

## **The Effects of Multimedia Learning and Vocabulary Mastery on Students' Japanese Reading Skills (an Experimental Study at the Japanese Language Program of Jenderal Soedirman University, Central Java-indonesia)**

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### **Abstract**

The main objective of this research is to determine the effects of multimedia learning (Rosetta Stone and Tell Me More Japanese) and vocabulary mastery (high and low level) on students' Japanese Reading skills. The research used two way treatment design by level 2x2. The research was conducted at The Japanese Language Program, Faculty of Humanity and Politics Sciences of Jenderal Soedirman University in Central Java, Indonesia with 48 students as the sample. The results of the present research are as follows: (1) students' Japanese reading skills who are presented by "Rosetta Stone" multimedia learning is better than those who are presented by "Tell Me More Japanese" multimedia learning; (2) There is any effects of interaction among multimedia learning and vocabulary mastery on students' Japanese Reading skills; (3) Students' Japanese Reading skills who have high level vocabulary mastery and who are presented by "Rosetta Stone" multimedia learning is better than those who are presented by "Tell Me More Japanese" multimedia learning; (4) Students' Japanese Reading skills who have low level vocabulary mastery and who are presented by "Tell Me More Japanese" multimedia learning is better than those who are presented by "Rosetta Stone" multimedia learning. Therefore, base on the results of the research, students' Japanese reading skills can be enhanced by using "Rosetta Stone" multimedia learning for those that have high level vocabulary mastery and by using "Tell Me More Japanese" multimedia learning for those that have high level vocabulary mastery.