

MEDIA IN INCREASING STUDENTS' VOCABULARIES REGARDING COVID-19 TERMS

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Abstract

This research aimed to find out the influence of media in increasing students' vocabularies regarding COVID-19 terms and which media comes dominantly. It is employed by qualitative-descriptive method with percentage result. The data was taken from online news which limited about terms regarding COVID-19. Students in second semester with non-English background study was asked to fill in questionnaire. After collecting the data, the result shows that almost all responders know the terms regarding COVID-19 in more than 50% in each of terms, while only one term found with less percentage than that. In other hand, media which comes as a majority is Internet or online media with the highest percentage than another media in all terms. So, it can be concluded that online media or internet influences the student's vocabularies regarding COVID-19.

Keywords: *Media, Students' vocabularies, COVID-19*

A. Introduction

Media is a mediator in mass communication. It can reach the wider audience to access. The appearance of media helps people to fulfill what they need, about information or entertainment. It will help the problem of limited of space and time. In addition, it becomes control system of society. By media, everything can be more transparent or manipulated. But basically, it can increase human knowledge in all aspect of life.

Media comes in three types, two of them are traditional and the last one is modern because coming lately and supported by high technology. All kinds of mass media including printed media such as magazine and newspaper, electronic media in form of TV and radio and online media which comes as internet and social media influence in spreading information to public. The appearance becomes easier to get and access as become a primary need in all level of society. Based on the function, it will inform a lot of things and increasing human knowledge, one of them about new vocabularies for second language learners.

English is one of the international language must be mastered by all people who want to make crossed-countries communication. So that. All students in all college with non-English background study will get English class, one or two classes in the early semester. It aimed to give a basic skill to bring after they graduated. The power of English can be seen for looking for job. Usually, people with English skill will get easier to reach the position. That is one of the benefit from learning English language.

In learning English, it must be started by vocabulary mastery. it is not only remembering language but learning about the It is the basic thing and important element in learning language. It can be a basic maintenance in speaking, listening, reading and writing as the four branches in all language. But, there is challenge in learning English where there is a differences between writing and the way to pronounce them. So, it will be

challenging and takes some times. It is explained by Adrian and Mirabela (2017: 123).

“Vocabulary, the core of any language, is probably the most challenging and time consuming part of learning a foreign language. It takes time and flows like a continuous process, once you have settled the fundamentals of a language (pronunciation, orthography and basic grammar).”

In this year, new vocabularies regarding COVID-19 are sounded by media rapidly which help students to enrich their stock. In fact, Covid-19 or Corona Virus Disease comes as a big issue in this world in the end of 2019. Almost two hundred countries get impacted by this case and goes become a pandemic later on. While, China is as the source of where is the virus coming now getting better and start to open the lockdown which started a few months ago. But, Indonesia still fight this virus with the victim amount is getting more day by day.

On March, the government of Indonesia announced and sounded to stop this virus by doing action such as staying at home and social distancing. In addition, the information is spreading very rapidly in all media and all the time. Since the information can spread in global and high probability to be accessed by all people, it gives an impact in increasing student’s vocabularies. Some a lot of terms comes during this pandemic, sounded again and again by media and people try to use it in daily and share them in social media.

It can be concluded that media is helpful in increasing vocabularies for the learners. Based on the reason above, the author is focus on *Media in Increasing Students' Vocabularies Regarding COVID-19*.

B. Theoretical Foundation

1. Mass Media

Mass media is one medium to fulfill what people need regarding with information and entertainment. As a product of technology, it becomes an important element in communication process. Based on the form, mass media consist of three types: *Printed media* and *electronic media* which come earlier, while *internet* comes later. The types of mass communication are below:

a. Printed Media

Printed media is a type of mass communication through printed material. It includes magazine, newspaper, brochure or booklets, press release, billboard and books. The writing of printed media focuses in term of size and format which coming in the different detail in different kinds of printed media.

Based on flexibility, printed media is flexible because easy to bring, can be stored and read anytime and anywhere. In other hand, printed media can share something more informative regarding what consumer need in daily. Meanwhile, in critics

delivering, it will be deeper and get more opinion from consumer or audience.

b. Electronic Media

Electronic media comes as mass communication with electric connection to access it. The advancement of technology, it is from printed to electronic media. Radio is created with sound or audio only. It develops and completed by visual in form of TV (Television). Nowadays, television and radio are not high level need where only upper class society who can get and use. It becomes the primary need for all level.

These are the differences of printed and electronic media from several views. Qorib and Saragih (2019:243) conclude in the table below.

Table 1. Printed and Electronic Media

Printed Media	Electronic Media	
	Radio	TV
Printing process	Transmission process	Transmission process
The content of the message are	The content of audio messages, can	The content of audiovisual

printed, can be read anywhere and anytime	be heard at a glance when there is a broadcast	messages, can be seen and heard at a glance when there is a broadcast
Message content can be read repeatedly	Cannot be repeated	Cannot be repeated
	Can present events/opinions that are happening	Can present events/opinion that are happening
Cannot present the opinion of the person directly (audio)	Can present the opinion (audio) of the resource person directly/original	Can present the opinion (audio) of the resource person directly/original
Writing is limited to columns and pages	Writing is limited by second minutes and hours	Writing is limited by second minutes and hours
Periodic meaning is limited by days, weeks and months	Periodic meaning is limited by seconds, minutes and hours	Periodic meaning is limited by seconds, minutes and hours

Distribution via land/sea and air transportation	Distribution through transmission	Distribution through transmission
Language used in formal language	Languages used in formal and non-formal language (spoken language)	Languages used in formal and non-formal language (spoken language)
The sentence can be long and detailed	Short sentences, simple and clear solid	Short sentences, simple and clear solid

c. Online Media or Internet

Internet (interconnected network) is kind of mass communication which need a medium to access it, such as personal computer or mobile phone. Internet allowed to exchange information to and from in global.

Internet has a potential to reach in large number of audience, with all people in this world. Arens in Ohiagu (2006:558) noted “that with an audience of some 800 million people worldwide, the Internet is also the only true global medium, providing information and commerce opportunities that are immediately accessible around the world”. It includes the

heterogeneous audience with sex, age, class, race, level, location, status and culture.

Basically, the power of mass communication is simultaneously in information transmitted. Hanson (2005) underlined that “mass communication messages are transmitted rapidly to the receivers. Audience members can receive the message simultaneously, as they would in the case of a radio broadcast; at similar though not identical times, as in the case of a newspaper or magazine; and occasionally over an extended period, as in the case of CD, movie or video”. It shows that the appearance of internet as newest mass media product can fulfill what is the goal of mass communication.

In the other hand, internet comes with fast accessed, faster than traditional communication tools. Oyewole (2007) concurred that the Internet has become a “dominant infrastructure in the modern society.” It means that all traditional communication media reshape and redefined, born to the new service into the form with internet base, such as email, e-phone, TV internet, digital newspaper, online music, web site and video streaming.

So, it is concluded that internet contains of all aspect of mass communication characters. The information transmitted, the speed and potential to reach in large mass. For Arens in Ohiagu (2006: 540) discussing the digital interactive media and the

information highway, “the highway is the Internet and it is already”.

2. Vocabulary

Vocabulary is the basic thing in learning language, especially for second language learner. Richards and Renandya (2002:255) said that vocabulary is a core component of language proficiency and provides much of the basic of how they listen, speak, read and write. So, the vocabulary mastery will define the successful of the language mastery.

Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In other hand, without vocabulary, a learner cannot develop their skill, because there is no additional expression can be made. Later on, without vocabulary, people cannot communicate and express their feeling in spoken or written.

There is another challenge in learning English, whether the vocabulary mastery, the learners must learn about the characters of English vocabularies. Not only remembering words, there is a differences between the form of writing words and how the words is pronounced, it is little bit different. There is a similarity between writing and pronouncing, and another one different between writing

and pronouncing. So, the vocabulary mastery become more challenging.

In the process of learning vocabulary, it involves four stages; discrimination, understanding meaning, Remembering and Consolidation meaning. It starts in discrimination, in distinguish sounds, letters, and similar words. Then, they will understand about the concept of foreign words or phrase. And they will remember the words or phrase. Last, they will control over morphological forms and syntactic link, and ended by full semantic.

In use, there are two types of vocabulary (Hiebert and kamil, 2005:3), productive and receptive or recognition vocabulary. Productive means that the that words can use in speaking and writing. While, receptive means words that less well known and less frequent in use, only individual can assign the meaning.

C. Research Method

The type of this research is qualitative descriptive research with questionnaire as the technique of collecting data. Sugiono said (2010:23) that the qualitative research analyzes the general problem which can develop when the research is happening. In line, Hikmat (2011:37) said that qualitative research will result descriptive data in written or spoken from people as object of the research.

In addition, pandemic and local lockdown become a consideration for taking this technique, so the author did not need to meet the responder one by one and do social distancing. It goes line with the statement of Hikmat (2011:77) that this technique can reach a wide spread by post, but now google form can be used to collect data by sharing link by WhatsApp or another social media. It means that questionnaire makes the author easier to collect data.

The data was taken from online news and chosen 24 terms regarding COVID-19 which collected and asked to all responder. The author has collected and chosen terms with highly used and mentioned by people and media online or offline. The responders are students of second semester in STAIPI Bandung. They are coming from non-English background which get English class two times in first and second semester. Their background and level of study become two of reasons the author choose them as the responders.

D. Result And Discussion

1. Students' Vocabulary Regarding COVID-19

The result is taken from the questionnaire which distributed to all of students in second semester with 24 terms regarding COVID-19. It provides the choices of “Yes” for students who know the terms and “No” for those who do not know about the terms. So, the results are presented by this table below:

Table 2. Students' Vocabularies Result Regarding COVID-19

No	Terms	Percentage (%)	
		Yes	No
1	LOCKDOWN	94	6
2	DROPLETS	66	34
3	RAPID TEST	71	29
4	PANIC BUYING	55	45
5	SYMPTOMS	55	45
6	SOCIAL DISTANCING	96	4
7	PANDEMIC	85	15
8	VACCINE	66	34
9	SUSPECT	55	45
10	SELF-QUARANTINE	83	17
11	COMMUNITY SPREAD	55	45
12	SELF-ISOLATED	87	13

13	LOCAL TRANSMISSION	64	36
14	IMPORTED CASE	57	43
15	HAND SANITIZER	100	0
16	WORK FROM HOME	89	11
17	LEARNING FROM HOME	94	6
18	VIRUS	75	25
19	STAY SAFE	100	0
20	STAY AT HOME	98	2
21	STAY HEALTHTY	98	2
22	AIRBONE	37	63
23	IMMUNE	94	6
24	PHYSICAL DISTANCING	98	2

From the table above, it can be seen the percentage of students who know and do not know about the new terms regarding COVID-19 using

‘Yes’ and ‘No’. From 24 terms, it is found that more than 50 % of students know 23 terms, while one terms only known by less than 50 % of the students. In the highest position, there are two terms comes dominantly with the perfect percentage. It means all of responders know about the terms. They are “Hand Sanitizer” and “Stay Safe”. In other hand, the lowest position filled by the term “Airbone” which means lack of known by students.

The second highest position is in rate 90% with five terms found. They are “Lockdown”, “Social distancing”, “Learning from home”, Stay at home” and “Stay Healthy”. It is influenced of how media tries to sound the terms rapidly. For example, lockdown becomes a big issue as a solution to stop spreading of the virus. It is announced by all media and people always talk about it and use it in daily. The same thing happens for “staying at home”, “staying healthy” and “social distancing” as tagline from government, even many teachers in all level of study ask students to invite people around doing that. Meanwhile, “learning from home” is familiar for students, especially in college. That is what they have to do during this pandemic.

The percentage of students who know and do not know about the terms in more than 50 % can show that they get new vocabularies from this pandemic issue. They can add more vocabularies without any class activities, which means good for second language learners with non-English background study to increase vocabularies mastery. In addition, they only get two English classes in first and second semester, which

cannot help them a lot in increasing their English skill. It is not the best period of learning language especially speaking mastery, but increasing vocabularies stock will help them to reach a better progress in English language mastery.

2. Media in Spreading Information Regarding COVID-19

The result is taken from the questionnaire which distributed to all of students in second semester with 24 terms regarding COVID-19. It provides four choices; “Printed media”, “Electronic Media”, “Online Media”, and another sources. Printed media includes magazine, newspaper and all kinds of printing media. Electronic means TV and radio. While, internet or online media including all of kinds social media that they can access online. So, the results are presented by this table below:

Table 3. Types of Media in Spreading Information Regarding COVID-19

No	Terms	Percentage (%)			
		PRINTED MEDIA	ELECTRONIC MEDIA	ONLINE MEDIA	MANY MORE
1	LOCKDOWN	2	18	71	9
2	DROPLETS	0	12.5	51	33

3	RAPID TEST	3.5	36	44	12.5
4	PANIC BUYING	0	28.5	53	14
5	SYMPTOMS	2	9	66	20
6	SOCIAL DISTANCING	2	20	66	9
7	PANDEMIC	2	20	66	12.5
8	VACCINE	2	20	58	16
9	SUSPECT	2	27	48	20
10	SELF- QUARANTINE	3.5	21	55	14
11	COMMUNITY SPREAD	2	16	58	25
12	SELF- ISOLATED	2	30	55	9
13	LOCAL TRANSMISSIO N	0	32	42	21

14	IMPORTED CASE	2	25	51	18
15	HAND SANITIZER	0	12.5	58	25
16	WORK FROM HOME	2	20	55	20
17	LEARNING FROM HOME	2	16	67	11
18	VIRUS	0	25	58	12.5
19	STAY SAFE	0	18	66	12.5
20	STAY AT HOME	2	23	55	16
21	STAY HEALTHTY	0	16	60	20
22	AIRBONE	2	11	48	37.5
23	IMMUNE	3.5	12.5	58	21
24	PHYSICAL DISTANCING	2	25	60	11

The table shows the list of media as a medium for spreading information. They are three types of mass media; printed media, electronic media, and online media or internet. While the author adds one more choice, it is “another sources”. It is used to complete the choices in the questionnaire, in case they got information from mouth to mouth, such as from people.

From the questionnaire, online media or internet become the dominant media comes in all of 24 terms with the different percentage. Electronic media and many more come saling menyusul in all terms, sometimes get more or less then another one. While, printed media becomes the lowest media with rate 0 – 3.5 % in all cases.

Online media comes as the majority media in spreading information which means most accessed by students. It can be the easier of accessing or more interesting features inside. From the percentage, the highest one is in 71% with “Lockdown” as the term. In opposite, the lowest grade is 48% with “Airbone”. But, online media places the highest position comparing in all media types with all terms provided.

Electronic media becomes the second grade in this case, with 16 times coming more than another sources in third position. The highest percentage is 36% with “Rapid Test” and the lowest one is 9% with “Symptoms”. In 8 times, “another sources” comes more dominant than electronic media, it places with 33% in highest position and 9% in the

lowest percentage. Besides, printed media takes the lowest place in all choice. Which means the lowest percentage in accessing by students.

E. Conclusions

The result shows two important points about how media influences in increasing students' vocabularies regarding COVID-19. From both tables above, it can be concluded that:

- a. Information which spread in all media, including printed, electronic and online help in increasing students' vocabularies. The terms that provided are popular after this pandemic comes to Indonesia and the government announce this issue using English terms. It shows us that media takes an important role in increasing vocabulary mastery. Because, they can accept it unconsciously, and without any "Class" label in it. It can be seen the percentage in 23 terms reach more than 50% of responders, while only one case in less than 50% of them.
- b. Majority media is online media which means a lot of accessing students. While, the development of online media cannot be separated from young generation. It is easy to access by mobile phone wherever and whenever. They can access all media in one, because online media provide all of them.

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