

THE USE OF WORDLIST TO ENRICH STUDENTS' VOCABULARY MEMORIZATION AT SMA NEGERI 2 TONDANO

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Abstract : The aim of this research was to see whether the use of a wordlist can improve students' vocabulary memorization or not. This research was conducted at the eleventh grade of SMA NEGERI 2 Tondano, class XI was chosen as the subject of the study and this class consists of twelve (12) students. This research used a pre-experimental design with one group pre-test and post-test. The instrument for data collection is an objective test. This research showed that the mean score of the pre-test is 68% for basic vocabulary numbering 30 and 20% for vocabulary in the book and the post-test is 85%. This means that the result of the post-test is higher than the pre-test. In other words, this result may lead to the conclusion that using the use of wordlist is effective in improving students' vocabulary in the 12th grade of SMA Negeri 2 Tondano. This shows that English Teachers can use a wordlist to enrich and improve students' vocabulary memorization.

Keywords: *Vocabulary, wordlist, memorization, students.*

INTRODUCTION

Language is a tool for humans to communicate, interact, express meaning, and share ideas. Language is essential in human intelligence, social environment, and emotional development. According to Hampp (2019,p.1), Language is a tool for expressing yourself, a communication tool, and a means of social control. Every society must have a language. Through Language, humans can think and develop their knowledge.". mastering a foreign language such as English is necessary to help us communicate with people worldwide.

Vocabulary is the most essential material in teaching foreign languages to young learners. Therefore, teaching English vocabulary is very important in enabling Indonesian students to master English as their foreign Language. Mastery of English vocabulary is a challenge for most Indonesian students. Someone needs to gain vocabulary to communicate with the environment. Vocabulary is a component of language learning; people who lack vocabulary will experience difficulties learning languages, especially foreign ones. Mofareh, A. (2015). English, as the first foreign Language in Indonesia, also has a vocabulary different from other foreign languages, so it requires the right way to have adequate vocabulary for communication or other purposes. There are some reasons why students need to learn vocabulary; as Cameron (2001) states, vocabulary is central to learning language at the primary level to enrich learners' Language. Thus, there should be a strategy to help students learn vocabulary.

One reason wordlists are essential is they enable learners to narrow the focus of what to study. English is estimated to have around 1 million words, with around 170,000 words in current use. The average native speaker knows between 20,000 and 35,000 words. These are daunting totals for learners of English. However, some words are more frequent than others. The most common ten words in English account for around 25% of language use (this figure is similar across all languages). Greene et al, (2015) There are many strategies a teacher can employ to teach vocabulary effectively, such as word lists and flash cards. Wilkins (1972) said that in Language, without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. Baleghizadeh & Ashoori (2011) argue that word lists are a method used mainly in teaching vocabulary to learners. Word lists are still a good strategy because it is very economical for students to learn vocabulary quickly (Thornbury, 2002). For students in the suburbs far from the capital city, learning English requires seriousness, especially in memorizing vocabulary, as conditions in areas with many limitations make an economic strategy such as using a wordlist the right choice to implement in

schools. Therefore, Word lists provide students with an efficient way to focus on the vocabulary they need to understand or produce texts. Word lists are also important since they provide a clear starting point. Learners often know they need to improve their vocabulary but need to know where to begin. At the same time, teachers may only focus on vocabulary in an incidental (i.e., accidental) way, for example, when difficult words are encountered in a text. Word lists enable students and teachers to decide which words in a text deserve particular attention, such as academic words, and provide them with a list that can be worked through systematically. Word lists also offer a clear endpoint. Knowing which words should be studied during a period (a week, a month, or an entire course) makes it possible to set vocabulary learning goals and measure vocabulary growth.

According to the writer's observation, wordlists still need to be used in teaching vocabulary in the North Sulawesi region, so this strategy is feasible. Word lists are also crucial for teachers since they enable them to analyze and modify texts for classroom use and to design suitable courses. Referring to the sources above, the writer is interested in using wordlists to enrich students' English vocabulary mastery of SMA Negeri 2 Tondano. Is the Use of a Wordlist effective to enrich and Improve Students' Vocabulary Memorization.

RESEARCH METHOD

Quantitative research was selected due to the nature of this research and the research questions. Besides, the appropriate design for this study was a true experimental design to investigate the extent to which the use of word lists could help students' vocabulary mastery. The subjects of this research were grade 11 students at SMA Negeri 2 Tondano to be able to prove whether wordlists could enrich students' vocabulary. The data was collected using the test: pre-test and post-test. The test that was used in this study is the writing test. The pre-test and post-test were the same in form, but the time and the goal were different.

The test was given based on material about on the material about a wordlist. There are a total of 40 wordlists, 30 wordlists about basic vocabulary, and 10 wordlists that were removed from the story text in the learning package book used for Class XI learning. The pre-test was given to measure students' ability about the material before the treatment. The post-test measure student's achievement after the treatment.

$$percentage = \frac{\text{Number of ccurrences in a category}}{\text{Total sample}} \times 100\%$$

$$\pi = \frac{\sum x}{n}$$

FINDINGS AND DISCUSSION

The tests proposed in this research consist of a pre-test (initial test) and a post-test (final test). The initial test was used to test how much the word list was used to enrich the vocabulary of SMA Negeri 2 Tondano students. The writer provided a vocabulary list (40 words) for students to translate. The vocabulary used as a list of words consists of basic vocabulary and vocabulary that is not commonly used by students sourced from Advanced English reading texts for a high school class and Technology in 2021 pages 28-29 and 132-133. Vocabulary sampling of 10 words in this text was carried out based on the results of the writer's interviews with students regarding students' understanding of the vocabulary.

The basic vocabulary in question is:

Mathematics, Geography, Teacher, Exam, Test, Homework, Student, Note Book, School, Homework, Coach, Assignment, Project, Presentation, Classroom, laboratory, Library, Auditorium, Cafeteria, Graduation, Ceremony, Classmate, Group Project, Vocabulary, Writing, Reading, Speaking, Listening, Geometry, Quiz

Vocabulary sourced from narrative text in the book:

Flowing, Wildlife, Pollution, Punish, Spoiled, Amazed, Disobedience, Spread, Destruction, Environment. This is a wordlist table that was distributed as a pre-test.

In this table, students are asked to translate English vocabulary into Indonesian, without using a dictionary or Google Translate. The aim is to measure the extent to which students have mastered basic vocabulary. In this wordlist table, the author provides 30 basic vocabularies for high school students and 10 vocabulary taken from narrative texts in textbooks that high school students usually use for studying.

Stu dents'	Wordlist									
1	4	8	12	15	19	23	27	31	35	40
2	B	S	S	S	B	S	B	B	S	B
3	B	B	B	B	B	B	B	B	B	B
4	B	B	B	B	B	B	B	B	B	B
5	B	B	B	B	B	B	B	B	B	B
6	B	B	B	B	B	B	B	B	S	B
7	B	B	B	B	B	S	B	B	S	B
8	B	B	B	B	B	B	B	B	S	B
10	B	B	B	B	B	S	B	B	B	S
9	B	B	B	B	B	B	B	B	B	B
10	S	B	B	B	B	B	B	B	S	S
11	B	B	B	B	B	B	B	B	S	S
12	B	B	B	B	B	B	B	B	S	S
Am	10	11	11	11	12	10	12	12	5	9
ount										
%	83,	91,	91,	91,	10	83,	10	10	41,	75
	3	6	6	6	0	3	0	0	6	

As explained above, the use of word lists is one technique that can be used by teachers to find out how much students understand certain vocabulary. The vocabulary taught to students should be vocabulary that is not context-free and has different meanings. For example, the word 'exam' which means 'test' is interpreted by students as 'example' which means 'example' (like the example in the pre-test). This is the importance of sentence context to expand students' understanding of certain vocabulary. The use of word lists to enrich your vocabulary is very suitable for reading skills. However, for this type of writing and speaking skill, Zaini et al., (2000) use the term "Word Journal" to improve writing and speaking skills. For example,

someone can choose words that are in a certain context, and then students are asked to develop these words into a complete text.

In poetry lessons, teachers can also list difficult words and then ask students to interpret them. This is intended so that students do not experience difficulties in understanding the poetry they read.

Oxford University Press has developed the Oxford Wordlist, which includes the 500 words most frequently used by children in the first years of school. Research shows that using these wordlists can help students recognize and master important words that frequently appear in texts, which in turn improves their reading and writing skills. Programs such as Oxford Reading for Comprehension Decodables use these wordlists to introduce and reinforce high-frequency words to students.

One of the main figures involved in the research and development of Oxford Wordlist was Anne Bayetto. Anne Bayetto is a disability support coordinator, a founding member of the Learning Difficulties (SA) Support Team, and a policy and literacy projects officer. He also offers professional learning sessions and consultancy to educators across Australia, as well as being a reading expert for the "Principals as Literacy Leaders" (PALL) project initiated by the Australian Primary School Principals Association.

The following are the advantages and disadvantages of wordlists in student learning. Wordlist helps students focus on the most frequently used and important words in the target language. It is very useful for beginners or those who need basic vocabulary for everyday communication.

Conclusion

Based on the research results, it can be concluded that there are 2 tests, namely pre-test and post-test. In the pre-test results, the results of the pre-test data analysis showed that the basic vocabulary mastery of class XI students at SMA Negeri 2 Tondano was 68%, while the mastery of vocabulary sourced from reading textbooks was 20%. So, reading texts needs to be improved as an effort to enrich the English

vocabulary of class XI students at SMA Negeri 2 Tondano. Meanwhile, the results of post-test data processing showed that mastery of vocabulary sourced from reading textbooks had increased by 20% to 85%. So between the two tests, the post-test experienced more improvement than the pretest.

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