

Introducing English vocabulary through the provision of tutoring to enhance students' vocabulary comprehension at Batang Arah Tapan Elementary School

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Abstract. This research aims to identify whether introducing English vocabulary through tutoring can enhance students' vocabulary comprehension. The research design employed is an experimental study. This study measures students' vocabulary comprehension before and after the intervention of introducing vocabulary through tutoring. The research was conducted at Batang Arah Tapan Elementary School, involving an experimental group receiving the intervention and a control group. The results of the research indicate that the learning process through tutoring in Nagari Batang Arah, Tapan, successfully created a positive and enthusiastic environment for students. Children showed enthusiasm in acquiring new knowledge, particularly in understanding English vocabulary that had not been previously taught in school. The hypothesis testing results show a significant difference in English vocabulary comprehension between the experimental and control groups. This suggests that introducing English vocabulary through tutoring effectively enhances students' vocabulary comprehension.

Keywords: Introducing English vocabulary, providing tutoring, enhancing vocabulary comprehension.

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1. INTRODUCTION

Language education is an essential part of students' cognitive and communicative development during their growth and maturation (Renganathan, 2023). English, as an international language, plays an increasingly important role in the current global context. Therefore, introducing English to students from an early age is crucial to prepare them for future demands (Hernández-Socha, 2023).

In this era of globalization, understanding English is not only an additional skill but also an essential necessity in various aspects of life (Chamani, 2023; Dunne & Hall, 2023). Although formal education usually begins at the Junior High School level, providing a foundation in English understanding from the Elementary School level offers significant advantages to students. One challenge in introducing English to elementary students is ensuring that the learning process is enjoyable and effective.

Nagari Batang Ara, Tapan, is no exception to this global trend. The presence of English in everyday life is becoming more evident, underscoring the importance of ensuring that children in this region have a strong foundation in English understanding from an early age. English tutoring, known as "Bimbingan Belajar" (Bimbel), could be a solution to address this challenge. Bimbel has the potential to provide a more targeted and interactive learning approach while creating an environment that supports English learning beyond the school setting.

In this context, this research aims to investigate the effectiveness of introducing English vocabulary through the provision of tutoring in enhancing students' vocabulary understanding at the Batang Ara Elementary School in Tapan. This study will analyze whether the use of tutoring can improve students' understanding of English vocabulary in elementary school and whether this method can help students feel more confident in interacting with a foreign language.

It is hoped that the results of this research will contribute to our understanding of effective teaching methods in introducing English to elementary school students in the local context of Nagari Batang Ara, Tapan. Thus, this introduction provides a general overview of the background, context, and objectives of the study regarding the introduction of English vocabulary through the provision of tutoring for elementary school students in Nagari Batang Ara, Tapan.

2. LITERATURE REVIEW

English vocabulary is a collection of words or phrases in the English language used for communication and conveying meaning (Yu, 2023; Tang, 2023; Alek et al., 2023). Vocabulary encompasses various types of words, such as nouns, verbs, adjectives, adverbs, conjunctions, and others. Proficiency in English vocabulary is crucial for speaking, writing, reading, and comprehending the language as a whole (Uchihara & Clenton, 2023; Buragohain et al., 2023). Vocabulary ranges from basic words to more complex and specialized words according to their context of use. In English language learning, expanding vocabulary is an important goal to enhance language proficiency (Banaruee et al., 2023); (Sembiring & Simajuntak, 2023).

Meanwhile, vocabulary comprehension is the ability to understand and interpret the meaning of words or phrases in a language (Vermeiren et al., 2023); (Tong et al., 2023). Particularly in English, vocabulary comprehension involves the capacity to grasp the meaning, context, and usage of words within sentences or texts (Dicataldo et al., 2023). It involves the ability to identify and connect words with objects, concepts, or actions that correspond to the situation (Hamada & Yanagawa, 2023).

3. METHOD

This study is an experimental research with a single-group pretest-posttest control design. The purpose of this study is to measure the difference in English vocabulary comprehension before and after the implementation of vocabulary introduction through the provision of tutoring (Bimbel) for elementary school students in Nagari Batang Ara, Tapan.

The research population consists of all elementary school students in Nagari Batang Ara, Tapan. The research sample was selected using purposive sampling technique, choosing one elementary school willing to participate as the experimental group and another elementary school as the control group. The number of students in each group was determined based on the availability and agreement of the schools.

The instrument used is an English vocabulary test. This test is designed to measure students' vocabulary comprehension before and after the intervention. Additional instruments like questionnaires can be used to collect data about students' perceptions of the use of tutoring.

The collected data will be analyzed using statistical software to calculate the difference in pretest and posttest scores of English vocabulary comprehension between the experimental and control groups. The results of data analysis will be interpreted to identify whether the introduction of vocabulary through tutoring has a significant impact on the vocabulary comprehension of elementary school students in Nagari Batang Ara.

4. RESULTS AND DISCUSSION

The learning process went well, the children in the Batang Ara village of Tapan were very enthusiastic and eager to acquire new knowledge that had not been previously taught in school. As a result, the learning process felt highly enjoyable, especially since the teaching materials were presented in the form of songs and music tailored to their age. English, which is inherently a foreign language to them, felt more familiar and easily accepted through this approach.

As for the results of hypothesis testing found in this research, they are as shown in the following Table 1.

Table 1 Result of Hypothesis Testing on Children's Vocabulary Comprehension

| Class | Average | dk | t _{count} | t _{table} | Criteria |
|------------|---------|----|--------------------|--------------------|----------|
| Experiment | 72,37 | 34 | 3,43 | 2,03 | Ha |
| Control | 58,2 | | | | accepted |

Based on the table above, it can be observed that there is a significant difference in the average scores. As the initial conditions of both classes were homogenous based on the analysis of pre-test homogeneity, and after the intervention, their averages differed significantly. This signifies that the introduction of English vocabulary through tutoring influences the English vocabulary comprehension of the children. This demonstrates the acceptance of the alternative hypothesis.

In the context of this research, it is evident that the learning process has been successful in Nagari Batang Arah, Tapan. Children in the research group displayed high enthusiasm and eagerness to acquire new knowledge, especially in understanding English vocabulary that they hadn't previously encountered in school. This enthusiasm is a positive

indication that the applied teaching method has effectively created an engaging and challenging environment for the children, fostering intrinsic motivation to learn.

One crucial aspect of this research is the utilization of songs and music as tools to deliver the learning material. This aligns with a student-centered approach to learning, suitable for the characteristics of young children. The fact that learning material is presented in engaging forms like songs and music has helped eliminate the foreignness associated with English, which is a foreign language to these children. In this way, children feel more engaged and find English to be more familiar and easily digestible.

The results of hypothesis testing using the provided table indicate a comparison of average vocabulary comprehension between the experimental and control groups. Statistical analysis yields a calculated t-value of 3.43, while the critical t-value (t-critical) for a certain degree of freedom is 2.03. This indicates a significant difference between the two groups regarding English vocabulary comprehension.

With the statistical test results indicating a significant difference, the alternative hypothesis stating that the introduction of English vocabulary through tutoring influences children's vocabulary comprehension is accepted. This implies that the intervention using tutoring as a method for introducing English vocabulary has a tangible positive impact on children's comprehension of this vocabulary.

These findings hold significant implications for the development of foreign language teaching methods for children. Approaches emphasizing interactivity and enjoyment, such as the use of songs and music, can be effective alternatives for introducing foreign languages to children. These results can offer valuable contributions in designing a more engaging and appealing curriculum for English education in primary schools.

5. CONCLUSION

The use of interactive teaching methods, including songs and music, has a positive impact on eliminating the sense of foreignness towards a foreign language and making students feel more familiar. The results of hypothesis testing indicate a significant difference in the understanding of English vocabulary between the experimental and control groups. This demonstrates that introducing English vocabulary through tutoring effectively enhances students' vocabulary comprehension. These findings have the potential to provide valuable guidance for English language teaching methods at the elementary school level, emphasizing an interactive and engaging approach in introducing foreign languages to students.

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