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Nama   : Arfiyan Ridwan, M.Pd
NIDN   : 0723078802
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Arfiyan Ridwan, M.Pd
NIDN 0723078802

9. The Impact of Wordlist Media in Learning

by Mariyatul Kiptiyah

The Impact of Wordlist Media in Learning Vocabulary

Febriyani[1], Mustain[2], Mariyatul Kiptiyah[3]

Febriyani094@gmail.com[1], mustain@unibamadura.ac.id[2], mariyatulkiptiyah@stkippgri-bkl.ac.id[3]
STKIP PGRI Bangkalan[1], Universitas Madura[2], STKIP PGRI Bangkalan[3]

Abstract:

This research aimed to find out the Impact of Wordlist Media on Vocabulary Mastery for the students of Junior High School in Madura with the particular focus of finding new vocabularies in narrative text. This Quasi-Experimental research was implemented to examine. The Junior High School students in Madura using Wordlist Media. The results from this manipulation showed that the students through wordlist media were higher than those who were not using wordlist media. It proved that wordlist media was effective towards the students' vocabulary mastery.

Keywords: Wordlist media, vocabulary, narrative text

Introduction

Communication is the most significant aspect in the era of globalization, especially in the learning process. According to Kasper (2012), the improvement of technology today affects the way education that accesses globally and facilitates easier and near communication. In this case, communication could be tested in the study way as a media to facilitate students. Besides, that makes student's easier, understanding in the study. Brezina (2017) explains that the goal of the instruction and study operation and vocabulary is to produce many words and understand the language written by people. Some people think that the success of an English learner is a person that masters vocabulary English. This means that vocabulary is an essential necessary component for students in knowing the meaning of language.

It is supported by Hunt (2011) that when students learn vocabulary especially in a language that makes some students confused and difficult to know the meaning of words and meanings in context. Hence, they learn it actively to enhance and find the meaning of the text easily. So that they can master English well and correctly. It can be considered as the basis for being able to communicate through spoken and written interaction. While many students

especially Junior High School student's difficulty in learning vocabulary. So, the teachers must be able to attract students' attention so that the students enjoy the teaching and learning process. The teachers can use some ways to make the students are not bored in the learning process and can make it easy for a teacher in teaching vocabulary. Teaching vocabulary is a n essential fundamental way of innovation in learning English in student education as one that is needed in the English building (Yongqi Gu, 2010).

Apparently, "vocabulary is an important aspect given by the teacher to students and who are responsible for enhancing their vocabulary which must be mastered by students and not easy work (Sari, 2016). The wonted for teaching vocabulary is to study the definition of the word, understanding between the form and how to use it. To make students interest, learning will deal with media innovations that apply in the classroom. The fact is many teachers still using vocabulary-based handbooks without the media. Indirectly, it makes students bored and also lazy to learn new words. Many students fail to master English because their vocabulary is lacking.

In the previous study was conducted by Kasper (2012) the researcher predicts the answer that the students learned by wordlist media have better vocabulary ability than those without wordlist media. The objective of the research is aimed to know whether the students taught using wordlist media is high score achieve better than the students are taught by using non-wordlist media in the classroom. Based on the explanation above the wordlist can be hoped to enhance the student's vocabulary ability especially in the Second Grade of Junior High School, therefore the researcher will investigate by the title "The impact of wordlist media in learning vocabulary".

Review of Literature

With the significance of vocabulary in learning English and mastery of students' vocabulary, teachers can be able to create more fun and interesting lessons (Hunt, 2011). In this case, the teacher necessary to be more creative, not relying on a handbook to teach vocabulary. Besides that, you should know the vocabulary is detached into four types: word content, function words, and substitute words which are then divided into several sub-types. As well as the word content classified into nouns, verbs, adj, adverbs. Then students must be aware of the key vocabulary.

This means that students must recognize the meaning, written form, and pronunciation. This will be a big challenge for teachers to teach vocabulary and develop a vocabulary for their students. Besides, the teacher firstly must demonstrate students the media by describing how to do learning. Therefore, the teacher must aid students to receive new vocabulary easily using media. Media give contribute is needed to help students understand and to enhance effectiveness in communication between teachers and students in the instruction and study (Kabilan & Zahar, 2016). This is also used to stimulate students' motivation and interest in learning. Besides teaching by using media is an important thing in education. The media is a physical tool that can provide interest in learning and stimulate students to actively learn. Teaching media is used better the quality of the process of teaching. One of the media that is useful in improving student mastery of vocabulary is wordlists.

Kasper, (2012) emphasizes that wordlist is one of the effective media that can be applied classroom because it is cheap and widely-used among the students. It can also be learned in a short time. Also, using a wordlist is a useful tool froth teachers and students since they let teachers, Therefore, and students see and monitor what has been taught and learned. The later problem involvement the optimal count of vocabularies that could be teaching at previous. Then, the wordlist is (Hunt, 2011). Consequently, regular use of the wordlist guarantees better holding of vocabulary to practice to produce many words (Kasper, 2012).

Method
Research Design

The study used a quasi-experimental design. The appropriate one to be used the quasi-experimental design on the experimental group and control group design to know the effectiveness of wordlist media on vocabulary ability. Quasi-experimental design one of the parts of quantitative research design most closely associated with an action or applied research. In the education setting, the sample of quasi-experimental without randomly and assign to different classes are experimental group and control group (Latief, 2016). This research used two groups included pretest-posttest are observed two-time points, one pretest was taken before the treatment and one the post-test taken after the treatment.

Changed in the outcome of interest were presumed to be the result of the intervention or treatment the sample was given a test before and after treatment.

The population as an aggregate or total of all the objects, the population was not just people, but also objects and natural objects to another (Polite& beck, 2003, p.50) The population was not members that exist the object and subject being studied, but include all the characteristics or properties owned by the object or subject. The population in this study was VIII of Junior High School consists of VIII/A- VIII/D totaling 128 students. To achieve the purpose of the study, the researchers made use of the following instruments:

1. Word choices in the narrative text on the test. The test was mostly used in several research Instruments. the questions about the way and media of memorizing the vocabularies were also included. The texts, used in this study comprised two separate sections pretest and posttest. A pre-test in which the participants were tests be asked to write the word choices a 20 words essay about narrative texts to looking for the words in the table. And the second has used a picture to mention the name picture and make a good sentence.

2. A post-test in which the participants were asked to write the word choices for a 20-word essay in narrative text after that the students make a good sentence. And the second has used a picture to mention the name of the picture and make a good sentence.

3. An analysis scoring rubric adopted from Elizabeth (2013) scoring rubric to word choices, comprehension, fluency, sentence structure, and vocabulary.

The Validity was to show how far a measuring was able to measure what you want to measure (Siregar, 2013, p.46). There are many different types of validity, including face validity, construct validity, criterion validity, and content validity. In this research, the researcher used content validity. Content validity was the extent to which a measuring instrument provides adequate coverage of the topic under study. In the content validity, the coverage of the task becomes the evidence. The result of validation found that the instrument of the test was good. It was proved by the score of the instrument that was given by the evaluator. The instrument was good because of appropriate material with syllabus, clarity test that given to the students of vocabulary as a systematic tool to gather the data based on a specific goal or target word for each learner to achieve.

According to Creswell (2014:226) Reliability of the result of the vocabulary, ability assessment refers to the preciseness of the vocabulary ability assessment result in representing the actual level of the ability of the examines. In this research, the researcher used test-retest reliability. It refers to measuring instrument research that is reliability was tested by doing by measuring instruments several times to the respondent in this study was VIII/D class in Junior High School, which consists of 32 students. Therefore, in this case, the measuring instrument and respondent are the same, but it was given at the different time. Reliability was measured by the correlation coefficient between the experiment and the second. The students' scores from the first and second scores, in this case, were afterward used in statistical coefficient to analyze the reliability using SPSS Statistics. The researcher analyzed the data of students' vocabulary ability. In analyzing the data; the researcher used the ANCOVA formula to find out whether there are significant differences in students' vocabulary ability before and after using wordlist as media.

Treatments:

The vocabulary pre-test was given to the subjects of the population, the implementation of the wordlist began in the experimental group was VIII/C during the 2-week implementation period that held twice on March 22 nd, 25 th, 28th, 29th, and 31st 2019, The control group followed the same curriculum as the experimental group. They used the same narrative texts. They were also looking for as many unfamiliar words in the narrative text. However, they did in front of the class to write in wordlist media in the classroom and searching the meaning then, the students must know to make good a sentence. The teachers of the control group including looking for unfamiliar words the usual media in dealing with the new words in each text narrative. These media generally included writing the unfamiliar words on the wordlist media. And the students had to know the meaning of the words and asking the students to use the words to make a good and correct sentence. The teachers used differently to revise the words in these control groups using flashcard media to looking for the unfamiliar word in each lesson

Results and Discussions

4.4.1 The Result of Pre-test and Post-test Experimental and Control group

Table 4.1 Pre-test descriptive Statistics

Based on the table scores, the result of students of both class score was low

	N	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest control	32	46	61	1.367	61.78	1.092	6.852	59.253
Pretest experimen	32	42	56	1.207	60.35	1.062	6.270	54.766
Valid N (listwise)	32							

scores, they got a bad score. And the researcher knew based on the total number of pre-test scores was 1.207 for the experimental class and 1.367 for the control class and that mean was 61.78 for the experimental class with the total number of students was 32 because they understood the topic discussed and some words that used in vocabulary ability. But, some students still get difficulties in vocabulary so the researcher gave more attention, and 60.35 for the control class with a total number of students was 32.

Table 4.2 Post-test Descriptive Statistics

	N	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttestcontrol	32	61	84	1.410	71.09	1.062	6.701	24.158
Posttestexperimen	32	74	86	1.531	74.37	.861	6.270	17.524
Valid N (listwise)	32							

Based on the results of the total number of post-test above, the experimental group students score higher than the pre-test, this happened because students already mastery about an unfamiliar word. The score of the control group 1.410 with a mean score of 71.09 and the score of the experimental group 1.531 with a mean score of 74.37. Based on the table above, the control group scores lower than the experimental group, this occurs because the control group does not get treatment. The control group was only taught to use the three-phase technique.

Hypothesis
The result of ANCOVA is presented below:

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1801.275ᵃ	2	860.638	33.251	.000
Intercept	2317.629	1	2317.629	82.817	.000
Pretest	383.720	1	177.289	6.930	.010
Group	187.289	1	383.720	15.000	.000
Error	1785.169	70	25.582		
Total	329360.000	72			
Corrected Total	3766.444	73			

Based on the data analysis by using Analysis Covariance (ANCOVA) from SPSS 23 and the data result of the ANCOVA test from p-value is 0.000. It is smaller than the level of significant 0.05. If p- value<from the level of significance 0.05. It means that Ha is accepted and H0 is rejected. It can be concluded that the students taught by wordlist media have better vocabulary ability at the Eighth Grade of Junior High School. Therefore, it shows that there was an effect of wordlist media on students' vocabulary ability in Junior High School.

Discussion

Based on the results of the data showed above, the students taught by wordlist as media of learning have better scores in post-test on vocabulary mastery tests than students who taught by using flashcard media in vocabulary mastery at the Eighth Grade students of Junior High School. Wordlist media was an effective way media to achieve vocabulary mastery for students at Junior High School. (Kasper 2012: 20) states that wordlist media was one of the media that could be helped the students in teaching and learning activities in the classroom that got a very good response. Because the authentic materials were a choice to encourage the students' motivation. Besides, the wordlist made the students more challenging in authentic learning experiences.

The authentic material allowed the students to get real information, which happened in the real world that made the students more creative. Also, the researchers found several factors that made students more enthusiastic in learning to use creative media to make students more interactive in the classroom. Such as a very high curiosity to learn English, especially learning to write by using a lot of vocabulary that they have mastered. It could be made the students more be happy and active when learning vocabulary mastery in narrative texts. And the fact was that researchers who touch vocabulary using lists of words as media made the students excited and enjoy participating in the process of learning the new vocabulary they encounter. And also the students gave positive feedback in using word lists as media. They could be writing a lot of English vocabulary well and correctly. That could be proved by the good results in carrying out each of their duties as evidenced in their second treatment.

On the other hand (Kasper, 2012: 20) explained wordlist was a unique medium that has to contribute to thinking about the word and could be attached to the classroom wall of the alphabet an until z so that it can stimulate students' ability to find out how much they did not know and to find out how they have just encountered then they remember the new vocabulary to try to make good sentences that fit the sentence structure, comprehension, fluency, and vocabulary. So they can more easily practice in everyday life by using a lot of new vocabulary. This was evident in the value of their assignments which could be proved in the third treatment. Data shows that students have a high score in the vocabulary shown in the fourth treatment and they got a good score on their post-test on

vocabulary mastery using wordlist media because the learning media has a significant score

Conclusion

Based on the result of data analysis, the researcher concluded that teaching vocabulary ability using wordlist media is effective to enhance student's vocabulary ability. It can be proved through vocabulary test. The students taught by using wordlist as media of learning have a higher score in vocabulary ability than the Eighth Grade students of Junior High School. It means that there was a good effect of wordlist as media of learning in enhancing vocabulary ability at the Eighth Grade students of Junior High School. After all of the data were analyzed by using statistical analysis (IBM) 23, the researcher finds some conclusion "The Impact of Wordlist Media in Vocabulary at the Eighth Grade students of Junior High School".

Based on the analysis, it showed that the P-value was 000 < α 0.05. It meant that the alternative hypothesis (H1) that states there is a significant difference in students' vocabulary ability by using wordlist was accepted, while the null hypothesis (H0) that states there is no significant difference in students' vocabulary mastery by using wordlist was rejected. So, there was a significant difference between students' vocabulary ability score before gave treatment was 61.22 and after gave treatment was 71.56 taught by using wordlist media. It was a good effect on students' scores in five aspects were word choice, fluency, comprehension, sentence structure, and vocabulary.

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