

Using CVC (Consonant Vowel Consonant) With Picture Media In Teaching Vocabulary For The Young Learner

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ABSTRACT

The study's goal is to determine whether using words with pictures and consonants increases students' language success in the second grade at SDIT Future Islamic School Pekanbaru. The pre-experimental technique was used in the study. The population of this research was the second grade students of SDIT Future Islamic School Pekanbaru in 2022/2023 academic year, There were two classes, II A and II B, each with 25 and 26 students, respectively. The total population was 51 students. The researcher used purposive sampling technique. The total sample of this research was 25 students. The result of the data analysis showed that the students' vocabulary achievement, in the pre-test was $X_1 = 45.6$ and the post-test was $X_2 = 85.06$. The result of the t-test value was (14.00) greater than the t-table value was (2.075). This indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. In other word, after the treatment, it can be concluded that the mean score of the students' pre-test is smaller than the mean score of the students' post-test ($56.67 < 85.77$). It means that the use of CVC word with picture can increase the students' vocabulary mastery in English.

Keyword: CVC, Picture, Vocabulary

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan kata konsonan vokal konsonan (CVC) dengan Gambar dapat meningkatkan pencapaian kosa kata siswa di kelas dua SDIT Future Islamic School Pekanbaru. Penelitian ini menggunakan metode pra eksperimen. Populasi penelitian ini adalah siswa kelas II SDIT Future Islamic School Pekanbaru tahun pelajaran 2022/2023 yang terdiri dari dua kelas II A dan II B, II A terdiri dari 25 siswa dan 2 B berjumlah 26 siswa. Jumlah populasi sebanyak 51 siswa. Peneliti menggunakan teknik *purposive sampling*. Jumlah sampel penelitian ini adalah 25 siswa. Hasil analisis data menunjukkan bahwa pencapaian kosa kata siswa, pada pre-test adalah $X_1 = 45,6$ dan post-test adalah $X_2 = 85,06$. Hasil uji t diperoleh nilai (14,00) lebih besar dari nilai t tabel (2,075). Hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Dengan kata lain, setelah diberikan perlakuan, dapat disimpulkan bahwa nilai rata-rata pre-test siswa lebih rendah daripada nilai rata-rata post-test siswa ($56,67 < 85,77$). Artinya penggunaan kata CVC dengan gambar dapat meningkatkan penguasaan kosa kata bahasa Inggris siswa.

Kata kunci: CVC, Gambar, Kosakata

PENDAHULUAN

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Language is the most crucial component of human contact because people use language to communicate,. Because of this, many nations, including Indonesia, use the English language to interact with those who speak other languages. The importance of teaching and learning English to pupils is a strong argument in favor of this viewpoint. The Indonesian government used the English subject in our country's educational system up through the university level in order to react to this situation.

English has four fundamental abilities that students should acquire in order to learn the language because it is a worldwide language. These include communicating, reading, writing, and hearing. While hearing and reading are included as receptive skills, speaking and reading are considered useful skills. The trainees must learn, comprehend, and remember previously learned words, which serve as the first key to learning a language, in order to perfect those skills. In other words, vocabulary is considered essential for learners because the vocabulary that students have already acquired affects their ability to learn English. Students can express their thoughts, feelings, emotions, and desires through words. Sometimes even intelligent students have to cease talking because they lack language proficiency. Without language, it is absurd or very challenging for someone to communicate their thoughts to others in English. Learning.

One of the very foundational elements of learning English is vocabulary. Without language, there is nothing we can communicate. Without words, what can we say? Words alone can convey our emotions. For instance, even though "Amazing!" is just one phrase, it can convey the feeling of amazement. What precisely is vocabulary? According to Schmitt (2000:112), "Vocabulary is more than just a collection of terms that function independently in a discourse context. Instead, once they are used in a sentence, words create many connections above and beyond the level of a single orthographic word. According to Hatch and Brown (1995:1), vocabulary is a catalog or collection of terms used in a specific language or by a particular person (Joklova, 2009). Hornby (1995:1331) describes language in a similar way: 1. The overall word count in the tongue 2. Every word a person is familiar with or that is used in a specific text, topic, etc. 3. A glossary of terms with definitions, particularly one that is included with a manual in a foreign tongue. Based on the meanings provided above, we can infer that lexicon is a collection of words used by a person to communicate meaning or to articulate what they are trying to say in a language.

There are some difficulties that students encounter when learning vocabulary, including feelings of dread, a lack of interest in the subject, and difficulty remembering the terms (Westhisi, 2020). Students usually struggle with vocabulary, especially those attending SDIT Future Islamic School Pekanbaru. The lack of engaging teaching materials, the dearth of opportunities for students to actively engage in the learning process and investigate their ideas, and the students' boredom with the teaching and learning process are some of the causes. The reseracher attempted to use CVC words with picture media after observing these issues because it appeared that the students were engaged in learning English.

Beginning reading abilities like print awareness (knowledge that words have meaning), phonemic awareness (knowledge of letter-sounds), and phonetic awareness are best taught using CVC words. CVC word is very usefull for teaching vocabularies because;

- the CVC words can frequently be paired with a picture.
- Many cvc words are names or actions that the learner is familiar with (dog, cat, jug, kit). The development of the knowledge that words have significance depends on images. (print awareness).
- Because Cvc words don't use blends (pl, tr) or diphthongs, they are typically simple to sound out (each character indicates a unique sound). (ch, sh). This enables starting

learners to succeed in their reading while gaining self-assurance and fluency.

- With the straightforward and repeated pattern of consonant, vowel, consonant, they are excellent for building blending skills (phonological awareness). Cvc terms assist pupils in understanding that words can be divided into segments. (beginning, middle and end) (Limbong, 2018); (Munro, 2008).

The Young learner progress to the developmental writing stage of beginning, intermediate, and end sounds, the enchantment of writing really starts to take hold. These terms are also known as "CVC words" or consonant-vowel-consonant words. This would apply to verbs with short consonants in the middle position. (examples: box, cat, run, hit, pen). Children enjoy writing as they become more adept at stringing sentences together. Word construction with foam or magnetic characters is a good way to practice CVC syllables (Bowers & Bowers, 2017).

CVC word with picture would be more powerfull in teaching vocabularies. Visual tools are items you can look at, like movies, models, maps, or transparencies, to help you understand something or recall simple words (Hamzah et al., 2020). While Arsyad claimed in Hanapi (2016) that there are three different types of media that can be used to educate and acquire vocabulary quickly, including audio, visual, and visual media. According to Sangadah's (2015) study, using pictorial traffic signs can help students learn their vocabulary more effectively. She discovered a substantial difference between vocabulary acquisition before and after the use of visible traffic signs.

Based on the explanation, CVC word with pictures would the be a appropriate teaching in the students in second grade of SDIT Future Islamic School. It is one media that can be used in teaching vocabulary for the students, expecially for the young learner.

LITERATURE REVIEW

CVC Words

Three characters make up a CVC phrase, which consists of a consonant, a vowel, and another consonant. Examples of CVC words include cat, repair, and light. These words adhere to basic phonics principles, which means that each letter produces its respective tone.

Consonant Vowel Consonants (CVC) are essential for constructing with the vowel and consonant blend of the letters. By creating new terms, students can improve their reading, writing, spelling, and speech abilities for future academic performance. The most joyful moment is when students begin to use short phrases, which gives instructors more motivation to help their students pick up new terms as they go. Because of the significance of CVC words, they can continue in their future life phases and construct new, brief phrases. Since words and consonants can be combined easily, this construction approach works well. Reading, writing, and communication are crucial for students' ongoing learning and socialization. Before starting school, children should practice brief, three-letter sentences to make language development simpler. The early phases of learning emphasize the value of CVC words by polishing general learning (Omar & Azid, 2020). Young learners now have a simpler time learning thanks to CVC's accessibility and simplicity. Learning three-letter phrases while on the go is simple. It eliminates the need to work on tedious papers and CVC tables.

CVC words are composed of a consonant at the beginning, a vowel in the centre, and a consonant at the conclusion. The early phases of assembling letters to create a word are represented by these short-letter words, which make it easier to pronounce them. The young learner will learn how to combine the letters of the alphabet to form CVC phrases once they have mastered the alphabet's order. They will learn the simple steps to recall and understand how the words develop in this manner (Rashid & Azid, 2020). Making learning simpler for the young

learner is the best method to introduce the value of CVC words rather than by beginning with long-letter words. It will undermine motivation in the classroom, hinder memory, and encourage disengagement.

Students must learn and memorize CVC syllables in order to start the process of combining vowels and consonants to create words. It will participate in learning more about generating vowels and consonant words in further learning and bring the joy of coming up with new expressions. CVC words assist in teaching new words and in correctly pronouncing these particular sentences as an instructor or parent. Creating novel terms aids in improving literacy abilities. Additionally, understanding the significance of CVC words improves writing exams (Rivers et al., 1996). Making the shift from learning letter sounds to being able to combine sounds into words is a big achievement for your little readers. CVC words are the simplest method to show students how to connect letter sounds to words. Learn how to teach CVC terms to young learners in the following steps.

Teaching through CVC Words for Young Learner

The value of learning new words and phrases encourages engagement and improves your child's speech and literacy abilities. Three-letter words are simple to pronounce and do not require the blending of multiple sounds because they have a singular pronunciation. Your kid won't be perplexed about how to pronounce that sentence once they have mastered the CVC words. It makes it simple to remember how to say the term (Whalen et al., 2022)

The simplest method to start teaching your pupils to read is by teaching them CVC words. As long as your pupils have good phonemic awareness (understanding that each letter creates a sound), they can read because the words follow phonics principles. Children gain confidence and feel like they are progressing toward becoming readers when CVC terms are presented and explicitly taught (Joklova, 2009). Young learner are introduced to CVC words in a generalized manner that starts with reading words alone and ends with proficient reading of CVC words within sentences and paragraphs. Young learners will find this procedure to be exciting.

When students have learned letter sounds, it's time to put those sounds together into CVC words. Students should first practice reading CVC words independently, one at a time. This enables students to comprehend that characters are combined to form sentences. Using centers time to give students experience reading and writing CVC words alone is a wonderful idea. The ability to personalize centers according to the competencies that students need to practice makes them beneficial. According to Hamzah et al., (2020) teaching Using CVC could be;

- matching an image to a CVC phrase
- Find the sound that is absent from a CVC phrase.
- constructing CVC phrases out of playdough or letter patterns
- CVC word writing to go with an image
- playing activities that require CVC letters

The practice required to learn the process of decoding CVC words will be kept interesting for students through these enjoyable tasks.

METOD

In this research, the researcher used pre-experimental method which has three steps namely pre-test, treatment and post-test. There was only one class. This researcher applied pre-experimental design with one group pre-test and post-test. This design involved one group pre-test (o1), treatment (X) and post-test (o2). The systematic design of this research is presented as follows:

Table 1. The reseach method

Pre test	Treatment	Post test
01	X	02

Where: O1 = the result of the students' pre-test
X = the treatment
O2 = the result of the students' post-test

There were two variables in this study: independent and dependent variables. The CVC word game strategy was the independent variable used to teach vocabulary, and the students' vocabulary proficiency was the dependent variable. The population for this study was the second-graders at SDIT Future Islamic School Pekanbaru during the academic year 2022/223. There were two class were avaiable, II A and II B, and each had 25 and 26 students. There were 51 students of all. Sample technique used cluster sampling. The II A was chosen as the sample of the reserach.

The researcher picked this because the kids' language knowledge was quite low. The researcher employed an objective test with 30 items to acquire the data. This exam was conducted to determine the students' vocabulary mastery in both the pre-test and post-test. The pre-test was designed to assess students' prior knowledge of English vocabulary, while the post-test was designed to assess students' vocabulary mastery following treatment using the CVC word game method. The researcher utilized three stages to acquire data; The researchers applied three stages to collect data: 1) Pre-test. The pre-test was administered just to determine the students' prior knowledge of vocabulary before to treatment using the CVC word with picture media. 2) Treatment. The treatment lasted four meetings and involved utilizing a CVC word with picture media to teach vocabulary. Every meeting lasted 90 minutes.3). Do a post-test. Following treatment, the researcher administered a post-test to determine the students' post-treatment results.

RESEARCH RESULTS AND DISCUSSION

This section deals with the research findings and their commentary. The findings are presented in the order specified in the introductory section. Arguments and further interpretations of the findings are provided in the discussion section. The research findings concerning the students' scores on research activities such as pre-test and post-test.

Table 2 The students' Pretest Scores

No	Categories	Score	Frequency	Percentage
1	Excellent	81 – 100	0	0%
2	Good	61 – 80	1	4 %
3	Fairy good	41 – 60	3	12%
4	Poor	21 – 40	11	44 %
5	Very poor	0 – 20	10	40 %
Total			25	100%

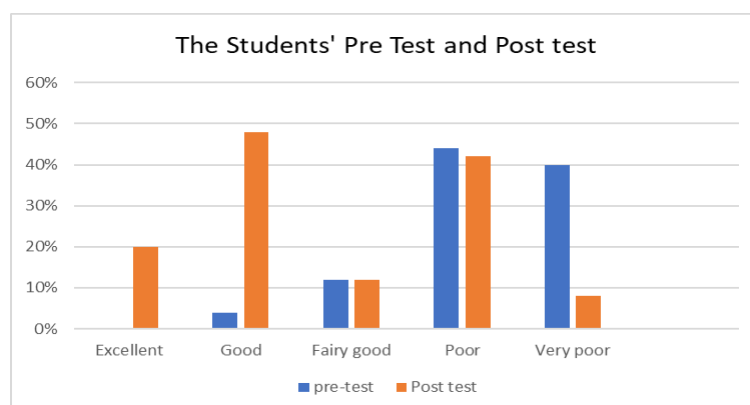
According to the table 2, the most vocabulary criteria is poor category. It becomes the students' highest vocabulary achievement criteria, 11 students at 44 %. The second, very poor category is 10 students with 40 %. The third, fairy good category is 3 students at 12 %. the fourth, good category is 1 student at 4 %. And none of them got the excellent category. The pre-test results of the second grade children of SDIT Future Islamic School Pekanbaru revealed a total score of 1,486 out of a total of 25 students. This outcome suggests that the students' performance on their vocabulary exam was very poor. The pupils' level of vocabulary knowledge in this instance was very poor.

By administering a post-test, the researcher discovered that the VCV Word with picture media was successful in increasing the students' word knowledge. The researcher discovered during the post-test that many of the students were competent and had no trouble answering the test. The pupils' faces when taking the exam appeared to be filled with enthusiasm on their part. In addition, they completed the exam quickly and picked up their paper before the test time expired. After the post-test, the researcher found out the result of the test was better than when comparing before and after using the CVC with picture media. After tabulating the post-test, the researcher found the students had better vocabularies' scores.

Table 3 The students' Post-test Scores

No	Categories	Score	Frequency	Percentage
1	Excellent	81 – 100	5	20%
2	Good	61 – 80	12	48 %
3	Fairy good	41 – 60	3	12%
4	Poor	21 – 40	3	42 %
5	Very poor	0 – 20	2	8 %
Total			25	100%

According to the table 2, the most vocabulary criteria is poor category. It becomes the students' highest vocabulary achievement criteria, 11 students at 44 %. The second, very poor category is 10 students with 40 %. The third, fairy good category is 3 students at 12 %. the fourth, good category is 1 student at 4 %. And none of them got the excellent category.



Picture 1. The students' vocabulary test comperisson

. The pre-test results of the second-grade students of SDIT Future Islamic School Pekanbaru revealed a total score of 1,486 out of a total of 25 students. The the students'

performance on their vocabulary exam was very poor. The pupils' level of vocabulary knowledge in this instance was very poor. After concluding the result between pre-test and post-test, it showed that there was a significant difference of the total scores of pre-test (1,4866) and post-test was (1,986.9).

The T-test formula for the samples is used to see whether there are any statistically significant variations in the mean scores obtained. The level of significance is 0,00.

Table 4: Results of the pre and post-test			
Test	Mean Scores	DF	p
Pre	56.67	51	0.000
Post	85.77		

Table (4) reveals that the pre-and post-test scores of the II A classs, which is taught using CVC with picture media, change statistically significantly in the post-test. As a result, the third hypothesis, "there is a significant variations in the mean scores of the students' vocabulary achievement between the pre-and post-test," is accepted.

Based on the data elaborate above, it was considered that there was a significant difference of the students' vocabulary mastery before and after doing the treatment. It means that the use of CVC word game strategy in learning vocabulary was suitable because it could increase the students' vocabulary of the second grade students of SDIT Future Islamic School.

CONCLUSION AND SUGGESTION

The research's findings and recommendations are covered in this part. Using the CVC word with pictures media was effective in expanding the students' vocabulary. The implementation of the CVC word with picture media gave the students the chance to dramatize and respond to the queries presented while learning and understanding vocabulary. Since the students are content with completing their assignments and responding to queries, it is anticipated that the instructor will use this approach in their vocabulary lessons. The researcher draws the following conclusion from the data analysis results, study findings, and discussion in the preceding chapter.

When teaching vocabulary, the CVC word word with picture media was used as a study treatment.. According to the study of the data from the pre- and post-tests, none of the students scored exceptionally well on the exam. The use of the CVC word game technique in language instruction and learning could raise the students' performance. It indicates that the intervention has improved the pupils' performance on the post-test.

The researcher makes some recommendations below in connection to the aforementioned finding.

1. The researcher advises English instructors to incorporate CVC word with picture media word media in the teaching and learning process, especially when introducing new words.

2. It is recommended that English teacher use innovative methods to boost their students' drive and interest through hands-on instruction in order to broaden their vocabulary.

3. Teachers should use innovative media and tools to teach vocabulary to their pupils, such as the CVC word word with picture media.

4. English teachers should focus more on the students who had not engaged in

learning activities and constantly urge them to do so.

5. The teachers are required to use games more frequently.

6. It is also recommended that English teacher establish an exciting environment in order to motivate students in classroom activities and have fun.

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