

THE INFLUENCES OF USING AUDIO VISUAL MEDIA TOWARDS GRAMMAR MASTERY OF ENGLISH EDUCATION STUDENTS AT JAMBI UNIVERSITY

Tubagus Zam Zam Al Arif
Universitas Jambi
E-mail: zamzam@unja.ac.id

Abstract

The objective of this study is to know whether audio visual media can be used to improve students' grammar mastery of English education students. A quasi experimental design was applied in this study. Participants of this study were 52 students of English Education at Jambi University. The students in the experimental and the control group were given the same materials. In the experimental group, students were taught by audio visual media. In the control group, students were not taught by audio visual media, they were taught in conventional way. A pre-test and post-test were administered to measure students' grammar mastery before and after grammar classes in both of groups. Statistical analyses using an independent sample t-test were conducted to compare mean scores of the experimental group and the control group. The results revealed that audio visual media provides a differential effect in students' grammar mastery gain for the lower and higher ability students in the experimental group. The result of this study showed; There is a significant effect between audio visual media and students' grammar mastery. Test result obtained that p-value 0,002 (<0,05).

Keywords : *Audio Visual Media, Teaching, Grammar Mastery.*

INTRODUCTION

Language is a tool to communicate each other, With language people can express a meaning or idea and getting or transferring information and knowledge. In the context of language learning especially English language, it has four basic skills that should be taught, they are; listening, reading, speaking and writing. And it has some components; the components are vocabulary, pronunciation, and grammar.

Grammar is one of the language components that should be mastered by the learners. To be able to speak and write, the learners should acquire grammar well. In the context of language teaching and learning especially EFL, grammar is considered as one of the important language components beside the vocabulary and pronunciation which students should acquire. Mastering grammar means understanding what the text means correctly. Stewart and Vailette (2001) point out that the word grammar means the sort of thing they learned in English class or in other language classes, when they were taught about subjects and predicates and part of speech.

The statement reflects that the learners were taught about grammar in their class. They learn grammar because the teacher aware that EFL learners should know about grammar that native speaker use as a communication tool. Students did not realize that when they express ideas in writing or speaking, what they write or speak have its patterns and they keep subconsciously applying the patterns in their communication.

Grammar gives EFL learners the control of expression and communication in everyday situation. The learners should master the grammar rules in constructing the sentence in speaking or writing. Grammar deals with the form of sentences and smaller units such as clauses, phrases and words. (Huddleston, 2010:1)

Grammar mastery helps the learners to communicate their ideas, emotions, and purpose more effectively. Otherwise, communication can sound like a toddler getting frustrated because he or she does not have many words to express his or her thoughts well. Moreover, grammar also gives effect in written communication. Written communication skills with grammatical precision evince professionalism. Employing inappropriate grammar in a written communication in a letter or email - such as using "LOL" or flawed subject-verb agreement like "they was" - makes the message less effective because the errors will distract from the intent. Understanding basic principle of word, sentence and paragraph structures bestows writers with the flexibility to plan how they communicate a message, from a simple text to a presentation. If people cannot successfully speak or write to one another, they cannot share their thoughts to other people.

Peat (2002:214) states that Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly. It means that, when people want to write something, they should know about grammar because it reflects the meaning and relation with every single word that becomes a sentence. On the other hand, Harmer (1991:23) said that Real language use is often very untidy and cannot be automatically reduced to simple grammar patterns. Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It just means they have to be aware of language and how it is used.

From Harmer's statement means that the students should aware about grammar they mastered as a target language, however, it enable them to communicate with others without creating misunderstanding and misinterpretation. They should not learn it deeply

because when they communicate to other people especially in speaking, they just need to know how people understand about what they say.

In addition Kolln and Funk (2010:3) point out three definitions of grammar. First, grammar is the system of rules in our heads. Second, Grammar is the formal description of the rules. And the third, grammar is the social implications of usage, sometimes called "linguistic etiquette".

Grammar is a system of rules in our heads. It means that the study of grammar a lifetime of "knowing" how to produce sentences. This subconscious system of rules is your "language competence". It is important to recognize that these internalized rules vary from one language community to another. Grammar is the formal description of the rules. This definition refers to the branch of linguistic science concerned with the formal description of language, the subject matter of books like this one, which identify in an objective way the form and structure, the syntax of sentences. Grammar is the social implications of usage, sometimes called "linguistic etiquette". This definition could be called do's and don't's of usage, rather than grammar.

Considering those definitions and explanation, the writer shows that grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure and cohesion.

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Penny Ur (1991:76) Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning.

Supporting his opinion, Knapp and Watkins (2005:32) state that Grammar is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text. From that statement, it is clear that grammar is one of the important things in English because it

is not just to make the sentence good but also it will refer to its meaning. A knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function.

Therefore, to write or speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

Grammar is still an important component in English no matter how many experts classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target language itself.

In teaching grammar to EFL learners, teachers have the important role to make the learners understand even to make the learners mastering the grammar. Teachers can use so many ways to attract the learners' interest. One of the ways that teachers can do in teaching and learning process is using teaching media especially audio visual media. The use of audio visual media can make the teaching and learning process effectively and efficiently.

Mayer (2001) defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. He also describes potential benefits of multimedia that humans possess visual and auditory information processing capabilities. Ivers and Baron (2002) state that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others. It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. Reddy (2008:26) states that audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc.

According to Madhuri (2013), AVM tools for students can improve speaking skills several times over, more than other methods. AVM can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

Bavaro (1989), as cited in Mutar (2009), states that AVM are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. Technical AVM can communicate facts and ideas through the eyes and ears to the mind and to the emotions. Technical AVM include computers, videos, overhead projectors, instruments and tools of industrialization (Bavaro, 1989).

Potosi et al. (2009) did a research to see the impact of video on listening skill and towards video. The mission of the program was to prepare professional English teachers to increase the educative level of the region in the learning of English as a foreign language. Safarali and Hamidi (2012) did a study on the impact of videos presenting speakers' gestures and facial clues on Iranian EFL learners' listening comprehension. They conclude that using videos presenting speakers' gesture and facial clues has a significant effect on the EFL learners' listening comprehension. Ismaili (2013) did a different study to observe the effect of movies to make learners to be more involved in reading activities. The study aimed to explain and analyze the effectiveness of using movies on improvement of language competence and performance of learners in academic settings. Also the study aimed to examine whether movies may provide as a bridge between learning skill and language objectives or performances of learners. Asadi and Berimani (2015) considered a study on the usefulness of audio-visual aids in ELT in Iranian context. They found how the use of audio visual materials helps the language teacher and the learners in EFL classroom at high school level. The result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students in improving students' language achievement and students' motivation.

The objective of this study was to examine the effectiveness of using Audio Visual Media in improving students' grammar mastery of English Education students at Jambi University. The present study aimed at answering the following question: Do Audio Visual Media have any effect in improving students' grammar mastery of English education students at Jambi University?

METHOD

This research used a quasi experimental with nonequivalent control group design which emphasized on the effects of using audio visual media toward students' grammar mastery. It was conducted at English study program of Jambi University in academic year 2016 - 2017. The sampling method used in this research is purposive sampling. The selection of groups of subjects is selected purposively that the class which was taking grammar subject in academic year 2016 – 2017. The total respondents are 52 students of the second semester. The experimental group consists of 34 students, and the control group consists of 18 students. The sources of data of independent variables are the answers of students' related to grammar tests. The students in the experimental and the control group were given the same materials. In the experimental group, students were taught by audio visual media. In the control group, students were not taught by audio visual media, they were taught in conventional way. A pre-test and post-test were administered to measure students' grammar mastery before and after grammar classes in both of groups. Statistical analyses using an independent sample t-test were conducted to compare mean scores of the experimental group and the control group.

Hypothesis of this research are H0 (null Hypothesis) : There is no significant effect between audio visual media and students' grammar mastery. Ha (Alternative Hypothesis) : There is significant effect between audio visual media and students' grammar mastery

RESULTS AND DISCUSSION

- a. Validity Test : To get validity of the test, the test instrument was suited with the material taught to the students. In other words, the researcher made the test based on the material in the syllabus used by the Second Semester Students of English Education Study Program.
- b. Normality test

Table 1. Normality test

One-Sample Kolmogorov-Smirnov Test

	Posttest_Exp eriment	Posttest_Con trol

N		34	18
Normal Parameters ^{a,b}	Mean	77.8824	69.5556
	Std. Deviation	8.73781	8.13288
	Most Extreme Differences	Absolute	.199
	Positive	.194	.160
	Negative	-.199	-.120
Test Statistic		.199	.160
Asymp. Sig. (2-tailed)		.072 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality data test of Posttest scores used kolmogorov-smirnov, the result showed that the posttest sig. score of experimental group was $0.072 > 0.05$, and the posttest of control group was $0.200 > 0.05$. It means that the data of posttest was in normal distribution.

c. Homogeneity test

Table 2. Homogeneity Test

		Levene's Test for Equality of Variances	
		F	Sig.
PostTest	Equal variances assumed	.705	.405
	Equal variances not assumed		

The homogeneity test was used as a requirement of parametric test to decide whether the data was homogenous or not. In this study, to know the homogeneity of the data pretest and posttest of experimental and control group, the data was calculated using SPSS with levener's test, and the result showed that the sig. $0.405 > 0.05$.

d. Result

Table 3. Paired samples Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	77.8824	34	8.73781	1.49852
	Pretest	70.2353	34	7.62396	1.30750

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Posttest - Pretest	7.64706	4.57849	.78520	6.04955	9.24457	9.739	33	.000

From the data of paired samples test in experimental group, showed that the students' score of grammar mastery test before and after the treatment are 70.25 and 77.88, with sig. $0.000 < 0.05$. It indicates that the students' score raised after the treatment in experimental group by using audio visual media. It means that by using audio visual media there is a significant different students' score before and after the treatment, so we can conclude; by using audio visual media can improve students' grammar mastery.

Tabel 4. The Statistics of Posttest in experimental and control group

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
PostTest	Experiment	34	77.8824	8.73781	1.49852
	Control	18	69.5556	8.13288	1.91694

From the statistic data above showed that the mean of the experimental group is 77.8 and the control group is 69.5, it means that the experimental group that used audio visual

media got the higher score than the control group. And it is showed that the use of audio visual media can improve the student's grammar mastery.

Tabel 5. Hypothesis test using Independent samples t-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
PostTest Equal variances assumed	.705	.405	3.346	50	.002	8.32680	2.48845	3.32860	13.32499	
PostTest Equal variances not assumed			3.422	37.007	.002	8.32680	2.43315	3.39679	13.25680	

the score of t-test showed sig. $0.002 < 0.05$. it means that null hypothesis (H0) is rejected and (H1) alternative hypothesis is accepted. It proves that the difference in average (mean) of student's grammar mastery taught by using audio visual media with students taught by conventional media is different significantly. And it also showed that there is a significant effect of using audio visual media toward students' grammar mastery.

CONCLUSION

The Influence of Grammar Mastery towards Argumentative Writing, the result of testing hypothesis obtained the value of Sig. = 0.002 as the value of Sig. < 0.05. This means that there is significant influence of using audio visual media towards students' grammar mastery.

Using the quantitative information and theories, researcher concludes that there is positive and significant influence of using audio visual media towards students' grammar mastery. It indicates that audio visual media can be used in teaching and learning to improve students' grammar mastery.

The writer suggests the students must be given more audio visual media to attract students' interest in order to improve the students' grammar mastery, the students must read a lot of English book and do writing assignments to improve their ability to write correct sentences with the correct grammar, and the teachers must give the students more examples of the use of grammar and must evaluate the students' writing and return the paper to them, and also for the other researchers must do another research at the different time and place to prove the hypotheses.

REFERENCES

- Asadi, F., & Berimani, S. (2015) The Effect of Audio-Visual Materials on Iranian Second Grade High School Students' Language Achievement. *International Journal of Language and Linguistics*. 3(2), pp. 69-75. doi: 10.11648/j.ijll.20150302.15
- Bavaro, S. (1989). *Audio/visual Aids: A Study of the Effect of Audio/Visual Aids on the Comprehension Recall of Students*. (Unpublished Master's thesis). Kean College, Union, NJ.
- Harmer, J. (1991). *The Practice of English Language Teaching*. New York: Longman Group.
- Huddleston R, and Pullum, G.K., (2010). *A Student's Introduction to English Grammar*, New York: Cambridge University Press.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
- Ivers, K., & Baron, A. (2002). *Multimedia Project in Education*. Santa Barbara: ABC-CLIO LLC.

- Knapp, P., and Watkins, M. (2005). *Genre, TEXT, grammar; Technologies for teaching and assessing writing*. Sydney: University of New South Wales Press.
- Kolln, M., and Funk, R. (2010). *Understanding English Grammar: Eight Edition*, New York: Pearson.
- Madhuri, J.N. (2013). Use of Audio Visual Aids in Teaching and Speaking. *Research Journal of English Language and Literature*, 1(3), 108-122.
- Mayer, R.E. (2001). *Multimedia Learning*. Cambridge, UK: Cambridge University Press.
- Mutar, S.S. (2009). The effect of using technical audio-visual aids on learning technical English language at technical institutes. *Journal for Academic Studies*, 8(15), 1-12.
- Peat, J. (2002). *Scientific Writing; Easy When You Know How*. London: BMJ Books.
- Penny Ur. (1991). *A Course in Language Teaching; practice and Theory*. Cambridge: Cambridge University Press.
- Potosi, A., Jhoana, L., Loaiza, G., Andres, E., Garcia, L., & Catalina, A. (2009). *Using video materials as a teaching strategy for listening comprehension*. Universidad Tecnológica dePereira.
- Reddy, R.J. (2008). *Methods of Teaching*. New Delhi: S.B Nangia.
- Safarali, k. S. & Hamidi, H. (2012). The impact of videos presenting speakers' gestures and facial clues on Iranian EFL learners' listening comprehension. *International Journal of Applied Linguistics & English Literature*, 1(6), 106-114. doi:10.7575/ijalel.v.1n.6p.106.
- Stewart, T.W., and Vailette, N.Jr. (2001). *Language Files; Materials for an Introduction to Language and Linguistics*. Columbus: Ohio State University Press.