table>
a. R Squared = 658 (Adjusted R Squared = 360)

1. There is Significant Effect of Using Teaching Media Towards Students’ Vocabulary Mastery

To test the hypothesis of the effect of using teaching media video and conventional in English vocabulary mastery lesson by applying SPSS 16. From the account above it is gained score sig = 0.000 < 0.05. It means that using teaching media affects towards students’ vocabulary mastery. Meanwhile FO = 46.012 > Ft = 4.09. It means that teaching media affects towards students’ vocabulary mastery.

2. There is Significant Effect of Students’ Cognitive Styles Towards Students’ Vocabulary Mastery

For testing hypothesis of the effect of students’ vocabulary mastery that has verbal and imagery cognitive styles in English vocabulary mastery lesson using SPSS 16. From the counting above, it reached the score sig = 0.000 < 0.05. It is means that using teaching media affects towards students’ vocabulary mastery significantly. While FO = 21.884 > Ft = 4.09 it means that cognitive styles affects students’ vocabulary mastery.

3. There are not Significant Interactive Effect Between Using Teaching Media and Cognitive Styles Towards Students’ Vocabulary Mastery (A and B)

To test hypothesis of the effect of students’ vocabulary mastery using video and conventional and verbal and imagery cognitive styles in English lesson is by using SPSS 16. From the counting above, it reaches score big = 0.250 > 0.05 FO = 1.368 < Ft =4.09 it means that there is not interactive effects of using teching media and cognitive styles
towards students’ vocabulary mastery.

C. DISCUSSION

Research result shows that there is effect of students’ vocabulary mastery viewed from using teaching media video and conventional and verbal and imagery cognitive styles.

1. The Effect of Using Teaching Media Towards Students’ Vocabulary Mastery

Research result that the group using teaching media between video and conventional gained FO = 46.012 > Ft = 4.09 hence the validity of first hypothesis is tested significantly and acceptable FO (Ak) > Ft (Ak); 46.012 > 4.09. Hence is can summed up that there is significant different effect of using teaching media video and conventional towards students’ vocabulary mastery. Because, at average, students’ vocabulary mastery score using video is higher than conventional. It can be seen in the descriptive statistics that vocabulary mastery result of students who learn using video gain Maximum score 80, Minimum score 65, Mean 78.75, Median 80, Mode 75, and Standard Deviation 7.232. Meanwhile vocabulary mastery of students who learn conventionally gained vocabulary mastery with Maximum score 80, Minimun score 40, Mean 64.25, Median 65, Mode 65 and Standard Deviation 9.497. It proves that besides the data tested, it also shows that score of students who learn using video is higher than those who learn conventionally.

2. The Effect of Cognitive Styles Towards Students’ Vocabulary Mastery.

Research result shows that group learning vocabulary mastery between the students whose verbal and imagery cognitive styles gained FO = 21.884 > Ft = 4.09 hence the second hypothesis validity tested significantly and acceptable FO 21.884 (Ak) > Ft (Ak); > 4.09. Therefore, it can be summed up that there is significant different effect of verbal and imagery cognitive styles towards students’ vocabulary mastery. At average, student who have verbal cognitive style get higher score than those whose imagery cognitive style.
From the descriptive statistics shown that students who have verbal cognitive style gain maximum score 65, maximum score 90, mean 76.50, median 75, mode 70 and standard deviation 8.445. Meanwhile, in the group of students who have imagery cognitive style gained vocabulary mastery with minimum score 40, maximum score 85, mean 66.50, median 67.50, mode 60 and standard deviation 11.367. From the data, it is seen that not only the students who have verbal cognitive style tested but also they gain score higher significantly than those who have imagery cognitive style.

3. The Interaction Effect of Using Teaching Media and Cognitive Styles Towards Students’ Vocabulary Mastery

The research result shows that the effects of using teaching media video and conventional and verbal and imagery cognitive styles towards students’ vocabulary mastery seen from $FO = 1.368 < Ft = 4.09$ and $Sig = 0.250 > 0.05$ $FO (Ak) < Ft (Ak)$; $0.699 < 4.09$ means that there is not interaction effect between using teaching media and cognitive styles towards using teaching media and cognitive styles towards students’ vocabulary mastery and therefore needn’t further test.

CONCLUSION

Based on the analysis and hypothesis test on the research result about the effect of using teaching media video and conventional and verbal and imagery cognitive styles towards students’ vocabulary mastery can be concluded as follow:

1. There is effect of using teaching media towards students’ vocabulary mastery with $FO (Ak) > Ft (Ak); 46.012 > 4.09$ meaning reject $H_0$ and accept $H_1$, there is effect of using teaching media towards students’ vocabulary mastery.

2. There is effect of cognitive styles towards students’ vocabulary mastery with $FO (Ak) > Ft (Ak); 21.884 > 4.09$ meaning reject $H_0$ and accept $H_1$, there is effect of cognitive styles towards
3. There is not interactive effects between using teaching media and cognitive styles towards students’ vocabulary mastery with FO (Ak) < Ft (Ak); 1.368 < 4.09 meaning reject H0 and accept H1, there are not interaction effect using teaching media and cognitive styles towards students’ vocabulary mastery.

BIOGRAPHY

Book:


**Internet:**