THE USE OF WORDLIST VISUAL LEARNING APPLICATION IN TEACHING VOCABULARY

(A Pre-experimental Study on the Seventh Grade Students of SMP Negeri 11 Pontianak in The Academic Year 2024/2025)

A THESIS

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Pontianak, 30 Juli 2025



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ABSTRACT

This research was conducted to examine the use of the Wordlist Visual Learning Application in teaching vocabulary. This research employed pre-experimental research. The sample was 30 students from grade 7A in SMP Negeri 11 Pontianak in the academic Year of 2024/2025. Based on the data analysis, the result showed that the Wordlist Visual Learning Application improved the students' vocabulary from pre-test to post-test. The t-test calculation was higher than the t-table (3,110084>1,699), which means the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. The score of effect size was 0,567821 and it is > 0,50, categorized as "moderate." The students also showed enthusiasm during the teaching and learning process. They enjoyed using Wordlist Visual Learning Application in the process of teaching and learning in the classroom. In conclusion, the wordlist visual learning application improved the students' vocabulary.

Keywords: Pre-experimental, Teaching Vocabulary, Wordlist Visual Learning Application.

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This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive, thoughtful suggestions and criticism are welcome. The researcher expects that this thesis can give an advantage to those who read it. The researcher appreciates all of the comments and suggestions to make this thesis better. May Allah bless you all.

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CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is crucial for mastering English skills. Understanding vocabulary in language learning links to the four language skills: speaking, listening, writing, and reading (Brown & Heekyeong, 2015). It is never possible to master a language without learning the vocabulary. Languages have many words and phrases, which must represent everything. It is not easy to memorize and learn it properly because English has a considerable amount of vocabulary. Additionally, vocabulary is practical and directly applicable in real-life situations, making it easier for students to relate to and use in everyday communication (Suyunovna, 2025). In this research, vocabulary was chosen as the focus because it is important for students' language acquisition and communication.

Teaching vocabulary plays an important role in encouraging students to participate actively in language learning. As McCarten (2007) explains, vocabulary is a fundamental part of language acquisition, and effective teaching can help students express their ideas more confidently and fluently. However, many students struggle to learn vocabulary due to limited exposure and low interest. When learning materials fail to engage them, motivation decreases. Therefore, teachers need to use effective and engaging media. According to Mayer (2009), combining words with pictures improves understanding more than words alone. A mobile application like Wordlist Visual Learning can help increase students' motivation by

providing interactive, visually supported vocabulary practice that makes learning more enjoyable and meaningful.

Wordlist Visual Learning Application is a mobile application designed to enhance vocabulary learning through interactive and visual-based activities. This application provides categorized vocabulary lists, pronunciation practice, quizzes, and visual aids to help students retain new words effectively. A systematic review by Okumuş Dağdeler (2023) highlights that mobile applications integrating interactive exercises, pronunciation features, and categorized vocabulary lists help learners retain new words more effectively, aligning with the features of the Wordlist Visual Learning Application. In the Wordlist Visual Learning Application, the vocabulary is organized into specific themes, allowing learners to focus on targeted word groups relevant to their needs. Additionally, the app includes a pronunciation feature that enables students to listen to and practice correct word pronunciation, along with interactive exercises that reinforce learning through quizzes. Teachers can apply this application to their lessons by selecting vocabulary topics, guiding students through interactive exercises, and monitoring their progress. By combining visuals and gamified learning elements, the app makes vocabulary learning more engaging and effective for students.

Mobile applications are one of the tools to learn vocabulary effectively. According to Rosmiyati et al. (2023), a teacher has to follow the modern era when everything is easy to find online. Students can learn vocabulary anywhere and anytime they want by using smartphone applications. Advanced mobile technologies have provided great opportunities for English as a foreign language

(EFL) teachers and learners to access teaching and learning resources without being constrained by time and place (Hwang & Fu, 2019). Using a mobile application is a form of using technology in teaching vocabulary. The teacher can use the Wordlist visual learning app to teach the students effectively. It is an English language learning application for practicing and learning English vocabulary with quizzes and practice; this application provides vocabulary with interesting pictures. This application supplies vocabulary materials in a gamified and interactive way. It provides an attractive appearance and quizzes that can increase engagement, as it can make students more engaged and enjoy learning in ways that traditional media (such as textbooks) cannot.

Previous studies have explored the effectiveness of visual vocabulary applications in enhancing students' vocabulary learning. Anggraeni et al.(2021)conducted an experimental study and found that a visual dictionary application significantly improved students' English learning outcomes, with students using the visual dictionary scoring M = 81.96 compared to M = 74.24 in the control group, and statistical analysis confirming a significant difference (Z = 6.98, Z-table = 1.96). Similarly, Fitriah et al. (2023) conducted a pre-experimental study and found that a Learn English Application enriches vocabulary acquisition, emphasizing their role in technology-based learning. Their study reported a significant increase in students' vocabulary scores, with the mean post-test score (M = 81.06) significantly higher than the pre-test score (M = 52.26), effect size = 2.1, and $t = 8.5$, $p < 0.05$, t-table = 2.145, confirming a strong impact. Hashemifardnia et al. (2020) also confirmed the effectiveness of a visual vocabulary application

through a quasi-experimental study on Iranian EFL learners. Their findings showed that the experimental group ($M = 18.42$) significantly outperformed the control group ($M = 15.61$, $p < 0.05$), proving that visual vocabulary applications motivate learners and enhance vocabulary knowledge.

While these studies support the use of visual learning applications, they examined different mobile apps, whereas this research focuses specifically on the Wordlist Visual Learning Application, which offers categorized vocabulary lists, pronunciation practice, and interactive quizzes. Unlike previous studies that assessed visual dictionaries or general vocabulary apps, this study investigated the effectiveness of Wordlist Visual Learning for teaching vocabulary to seventh grade students at SMP Negeri 11 Pontianak. This research fills a gap, as no prior studies have specifically measured the Wordlist Visual Learning application. By conducting pre-experimental research, this study aims to determine the effectiveness of the Wordlist Visual Learning application in teaching vocabulary on the seventh grade students.

B. Research Questions

The research questions of this research are as follows:

1. Is the Wordlist Visual Learning application effective in teaching vocabulary on the seventh grade students at SMP Negeri 11 Pontianak?
2. How effective is the Wordlist Visual Learning application in teaching vocabulary to the seventh grade students at SMP Negeri 11 Pontianak?

C. Research Purposes

The research purposes of this research are as follows:

1. To find out whether the Wordlist Visual Learning application is effective in teaching vocabulary on the seventh grade students at SMP Negeri 11 Pontianak.
2. To find out how effective Wordlist Visual Learning application is in teaching vocabulary on the seventh grade students at SMP Negeri 11 Pontianak.

D. Research Significance

The significance of this research can be classified into three parts for teachers, students, and future researchers. For teachers, it informs them about the effectiveness of the Wordlist Visual Learning application as a media for teaching vocabulary, helping them consider innovative tools in teaching vocabulary. For students, it can enhance vocabulary learning and support the development of other English language skills through interactive and engaging media. For future researchers, the findings can serve as a reference for studies investigating the use of educational technology, especially visual learning applications in teaching English vocabulary.

E. Scope of Research

1. Hypothesis

Null hypothesis (Ho): The Wordlist Visual Learning application is not effective in teaching vocabulary

Alternative hypothesis (Ha): The Wordlist Visual Learning application is effective in teaching vocabulary.

2. Variables

In research, a variable is important to help in forming a hypothesis, analyzing data, and making conclusions. According to Creswell and Creswell (2018), a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organizations being studied. Therefore, a variable is any characteristic, number, or quantity that can be measured.

a. Independent Variable

Independent variable is the variable that affects the dependent variable. Independent variables are those that influence outcomes in experimental studies (Creswell & Creswell, 2018). In this study, the use of the Wordlist Visual Learning Application is the independent variable. The use of a wordlist visual learning application, which the use of the application affected the teaching of vocabulary on the seventh grade students at SMP Negeri 11 Pontianak. This application is used as a teaching media to help students' vocabulary learning, particularly in the

context of daily routine vocabulary, which includes words and phrases related to students' everyday activities.

b. Dependent Variable

Dependent variables are those that depend on the independent variables. They are the outcomes or results of the influence of the independent variables (Creswell & Creswell, 2018). The dependent variable of this research is the mastery of vocabulary, which refers to the students' ability to understand, acquire, and correctly use vocabulary learned through the Wordlist Visual Learning Application.

F. Terminology

In order to avoid misunderstanding among the readers and get the same perception as the researcher, the terminology of several words is as follows:

1. Wordlist Visual Learning application

Wordlist Visual Learning application is a mobile application that is designed to support vocabulary acquisition through the combination of wordlists and visual aids such as pictures or illustrations. The application presents English vocabulary items with relevant images to enhance students' understanding and memory retention. It is used as a teaching media to facilitate vocabulary learning among seventh grade students at SMP Negeri 11 Pontianak. It provides a more interactive and

engaging learning experience compared to traditional methods. It is only available on Google Play Store or App Store on a mobile phone.

2. Vocabulary

In this research, vocabulary refers to the collection of English words that seventh-grade students at SMP Negeri 11 Pontianak are expected to understand and use in communication. The vocabulary taught focuses on basic and commonly used words aligned with the students' curriculum, such as nouns, pronouns, verbs, and adverbs of frequency related to daily life.

3. Vocabulary Mastery

Vocabulary mastery is the ability to understand, recall, and accurately use words in written form. In this study, vocabulary mastery is measured by students' ability to recognize word meanings through definitions of vocabulary in the Wordlist Visual Learning Application and to use vocabulary correctly in written sentences.

4. Teaching Vocabulary

Teaching vocabulary refers to the process of helping students learn, understand, and use English words effectively in both spoken and written communication. Teaching vocabulary in this research means there are vocabularies that are taught for junior high school students. In

this study, teaching vocabulary focuses on introducing new words, explaining their meanings, and knowing their usage through the Wordlist Visual Learning application, with the aim of increasing students' vocabulary knowledge and language skills.

5. SMP Negeri 11

In this research, SMP Negeri 11 Pontianak refers to a public junior high school located in Pontianak, West Kalimantan, Indonesia. The school serves students from grades VII to IX and follows the national curriculum set by the Indonesian Ministry of Education. This study focuses specifically on seventh-grade students at SMP Negeri 11 Pontianak as the target population for researching the effectiveness of the Wordlist Visual Learning application in teaching English vocabulary.