

THE EFFECT OF ENGLISH VIDEODISC IN ACQUIRE ENGLISH

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Abstrak

Videodisk adalah piranti elektronik yang saat ini berkembang sangat pesat. Sebuah videodisk menurut Microsoft Encarta (2009) berisi rekaman suara, transkrip, rekaman video, film, dll. Dewasa ini anak-anak sering berinteraksi dengan piranti tersebut, selain mereka berinteraksi dengan televisi, komputer, telepon genggam, dll. Rekaman dimaksud berupa audiovisual atau berbentuk videodisk. Salahsatu bentuk videodisk itu adalah DVD berbahasa Inggris yang merupakan salah satu media bagi anak-anak dalam memperoleh maupun belajar bahasa Inggris sebagai bahasa asing. English Make Easy adalah sebuah DVD yang berisi berbagai film yang dinamis, karakter yang lucu dan menarik, percakapan yang menyenangkan, cerita yang menghibur dan banyak sekali kosakata bahasa Inggris yang disajikan sehingga membuat anak-anak akan lebih tertarik untuk menontonnya. Artikel ini menekankan pada kemampuan bahasa Inggris anak-anak sebelum dan setelah mereka menonton DVD English Make Easy.

Data dikumpulkan peneliti dengan cara menonton DVD dahulu, kemudian mencatat dialog yang ada di dalamnya. Data dari disk digunakan untuk membuat pertanyaan pilihan ganda. Data dari anak-anak dikumpulkan dengan cara memberikan tes sebelum dan tes sesudah menonton video disk, kemudian hasil test dibandingkan untuk melihat peningkatan. Dari hasil test yang dilakukan dipergunakan untuk menjawab hipotesis yang disebutkan oleh peneliti.

Teori utama pembelajaran bahasa diambil dari Brown (2000), sedangkan teori eksperimen berbentuk tes sebelum dan tes sesudah diambil dari Sarwono (2006). Hasil penelitian menunjukkan kemampuan rata-rata seluruh anak meningkat setelah menonton video disk sebanyak dua kali. Kemampuan rata-rata meningkat 12,9% dari disk pertama, meningkat 9,6% dari disk kedua, meningkat 13% dari disk ketiga dan dari disk keempat meningkat 14,6%.

Kata kunci: Videodisk, Tes sebelum dan tes sesudah, Memperoleh

1. Background of the study

A foreign language has become a universal language which most people in the world become familiar with and also they are able to speak it. English as international language is extremely important in our daily communication. Nowadays, most parts of our life use English, like in the field of medicine, banking, education, technology and many more fields. Today, learning English is very important to many people in the world.

English is so important that some parents support their children to learn English in a course, send them to a bilingual school, in an international school; moreover the parents prepare their children from childhood. Children are the

better learner than adult in learning English at their childhood. As Defrian (2011) stated that the childhood is the period where child's brain still develops fast to acquire and learn many things from surroundings, particularly to acquire English.

The children can acquire English from their environment, although their parents do not speak English. Commonly, they are interacting with television, DVDs, computer and videos in their daily life besides; they are playing outside their house with their friends. Britannica Encyclopedia (online), available at <http://www.britannica.com/EBchecked/topic/42571/audiovisual-education>, contains recordings, transcripts, and tapes; motion pictures and video tapes; radio and television; and computers.

English Make Easy is a Digital Versatile Disc or DVD which contains several dynamic motion pictures, fun character, fun conversation, entertaining story and many more English vocabularies which are served with fun method that makes children more interested in it.

2. Problem of the study

Based on the background of the study above, where children often interact with English videodisc, the problem is focused in this study as follow.

How is the English ability of the children pre and post watching the DVD *English Make Easy*?

3. Aim of the study

According to the problem of the study mentioned above, the aims of this study was purposed to answer the hypothesis in the next section.

To find out the ability of English of the children pre and post watching the DVD *English Make Easy*.

4. Hypothesis

According to my experience, children have their own ways to learn languages, especially to learn English through video disc. Those children, who use video disc as their media to learn English will have a better understanding of English.

5. Research method

Research method as a systematic framework structure or as ways in guiding research and used to help the researcher getting the target of the subject. In this analysis, the methodology of the research was divided into three ways. Data source as the first step, continued by method and technique of collecting the data, and the method and technique of analyzing data.

5.1 Data source

Data source was taken from seven students with average of age 8 -11 years old who followed English tutorial at SDN 17 Kesiman, Biaung, Kesiman Kertalangu, Denpasar Timur. These children are originally local people with no foreigner in their family members.

5.2 Method and technique of collecting data

Second, method and technique of collecting the data were applied. To find out the vocabularies inside the videodisc, the researcher watched the videodisc at first, then wrote down the dialogue inside it on the paper. All of those data were used to make questions.

The data from the sample were taken by giving pre-test and post-test. The children had to answer some questions given in multiple choice models, both pre-test and post test questions are same. The pre-test was taken before they watched the videodisc as a measurement of children ability at the beginning, whereas the post-test was taken after they watched the videodisc twice, used to measure their ability after watching the discs. The result of these tests were compared to find out the gain score, the pre-test compared to the post-test.

5.3 Method and technique of analyzing data

In method and technique of analyzing data, the data were analyzed using quantitative method and further analyzed descriptively. The main theory of language learning was taken from Brown's theory (2000) afterwards, theory of one group pre-test and post test experimental design was adapted from Sarwono (2006).

6. Result analysis

According to Brown (2000: 7), learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. Meanwhile, Kimble & Garmezy (1963: 133) as cited in Brown (2000: 7) described that learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice. The result of the test given to the children as the impact of the reinforcement was calculated by Sarwono's formula (2006: 140). He mentioned that a way to describe a numerical as a representative of a group of certain numeral was by using mainstream numeral. The examples of mainstream numeral are mean, median and mode. This study, the formula of mean was used to find out the mean of the data. The formula used as:

$$\text{Mean} = \frac{\text{Total score of the children}}{\text{Number of the children}}$$

The scores obtained from both pre-test and post-test were further presented as: $mean_1$ as a mean from disc 1, $mean_2$ as a mean from disc 2, $mean_3$ as a mean from disc 3 and $mean_4$ as a mean from disc 4. The mean scores result of the children ability of English further described as:

Children test result from disc1

Measurement	Total Score	Mean ₁
Pre-test	401	57,2
Post-test	491	70,1
Gain	90	12,9

Children test result from disc2

Measurement	Total Score	Mean ₂
Pre-test	361	52,5
Post-test	435	62,1
Gain	74	9,6

Children test result from disc3

Measurement	Total Score	Mean ₃
Pre-test	341	48,7
Post-test	432	61,7
Gain	91	13

Children test result from disc4

Measurement	Total Score	Means ₄
Pre-test	281	40,1
Post-test	383	54,7
Gain	102	14,6

From the table above, we can see a lot of differences. Furthermore, children ability before and after watching the video disc were contrasted. It was intended to find out the gain score of comparing between post-test to pre-test result. We can see the ratio of mean score of both pre-test and post-test increased. From watching the disc 1 twice, children increased their ability by 12,9 points or 12,9%, from watching disc 2 twice, children gained score 9,6 points or 9,6%, whereas from watching disc 3 twice they gained 13 points or 13% and from watching disc 4 twice they gained 14,6 points or 14,6%. For more detail and ease to understand about all of the scores gained per child, furthermore we can see these charts below.

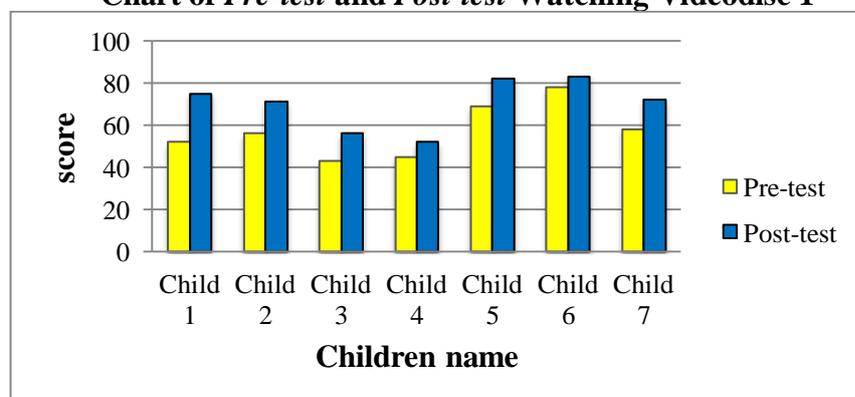
Chart of *Pre-test* and *Post-test* Watching Videodisc 1

Chart of *Pre-test* and *Post-test* Watching Videodisc 2

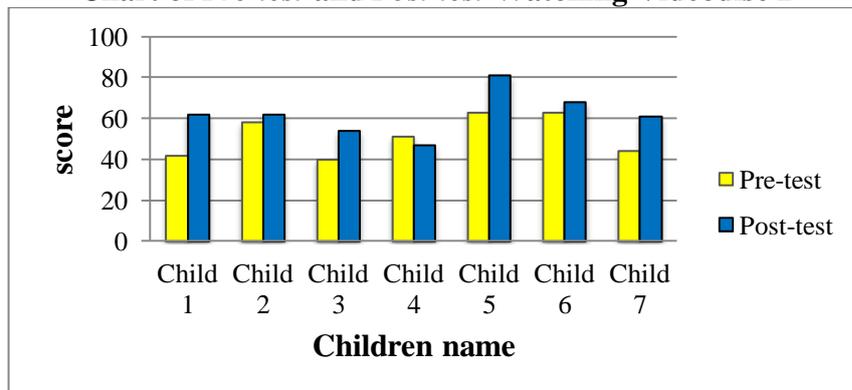


Chart of *Pre-test* and *Post-test* Watching Videodisc 3

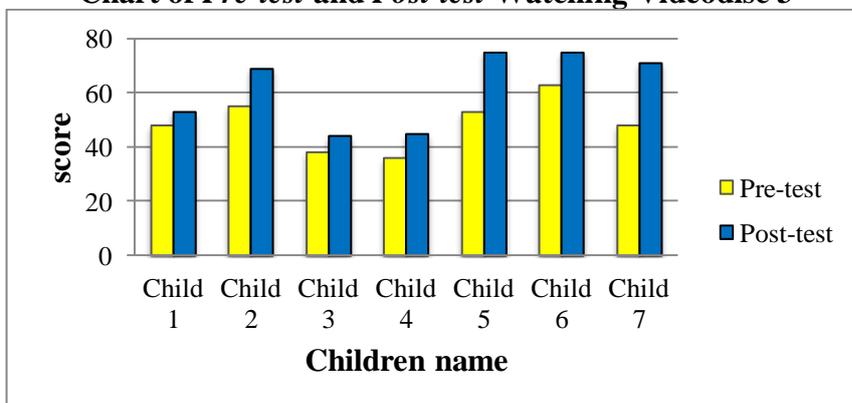
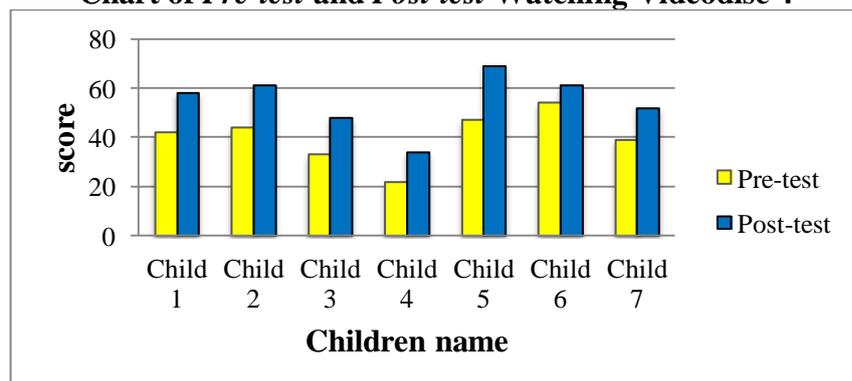


Chart of *Pre-test* and *Post-test* Watching Videodisc 4



All of those graphics above shown the ratio between the pre-test and post-test of the children before and after they watched all the entire disc *English Make Easy*. Pre-test score was shown by yellow bar chart, whereas the post-test score

was shown by blue bar chart. According to all of those results, the whole ratio between the pre-test and post-test of the entire discs showed that there were increased scores of the children after they watched the videodisc. Videodisc as an instrument of learning was also used to stimulate the children and was measured by the test result above. According to the result above, children's competences were having multiplication. Those results were answering the hypothesis mentioned before, that was children who watched the English videodisc as their media to learn English have acquired and better understanding English.

7. Conclusion

This section shows that English videodisc gave significant impact in learning English. As stated in the problem above, it can be concluded that children ability of English after watching videodisc twice increased, or in other words their ability multiplied. From watching the disc 1 twice, children increased their ability 12,9 points or 12,9%, from watching disc 2 twice, children gained score 9,6 points or 9,6%, whereas from watching disc 3 twice they gained 13 points or 13% and from watching disc 4 twice they gained 14,6 points or 14,6%. This meant that children who used English videodisc as their media to learn English had a better understanding of English because from watching those discs, they can see and hear the real situation where the English is used.

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