

# THE EFFECTIVENESS OF USING VISUAL VOCABULARY APPLICATION TO IMPROVE STUDENT'S VOCABULARY MASTERY

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## ABSTRACT

The objective of the research is to find out whether or not the media can improve vocabulary mastery of the seventh grade students of SMP Negeri 32 Sigi. The researchers focused on noun and adjective. In this research, the researchers used a quasi-experimental design. The researchers used Visual Vocabulary Application as a media. The experimental group consisted 22 students, while the control group consisted 25 students. The instrument in collecting the research data was a test. The test was given to students twice as pre-test and post-test. The data were analyzed statistically. Students' mean score of experimental group of pre-test (30.45) and post-test (65.22) is 36.59. While the control group of pre-test (20.6) and post-test (35) is 16.2. It means that Visual Vocabulary Application is significantly improve the ability of the seventh grade students of SMP Negeri 32 Sigi.

**Keywords:** *effectiveness; visual vocabulary application; vocabulary mastery*

## INTRODUCTION

English as a second language can ease us to communicate with people all over world. The people use it to communicate each other to share their aims and purpose. English is an important rule as communication language used in the sector life, such as science and technology. During English classes in Indonesia, the students learn four language skills. They learn listening, reading, writing, and speaking. Beside they have to learn English skills, the students also have to learn English components. They are very important to be learned as the supporting things in mastering English. The English components are grammar, pronunciation, and vocabulary. Vocabulary is as important as the three components of English that have to be mastered by the students to make them easier to understand English well.

Vocabulary is one of the most important aspects in learning English because it cannot be separated from the language itself. When we use language, it means we need vocabulary to make a sentence. Laufer (1997) in Komachali & Khodareza (2012) stated that vocabulary learning is at the heart of language learning and language use. Hornby (2004) in Setiyawan (2015) vocabulary is a total number of words in language that is used by a person. In addition, Hatch and Brown (1995) stated that the vocabulary is the foundation to build languages, which a fundamental role in communication. It means that vocabulary is all the words that people use in language and important in teaching English.

Vocabulary is a basic component learned in language learning. McCarthy (1990) in Nushi & Jenabzadeh (2016) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. The important point of the statement above is that mastering vocabulary for the students is the main component to learn a language successfully.

For Indonesians, English is neither a native language nor a second language, rather it is a foreign language. Considering English's importance as an international language, it is one of the subjects taught in schools and universities.

Since English is studied as a foreign language, students should learn it in order to be competent in both oral and written communication. In order for a person to master or effectively

communicate in a language, it is necessary for them to engage in the skills of listening, talking, reading, and writing, and there is no one skill superior to the other. It is seen as learning the language and having the abilities to do so. To not be illiterate in any language, they must also learn English components, such as grammar, pronunciation, and vocabulary. Components such as these can assist learners both in learning and using the language.

Many students consider English to be very challenging. That is why a new method is needed to make student learn it. One method is to use visual vocabulary application in mobile phone. The modern era has seen many adult and teenagers using mobile phones for games, chats, and taking photos. Mobile phones can also be utilized for learning purposes. Wahyuni (2018), Computer software, social networking websites, online videos, audio tools (YouTube, Syype, MP3players), and smart phones and tablet application had positive impact on learning English as a foreign language.

A visual vocabulary application may provide students with the opportunity to improve their vocabulary. This application is expected to make student engagement in English class greater, and they will enjoy learning English more. Godwin (2011) in Shahbaz & Khan (2017), smart phones are best for modified learning. With mobile phone applications, students can learn vocabulary effectively, easily, and quickly. Learning English using visual vocabulary application is an effective way to increase student interest in English learning. A visual vocabulary application is the best way to improve your language skills. It will be easy for them to comprehend the English learning process in class.

Visual Vocabulary Application is one of applications on mobile phone. It is one of a method to improve vocabulary skills by answering test, speaking, writing, and listening task question on mobile phone. This application is one technique to improve vocabulary skill. The students can learn vocabulary use visual aids. Kim and Gilman (2008) in Phillips (2016) said that visual aids alongside words were effective to explain the meaning of the word, especially in the form of diagrams.

Turdugulova (2018) says: "Visual vocabulary application is an awesome tool to learn vocabulary. It consists of 14 section/themes and more than 3000 words with pictures and examples. It is also integrative as it combines listening, speaking, writing, and pronunciation practice. It is also includes an assessment section for every topic".

Besides, Turdugulova (2018) says: "Visual vocabulary is an electronic word book which aims to assist the learning and retention of English vocabulary".

It is the best application to improve students' ability in mastering vocabulary by listening and answering task questions. It is also a good application in studying English for every level of learners. Turdugulova (2018) says "Visual vocabulary application is the best way to improve your language skills by answering test and listening task questions. Visual vocabulary application is perfect for beginner, pre-intermediate, intermediate and upper-intermediate levels. Start with basic words and topics, and learn new words daily".

The students also will feel happy to use this application to learn English because it is in format of game combined with audio, so they can know the meaning of the words as well as the pronunciation of them. Aigul Turdugulova (2018) says "We have based this application on a hidden object game format, and we combine this with audio so whatever the user taps a word on the list on the side, the word is spoken for them as well as hearing the word once the objects is found".

Based on the explanation above, these studies that pairing vocabulary with Visual Vocabulary Application is helpful in learning. Visual Vocabulary Application is word in the form of image that can attract the attention of students to learn as well as make them easier to understand the vocabulary.

There are 10 themes in this application and each theme has 15 words to learn. It is also easy for students to use the application because there are hints provided in it. Turdugulova (2018) says "In this application, there are 10 themes to choose from, each with 15 words to learn. The user can keep track of their progress through our achievement page. If the user is having a hard time finding one item, we have a hint button that gives a glowing flash over an item".

There are some main superiorities of this application:

- a. 3000+ words with pictures.
- b. 75+ learning topics and tests.
- c. Flashcard support for each topic.
- d. Listening tasks.
- e. Multiple language support: German, Spanish, French, Russian, Turkish, Arabic.
- f. Clear and easy user interface navigation.
- g. No internet connection.

In every item above, there are several features describes as follows:

a. Learn

In this feature there are many words with picture and pronunciation complete with the meaning and the example of the word in a sentence.

b. Flashcard

This feature support using pictures and pronunciation.

c. Test

There are several pictures in form of questions and some answers in form multiple choices. To answer the questions, the students have to choose one of the best answers given.

d. Writing

In this feature, there are some questions in form of the pictures, and the students have to type the answer of the questions.

e. Listening

In this section, there are several questions in form of pictures and the students have to choose "True" or "False" based on the pronunciation in the application.

f. Speaking

The students have to pronounce the answer of the questions.

g. Test-2

The questions are in form vocabularies, and the students have to choose the right picture to answer the questions.

h. Listening-2

The questions are in form of listening skill, and the students have to choose the right picture based on the pronunciation the have listened from the application.

## METHOD

In this research, the researchers will use Quasi-experimental design. Two classes will be used in this research, they are experimental group and the control one. The experimental group will be given pre-test, treatment, and post-test. Meanwhile, the control one will be given pre-test and post-test without treatment. These two groups will be given pre-test and post-test.

Population is a group of individuals who had the same characteristics or one more characteristic in common area of interest in the research (Cresswell, 2009 and Best, 1981). The population of this research is the seventh grade students of SMP Negeri 32 Sigi.

Sample is defined as a smaller of accessible population, Latief (2013: 181). The ways of determining the sample are taken randomly by using lottery. First, the researchers would write the name of all classes of the grade VII students of SMP Negeri 32 Sigi on pieces of paper. After that, the researchers would put all pieces of paper in a small box and then shake it. The paper that would be falling down at the first time will be the experimental group and the next would be the control one.

In this research, the researchers would use Cluster Random Sampling. Cluster Random Sampling is the sampling method where different groups within a population are used as a sample. This is different from stratified sampling in that you will use the entire group, or cluster, as a sample rather than a randomly selected member of all groups.

The research should have at least one instrument to be conducted. In this research, there will be a research instrument. It is test. The test will consist of two kinds, they are pretest and posttest. Pretest will be held before the treatment while posttest will be given after the treatment. It will focus on measuring the students' vocabulary after the treatment done. It can be known whether or not the media used has influence the students' vocabulary mastery.

Pre-test will be given before treatment and post-test will be done after the treatment. In this research, there are two types of test, namely multiple choices test (10 numbers) and true and false test (10 numbers), so the total test contained 20 items and each correct item is scored 1. It is meant that the number of maximum score is 20 points.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

a. The result of pre-test of experimental group

Pre-test was purposed to measure the students' ability in mastering vocabulary. In other words, it aimed at knowing the level of students' vocabulary before the treatment is delivered. Both the experimental class and control class were given the pre-test. After collecting the data, the researchers found the result of mean score of the pre-test in experimental group. The mean score of pre-test is 30.45.

b. The result of pre-test of control group

After collecting the data, the researchers found the mean score of the pre-test score in control group. The mean score of pre-test is 20.6.

c. The result of post-test of experimental group

After giving the treatment, the researchers gave the post-test of experimental group and control group to find out the effect of the treatment toward the students' progress. It was given both of experimental group and the control group by using the equivalent from the pre-test. After collecting the data, the researchers found the mean score of the post-test score in experimental group. The mean score of post-test is 65.22.

d. The result of post-test of control group

After collecting the data, the researchers found the mean score of the post-test score in experimental group. The mean score of post-test is 33.6.

e. Deviation of pre-test and post-test of experimental group

After analyzing the result of students' score in pre-test and post-test and getting the mean score of both pre-test and post-test, the researchers further calculated the data by using statistical analysis. It is intended to find out the difference between the students' result in pre-test and post-test. The deviation of pre-test and post-test of experimental group is 36.59.

f. Deviation of pre-test and post-test of control group

The deviation of pre-test and post-test of control group is 16.2.

Having counted the mean deviation, the researchers the computed the square deviation as shown below:

- The sum of squared deviation of experimental group is 6820.
- The sum of squared deviation of control group is 1689.
- The significant of pre-test and post-test is 3.88.

Based on the computation above, it can be seen that t-counted of this research is 3.88. Then the researchers did hypothesis testing in order to prove whether or not this research is successful.

Testing hypothesis is intended to know whether the hypothesis of the research is accepted or rejected. In this case, the researcher wants to know the effectiveness of using Visual Vocabulary Application to improve vocabulary mastery of the seventh grade students of SMP Negeri 32 Sigi. The procedure of testing hypothesis is done by comparing the value of t-counted with the value of t-table. If the t-counted is higher than the t-table, it means that the hypothesis ( $H_a$ ) is accepted or the

treatment had the significant effect to improve the students' ability. However, if the t-counted is lower than the t-table, it indicates the hypothesis is rejected or the treatment did not give significant effect in improving the students' ability.

## DISCUSSION

The purpose of this research as presented in chapter 1 is to investigate of using visual vocabulary application as a media can improve vocabulary mastery of the seventh grade students of SMP Negeri 32 Sigi. This research employed class A as the experimental group and class B as the control one. The result of the data analysis showed that the students' vocabulary mastery of the experimental class improved significantly after taught using visual vocabulary application as a media.

Godwin (2011) in Shahbaz & Khan (2017) stated that smart phones are the best for modified learning. With mobile phone applications, students can learn vocabulary effectively, easily, and quickly. Learning English using visual vocabulary application is an effective way to increase student interest in English learning. When indicate the application, the students get the opportunity to see and read the words any time. As a result, they effectively learn the words without being fully aware of the process. In other words, constant visual cues of the application help the students to solidify the memorization of the words displayed.

Turdugulova (2018): "Visual vocabulary application is an awesome tool to learn vocabulary. It consists of 14 section/themes and more than 3000 words with pictures and examples. It is also integrative as it combines listening, speaking, writing, and pronunciation practice. It is also includes an assessment section for every topic". Besides, Turdugulova (2018) says: "Visual vocabulary is an electronic word book which aims to assist the learning and retention of English vocabulary". Yet, Turdugulova (2018) defines "Visual vocabulary application is the best way to improve your language skills by answering test and listening task questions. Visual vocabulary application is perfect for beginner, pre-intermediate, intermediate and upper-intermediate levels. Start with basic words and topics, and learn new words daily". It means, applying the application in English class helps the students to memorize the words and meanings, which eventually improves both the students' vocabulary mastery and language skills.

Therefore, it means that the visual vocabulary application was success to made the students know the meaning the spelling of the word, also that the students more interested in learning process



because the students could make their creativities. The students could memorize the words because every words related with some pictures and some object that was repeat several times. As a result, the students enjoy, not feeling bored and more excited in learning process. This technique made the students to be motivated to develop imagination, observation, thoughts ideas in accordance based on the material and situation the students in vocabulary mastery. It made the students not only learning but also playing. Through visual vocabulary application students could learn without feeling bored, depressed or sleepy in the classroom because visual vocabulary application tend made students more active.

## CONCLUSION

After discussing the data statistically in the previous chapter, the researchers then conclusions as follows:

- a. The difference between students' mean score of experimental group of pre-test (30.45) and post-test (65.22) is 36.59. While the control group of pre-test (20.90) and post-test (36.81) is 17.95. It means that Visual Vocabulary Application is significantly improve the ability of the seventh grade students of SMP Negeri 32 Sigi.
- b. The students' ability is gradually improved through the use of Visual Vocabulary Application. It can be said that the teaching treatment was effective on improving students' vocabulary.

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