

## **THE USE OF WORDLIST PLUS PICTURE TO INCREASE STUDENTS' STOCK OF VOCABULARY**

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### **ABSTRACT**

This research aimed to see the effectiveness of using Wordlist plus picture in increasing students' stock of vocabulary at the seventh grade of SMP Negeri 2 Tenga. This research used pre-experimental designed with one group pre-test and post-test. The result of this research found that Wordlist plus picture was effective in increasing students' stock of vocabulary. The result showed that post-test was higher than pre-test. The mean score of pre-test was 5.00 and the mean score of post-test is 7.25 which means that the result of the post-test is higher than the pre-test. It can be stated that the students' stock of vocabulary at the seventh grade of SMP N 2 Tenga is high in the post-test. So, it means Wordlist plus picture is effective in increasing students' stock of vocabulary at the seventh grade of SMP N 2 Tenga.

***Keywords: Vocabulary, Wordlist, Picture***

### **INTRODUCTION**

The main thing to master foreign languages fluently like native speakers is vocabulary mastery. To be able to master a foreign language, one of the things that must be understood is how to compose a good sentence to speak. Someone will not directly be able to speak fluently and interact with each other with the foreign language being studied, without mastering the vocabulary of the foreign language. Mastering large vocabulary is the main facility for composing sentences and speaking fluently. The most essential for the four skill language is vocabulary. Heng (2011:1) argues that, ”

*Vocabulary knowledge is vitally essential for the four language skills: listening, speaking, reading, and writing.”* A lack of vocabulary make us difficult to express either in spoken and written.

The four skill that we must mastered in learning English are listening, speaking, reading, and writing. But it will not works if we have a lack of vocabulary. For example, when we listen to something in English, and we have a lot of vocabulary, it will make easier to understand the meaning of what we are listening to. But if we have lack of vocabulary it will make difficult, because

English has many forms and variations that confuse students. So that, vocabulary is an essential and crucial element that needed for learning.

According to Nation and Meara (2002: 50), English learners face numerous challenges in learning all of the difficult or technical words found primarily in written text due to the large vocabulary size. Furthermore, Nation (2005: 47) claims that *“the main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time.”* As a consequence, vocabulary knowledge should be the goal of English language teaching in Indonesia.

Students will simply “pick up” the vocabulary that required for learning and using English, and there is no need to focus on or teach it. Such an assumption can be true if students have good reading habits, and English teachers are linguistically and pedagogically well-qualified.

One of vocabulary learning strategies that can make student interest in learning so can their vocabulary knowledge is wordlist. Wordlist is considered old-fashioned but effective to emphasize learning role and learning new word out of context.

To get good results in teaching vocabulary, teachers need to ensure that they teach students words that are used and taught repeatedly. The reason is, as suggested by Stahl and Fairbanks (1986: 76), when students are exposed to the same words many times, the result will be a higher degree of learning, and increasing the ability to remember and use words. Studies that dealing with more provision exposures reveals that having students practice new

vocabulary in the texts they have read is more effective than learning new words in isolation. To make it possible, it is important for English teachers to have a well-prepared plan and be able to make a creative class so that the students not bored in class.

## REVIEW OF LITERATURE

### Vocabulary

According to Manser (1995: 461), *“Vocabulary is the total number of words in a language”*. This states that vocabulary is a collection of the words of a language. Furthermore, Ur in Hidayati (2007: 7) states that vocabularies are the words that are taught in the foreign language. So vocabulary are a collection of words from a language that someone understands and uses to express ideas or intentions.

Nation & Meara, (2002) split vocabulary knowledge into productive and receptive knowledge. *“Receptive vocabulary refers to the words that a person can remember and understand while listening to or reading a word”* (Schmitt, 2000). While *productive vocabulary refers to the words that a person can or chooses to use correctly and properly in speech or writing* (Nation, 2001). So it can be said that, receptive knowledge implies that people receive language input by listen, and read, whereas productive knowledge implies that people produce language forms by speak and write. (Nation, 2003).

The words "passive" and "active" are often used refer to receptive and productive (Corson, 1995). According to Corson (1995), the terms passive and active are the most appropriate for defining vocabulary knowledge because some vocabulary may be

well known but rarely used by people in their daily conversations, thus becoming inactive. Learners generally acquire and apply receptive knowledge more easily than productive knowledge, though the reason for this is unidentified (Nation, 2001).

### **The Importance of Learning Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for not only second, but also foreign language learners because a limited vocabulary in a second/foreign language impedes successful communication.. Harmon, Wood, and Keser (2009) state that learners' vocabulary development is an important aspect of their language development.

The importance of vocabulary has been widely admitted by experts in English language teaching. Rivers and Nunan (1991) claim that acquiring a sufficient vocabulary is important for effective second language use because we would be unable to use the structure and functions in communication. The learning of vocabulary, according to Nation (2011), is vital for effective second language use and plays an important role in the development of full spoken and written texts. Someone who wants to learn English as a foreign language (EFL) as fluently as native speakers, expanding vocabulary is the main thing. Learning vocabulary will make a person better able to master other skills such as reading, listening, speaking, and writing.

The Crucial role of vocabulary has also been revealed by researchers. Second language readers depend heavily on vocabulary expertise, according to Huckin (1995), and the lack of that knowledge is the key and

most difficult obstacle for L2 readers to overcome. When we have a meaning or idea that we want to convey in production, we need to have a library of words from which we can choose to express it. "When students travel, they don't carry grammar books, they carry dictionaries" Krashen claims, as quoted by Lewis (1993:25). (Wilkins,1972: 97) argues,

*"There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed"*

### **Learning Media**

Understanding Learning Media, according to H. Malik (1994), is something that can be used to convey messages (learning materials) in order to stimulate attention, interest, emotions, and feelings. Meanwhile, according to Briggs (1977), learning media is a concrete instrument that aims to provide subjects, for example, books, videos, and films. So Learning Media is a medium, the content used by teachers to deliver subject matter to students during the teaching and learning process. According to Levie & Lentz, the functions of learning media are as follows:

- Attention function is to attract students' attention to be more concentrated and focus on the content of the subject matter

- Affective function in the comfort of students when studying or reading. For example pictorial text
- Cognitive Function Make it easier to understand and remember information
- Compensatory function Accommodating/helping students who are weak and slow to accept lessons that are presented verbally or text

## Picture

Picture is a visual capture of an object and it can be an image resulting from the process of drawing, painting or photograph about humans or objects.

Teachers can use pictures as one of the media in the teaching and learning process. Teachers can use pictures efficiently, according to Callahan et al. (1992: 479), since media are very useful for teaching. A image can be interpreted in a variety of ways. Image media is a teaching medium in which the images used are relevant to the subject matter and are useful for learning. The image can be interpreted in many ways. Image media is a kind of teaching media in which images used are connected to the subject and used to convey messages from teachers to students. This kind of imaging medium can help students reveal the information contained in the problem, so that they can see the relationship between the various components of the problem more clearly. An image is something that has been drawn or drawn: a shape or a set of shapes and lines drawn,

drawn or printed on paper, canvas or other planes, especially a shape that represents a recognizable shape or object. An image or series of images not only provides students with basic materials for composition, but also stimulates their creativity.

## Wordlists

Wordlists are collections of words that have been registered or written down. Mehrpour (2008) defines wordlist strategies as the study of words in lists with an explanation of their meanings in the target language. The wordlist is used in the classroom that combined with pictures.

From the definition above, a wordlist is a collection of lists of words (vocabulary) from the Second Language or target language (English) that a student must master in order to learn English, which is a foreign language for students in Indonesia. And image media is a tool, the material used by teachers to deliver subject matter to students during the teaching and learning process. So Wordlist plus Picture media is a tool used by teachers in learning activities in the form of visuals or pictures that can only be seen and understood to explain or describe the meaning of a list of existing words.

The Procedure of Wordlist Plus Picture in learning English Vocabulary are as follows:

- a. The teacher has prepared some pictures that was used to the subject.
- b. The teacher has compiled some word lists that was studied, and shown to students.
- c. Then the teacher begins to show and hear the name of the picture according to the list

of words that have been compiled. Students pay attention and listen.

d. The teacher wrote down the picture in his hand and asked the students to follow what he said.

e. The teacher asks students to mention it several times.

f. Then the teacher makes an exercise by pointing to three students and selecting/looking for the pictures on the table, according to the list of words that have been written on the board.

g. To train students' memory, the teacher closes the existing wordlist and then shows the picture to the students for them to say the meaning/name of the picture.

h. Vice versa, the teacher opens the wordlist and asks what it means.

i. If there is a wrong answer the teacher allows the other students to answer.

### **Advantages and Disadvantages of Wordlist Plus Picture**

The following are some of the advantages and disadvantages of Wordlist Plus Pictures media:

#### Advantages of Wordlist Plus

Pictures consists of:

- It is concrete. More realistic pictures/photos show the subject matter than verbal media alone.
- Picture can solve the problem of limited space and time. Not all objects or events are permitted to be brought into the classroom, and not all children are permitted to bring those objects. A picture or photo can be used to accomplish this. Events from the past, yesterday, or even minutes ago are not

always recognized for what they are. In this case, pictures or photos are extremely useful.

Pre-test	Treatment	Post-test
T1	X	T2

- Picture media can overcome the limitations of our observations. Cells or leaf cross-sections that are impossible to see with the naked eye can be clearly represented in the form of images.
- Can clarify a problem, in any area and for any age level, preventing or correcting misunderstandings.
- Low cost, easy to obtain, simple to use, requiring no special equipment (Sadiman; 1996: 31).

#### Disadvantages of Wordlist plus

picture consists of:

- Only displaying eye sense perception
- Pictures are interpreted personally and subjectively.
- Pictures are presented in a very small size

### **RESEARCH METHODOLOGY**

In this study the writer used quantitative research method. Quantitative research is a kind of research in which the data use statistic measurement in deciding the conclusion. Quantitative research is pre-experimental research like teaching in class by using Wordlist plus Picture media. The writer used pre-test and post-test design with one group test. Pre-test is the test which is given to the students before the treatment, while post-test is the test which given to the

students after the treatment, to find out the students' achievement after teaching them by using a certain technique, in this case the writers use picture.

According to Hatch and Farhady (1982:20), Pre-test is given before treatment and post-test is given after the treatment. The design could be seen in the following the representation of the design:

### Subject of the Study

The subject of this study was the first grade students in SMP Negeri 2 Tenga consists of 20 students, in the academic year of 2019/2020.

### Data Analysis

In analysing data, mean score formula was used:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  = The mean scores of students

$\sum x$  = The total number of students' scores

$N$  = The total number of students

## FINDINGS AND DISCUSSION

**Table 1. Students' Scores in T1 (Pre-test) and T2 (Post-test)**

<b>NUMBER OF STUDENTS</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
<b>1</b>	5	8
<b>2</b>	6	9
<b>3</b>	6	8
<b>4</b>	6	7
<b>5</b>	5	8
<b>6</b>	5	7
<b>7</b>	6	8
<b>8</b>	3	5
<b>9</b>	5	6
<b>10</b>	4	8
<b>11</b>	5	7
<b>12</b>	3	6

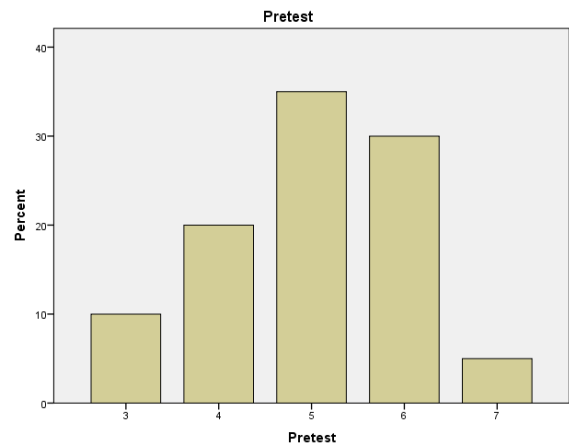
13	4	7
14	5	7
15	5	6
16	4	7
17	6	8
18	4	6
19	6	8
20	7	9
<b>Total</b>	<b>100</b>	<b>145</b>
<b>Mean</b>	<b>5.00</b>	<b>7.25</b>

The data presented on table 1, showed that T1(Pre-test) one (1) student gets highest score of seven (7) and two (2) students get lowest score of three (3). On the other hand, in the T2 (Post-test), two (2) students get the highest score of nine (9) and one (1) student gets the lowest score of five (5). The result of post-test score is higher than pre-test, where the mean score in pre-test is 5.00 and in post-test is 7.25. It means there is improvement that increases students' vocabulary stock by using Wordlist plus Picture media.

**Table 2. Frequency Distribution Matrix of T1 (Pre-test)**

Scores	Tally	Freq	Freq-%
7	I	1	5
6	HH I	6	30
5	HHH II	7	35
4	IIII	4	20
3	II	2	10

The data presented in the table above showed that 20 students take the T1 (Pre-test). The highest score is seven (7) achieved by one (1) student (or 5.0%), six (6) students get six (6) (or 30%), seven (7) students get five (5) (or 35%), four (4) students get four (4) (or 20%), and two (2) students get three (3) (or 10%). The frequency distribution of scores T1 (Pre-test) is presented in figure 1.



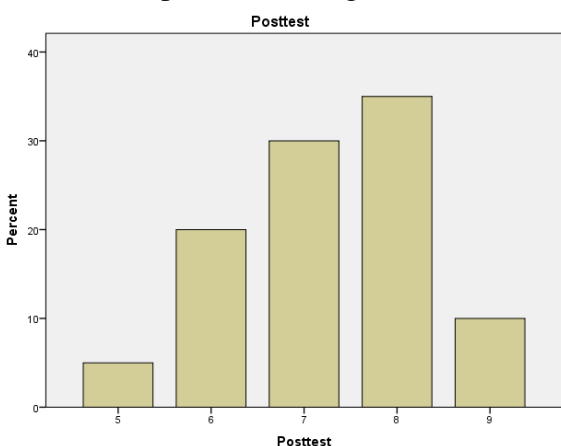
**Figure 1. Chart Bar of T1 (Pre-test)**

After calculating the score of pre-test, the writers continue to calculate the score of T2 (Post-test) presented in table 3.

**Table 3. Frequency Distribution Matrix of T2 (Post-test)**

Scores	Tally	Freq	Freq-%
9	II	2	10
8	HHH II	7	35
7	HHH I	6	30
6	III	4	20
5	I	1	5

The result of T2 (Post-test) presented in table 3, shows that 20 students take the test. The highest score is nine (9) achieved by two (2) students (or 10%), seven (7) students get eight (8) (or 35%), six (6) students get seven (7) (or 30%), four (4) students get six (6) (or 20%), and one (1) student get five (5) (or 5%). The frequency distribution of T2 scores (Post-test) is presented in figure 2.



**Figure 2. Chart Bar of T2 (Post-test)**

Based on the data above, the writers summarize the result of the pre-test and post-test to compare the result of this research clearly. The data is presented in table 4.

**Table 4. Recapitulation of T1 (Pre-test) and T2 (Post-test)**

SCORE OF	PRE-TEST	POST-TEST
Mean	5.00	7.25
Mode	5	8
Minimum	3	5
Maximum	7	9
Sum	100	145

Based on the table above, it shows that in T1 (pre-test) the mean score is 5.00 with the most score gotten by seven (7) students is five (5). The minimum score is three (3) achieved by two (2) students, and the maximum score is eight (8) achieved by one (1) student. Meanwhile, in T2 (post-test) the mean score is 7.25. The most score is eight (8) achieved by seven (7) students, minimum score is five (5) achieved by one (1) student, and maximum score is nine (9) achieved by two (2) students. As the result,



the mean score of post-test (7.25) is higher than the mean score of pre-test (5.00).

## DISCUSSION

After implementing the use of Wordlist plus Picture media in increasing students' vocabulary stock, the writers get the data from the pre-test and post-test. The result shows that the score of pre-test is lower than post-test. In other words, Wordlist plus Picture is effective in increasing first grade students' vocabulary stock.

From the pre-test result obtained indicate that the mean score is 5.00. The score shows that mostly students get five (5) or 35%. When analyzed the pre-test score, the writers find the students got problem in learning vocabulary. Based on the data, most of the students get score lower than six (6). It means, the students are lack vocabulary stock. As Harmon, Wood, & Keser (2009) said that learners' vocabulary development is an important aspect of their language development, it means that vocabulary is the important thing in learning English that helped the students to develop their own knowledge about vocabulary so that it can make the students easier to learn and enjoy the English lesson. The students are required to focus and enjoy the learning well. Wordlist plus Picture is one kind of teaching media that can be used in teaching English.

The result of the post-test gotten by the writers shows that the mean score is 7.25. In the post-test, most of the students get eight (8) or 35%. The mean score between pre-test and post-test is different, there is improvement in the post-test. Thus, Wordlist plus Picture could increase students' vocabulary stock. Based on the data, the

writers find that Wordlist plus Picture would help students that are difficult in learning English vocabulary.

Furthermore, the mean score of post-test after applying the Wordlist plus picture, it was found that there are improvement from the pre-test, the mean score is 7.25. Meanwhile, the percentage of the students who get score above 6 are 75%. It means that, Wordlist plus picture is success improved the students' vocabulary stock at first grade students of SMP Negeri 2 Tenga.

## CONCLUSION

The result of the research shows that the mean score before treatment was 5.00, while the mean score of the students after treatment is 7.25. It can be seen that the students' score in post-test is higher than pre-test. Thus, it can be concluded that Wordlist plus picture is considered effective to help first grade students in SMP Negeri 2 Tenga in increasing their vocabulary stock.

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