

INCREASING STUDENTS' VOCABULARY BY USING WORD CARDS AT SMP N 6 KAKAS

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Abstract: Teaching vocabulary by using Word Cards, makes students are able to find new vocabulary from what they are seeing and the spelling from the Word Cards. The purpose of this study was to find out whether the use of Word Cards is able to increase students' vocabulary. The students at SMP NEGERI 6 KAKAS in academic year 2019/2020 were chosen as the subject of this study, specified to the seventh grade that consisted of 18 students. This research used pre-experimental design with one group pre-test and post-test. This study consisted in five meetings. First the researcher gave a pretest next treatment and the last posttest. The technique in collecting data used test as instrument in form of matching item test consisted with 25 numbers. The result of this study found that Word Cards was effective in increasing students' vocabulary where post-test was higher than pre-test. The mean score pre-test was 8.27 and the mean score of post-test was 14.61. It can be stated that Word Card is considered effective to increase students' vocabulary.

Keyword: *Vocabulary, Word Cards, Increasing, Junior High School*

INTRODUCTION

Language is a system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Ramelan 1984). Language is a part of culture and language as a media to communicate of human to express their idea (Rorimpandey, 2019).

As an international language, English is a media for communicating with the people from different countries around the world to express ideas, thoughts, and experiences in spoken or written forms (Teppa et al, 2022). According to (Aulia et al, 2013), the importance of English is the key to the international communication and commerce makes it compulsory subject for students from the Junior High School. In English there are four skills, they are listening, speaking, reading, and writing (Somba et al, 2022).

According to (Schmitt, 1999) Language components including pronunciation, vocabulary and grammar. Pronunciation relates to sound, pressure, and intonation (Sekeon et al, 2022). Vocabulary is one of the language components related to the meaning of a concept. While grammar is the rule of language. In this case, vocabulary is one of an important component to help them in mastering a language.

Vocabulary has an important role in language because vocabulary as a basic for human to communicate each other. (Sabanari et al, 2022) and (Mehta, 2009) states that "vocabulary is the first and foremost important step in language acquisition." It means vocabulary have to mastery first before the other components. But most of the students lack or limited the vocabulary because of some factors they are: first, the students have problem to memorize the word and the second absence of media used in teaching vocabulary makes students' consciousness and motivation to learn vocabulary low (Gerungan et al, 2022).

Word card is a piece of card or plastic with the information on it used to identify a person to record information or as proof of membership (Mohammad, 2017:3). It means that card as media that is important to use in order to the people can remember what they write and as a record to identify a person.

(Tangiduk et al, 2021) and (Hamalik, 1993:18) stated that media is used to motivate students learning. From the statement above we can know that it is important for teacher to use media in teaching and learning activity. There are several media that can be used by the students in learning vocabulary, one of them is word cards. Word cards can help students to master English vocabulary.

Based on researcher observation at the seventh grade of SMP N 6 Kakas, he found that most of the students difficult to learn new words vocabulary. It is evidenced with the most of the students can't answer the question when the researcher ask about their profile and when the researcher ask them to introduce their self and their friends, they can't do this, and they need to translate in Bahasa what the question is. Besides that, they have difficulties to memorize the vocabulary whereas they must memorize more vocabularies, but in practicing he found that they were difficult to understand the English language, it is because they have lack of vocabulary. So he decides to do something that made them to memorize the vocabulary easily so they can understand what is the material being learned.

(Schmitt and McCarthy, 1997) propose one of the strategies to learn vocabulary using cards to remember foreign language. It means word card is one of the effective media in teaching and learning activity. Therefore the researcher choose word cards as a media to teach vocabulary because cards can make class more active and joyful. According to (Nation, 1994: 201) "using vocabulary cards is a word learning strategy for independent learning in or out of class". On one side of the card is written the word to

be learned. It means vocabulary cards can use in everywhere, it can be in class or out class. On the other hand card is easily to get or made.

Teaching vocabulary by using Word Cards, makes students are able to find new vocabulary from what they are seeing and the spelling from the Word Cards (Andries et al 2019). The use of Word Cards in teaching learning process, helps students to memorize the vocabulary because it is such a game and make them easy to remember and know the spelling of the word. The use of Word Cards make learning more fun than usually (Wullur et al, 2021).

Based on the statement above the researcher conducted a research with the title Increasing Students' vocabulary by using Word Cards depend on the curriculum of junior high school. Definition of vocabulary Hornby (1995: 1331) defines "vocabulary as a list of words used in book, etc. usually with definition and translation". Vocabulary is a couple of words that include on book and so on. John Dewey (1910) in Bintz (2011) states that "vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses." The mastery of vocabulary can help us to express our idea and to understand the other person mean and communication being clearly. Bowman (2006) in Ababneh (2013) suggests that "vocabulary is integrated into every content area and is addressed as part of the curriculum which means that the use of vocabulary is part of reading, writing as well as establishing the foundation of effective communication." It is evidenced that vocabulary is not just for communication but for obtain the academic achievement (Samola et al, 2018).

From all the definition above, the researcher conclude that vocabulary is not just useful for communication but for academic achievement too, because when we mastery vocabulary well we can mastery the four English skill and it is make easy for us to learn. Kind of vocabulary According to Finnochiaro (1974: 73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing (Lengkoan et al, 2022). On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Based on definition above, active vocabulary is the word that students have ability to use and pronounce correctly in their writing and speaking especially in their daily activity and passive vocabulary is the word they recognize and use in context, but they don't ability to use and pronounce (Paranduk et al, 2021).

Definition of Word Cards As cited in Syarif (2011: 13) word card is one of teaching vocabulary technique suggested by Paul Nation in his book *New Ways in Teaching vocabulary and Learning Vocabulary in another language*. according to Rod Ellis (2008 : 963) word card involve some attempts to focus learners' attention on

specific properties of the L2 so that they will learn them, it means by using word cards is intended to develop elements of language like spelling vocabulary pronunciation grammar and so on.

According to Syarif (2011: 13) using word cards is not only memorizing the words, (Dengah et al, 2021) it also supplies the words repetitions that can be helpful for their memorizations. The using of word card can help students memorize the word because they have to repeat the word as contained on the procedure in using the word card.

The procedures of using Word cards in this research are as follows:

1. Arrange the seat of the students, make it around so it will be easier for students to see the card clearly.
2. Show to the students the Word Cards that the teacher has been prepared before.
3. The teacher asked the students to repeat the word after the teacher.
4. The teacher asks a question to the students.
5. If the students give a wrong answer, the teacher correct the answer by show the other side of the Word Cards that contained the meaning of those words.
6. After that, the teacher continue to the other Word Cards

The teacher will give 60 words on five meetings, the first meeting is pretest the second till the fourth meeting is treatment and the last meeting is posttest. Every treatment will learn 20 words.

RESEARCH METHOD

Research Design

This research use quantitative research through pre-experimental design with one group pre- test and post-test design. Pre-test will give before treatment and posttest after treatment. The pre-test symbolized T1 and post-test symbolized T2, treatment X in the following representation of the design: T1 X T2.

Pre-test	Treatment	Post-test
T1	X	T2.

Data Collection

In this study, the researcher used two test in this study, they were pretest and posttest, and the test in this study used objective test. The test in the form of matching

item test and there were 25 numbers of test. The researcher gave the pretest at the first meeting and then the researcher gave the treatment that is applying of Word Cards as technique in teaching, the last the students followed the last test or posttest Then, these scores will be used as numerical data to measure the effectiveness of using Word Cards as technique to improve students' vocabulary.

Data Analysis

The researcher analyse the data statistically using descriptive statistics. In analyzing the obtained data the writer will use mean score formula as follows:

$$\bar{X} = \frac{\sum X}{N} \text{ (Hatch and Farhady 1982:178).}$$

Where:

- \bar{X} = the symbols of mean
- $\sum X$ = the total score Students
- N = the number of Students

In the present study, the researcher collects the data by using word cards, and use an objective test in the form of matching items. The data are presented below:

Table 1. The data of students in T1 (pre-test) and T2 (post-test)

No	Pre-test (T1)	Post-test (T2)
1	10	15
2	7	12
3	5	10
4	5	11
5	14	21
6	12	19
7	7	13
8	16	19
9	3	12
10	4	12
11	8	14
12	12	18
13	11	18
14	11	20
15	7	14
16	3	10
17	4	10
18	10	15

There are 18 students that participate in the pre-test and the post-test. There are 18 students who took in the test, every students got higher score on the post-test.

Statistical Analysis of the Data

The researcher analyse the data statistically using quantitative . The purpose of this chapter is to organize the information collected in research using frequency distribution. The data were presented graphically as a cumulative frequency distribution.

Frequency Distribution of Pretest and Posttest

The result of this study showed that most of students' score in post-test is higher than pre-test. Every students' increase their in post-test.

The result of the analysis showed that 18 students who take a part in the test. In the first test (Pre-test), the highest score is sixteen (16) by one (1) student and the lowest score is three (3) by two (2) students. In the post-test, the highest score is twenty one (21) by one student and the lowest score is ten (10) by three (3) students. Table 6 shows that the mean score (\bar{X}) of pre-test (T_1) 8.27 and the mean score (\bar{X}) of post-test (T_2) is 14.61. In this study the data of the pre-test are compared with the data of the post-test. It should be said that the result of post-test is better than pre-test.

Computation of Mean and Standard Deviation

In calculating the mean and standard deviation of both pre-test and post-test scores, it is necessary to calculate the mean score $\bar{X} = \frac{\sum X}{n}$

Table 5. Sums of pretest (X_1) and posttest (X_2) scores

No	Score (X_1)	Score (X_2)
1	10	15
2	7	12
3	5	10
4	5	11
5	14	21
6	12	19
7	7	13
8	16	19
9	3	12

10	4	12
11	8	14
12	12	18
13	11	18
14	11	20
15	7	14
16	3	10
17	4	10
18	10	15
Total	149	263

Thus, the mean of pre test (X_1) is :

$$\bar{X} = \frac{149}{18} = 8,27$$

And the mean of post test (X_2) : $\bar{y} = \frac{263}{18} = 14,61$

As can be seen, the mean of the pre-test is 8,27 where the post-test is 14,61. It can be that the mean of post-test is higher than the pre-test. In other words, there is an increasing in students' vocabulary after the treatment.

DISCUSSION

The students are usually difficult to master English vocabulary, because they have any difficulties to memorize the word and they less of motivation (Paranduk and Karisi, 2020), thus the researcher used word cards as a media for the students to learn because word cards is an effective wat for students to solve their problem.

Through this media, the students is motivate, they become more active in class, it evidence when the researcher show the word cards one by one to them, all of the students is fully attention to the word and they really excite to repeat the word (Hampp et al, 2021). They compete to answer what the question and to guess the word on word cards.

At the end of the class, the researcher always ask to the students what their opinion about teaching with using word cards. But all of the students say that they're excite with this media because this media make them easily to learn and become more active in class.

From the situation above the statement of (Hamalik, 1993:18) "that media are used to motivate students learning' can be accept. It also an evidence that using word cards in teaching learning activity is considered effective.in addition, the students is really excited with word cards because word cards contain a word that make students interesting. All of the students are pay attention to word cards show by the teacher and

they compete to guess the meaning that contained in word cards. Through word cards they do not need to translate in Bahasa or to find out the meaning of those words, they can learn that by seeing the words of word cards because on word cards there is a word related to the word or adjectives be learn. It make the teachers easily to teach.

It is also evidence that using word cards in teaching and learning activity is considered effective, but for teachers who want to make their own word cards, the teacher must be careful in providence word that will be use. Based on the researchers experience on pre-test, most of the students being confuse with the word.

In this instrument the researcher provide 60 words about the adjectives. Most of the students especially on pre-test can answer the kind of adjectives like beauty, handsome, angry, sad, cry, bad, good and so on. It means students can master the adjectives too. It is evidence by the mean score pre-test is different with post-test. The result of this study showed that most of students' score in post-test is higher than pre-test. Every students' increase their in post-test.

The result of the analysis showed that 18 students who take a part in the test. In the first test (Pre-test), the highest score is sixteen (16) by one (1) student and the lowest score is three (3) by two (2) students. In the post-test, the highest score is twenty one (21) by one student and the lowest score is ten (10) by three (3) students. Table 6 shows that the mean score (\bar{X}) of pre-test (T_1) 8.27 and the mean score (\bar{X}) of post-test (T_2) is 14.61. In this study the data of the pre-test are compared with the data of the post-test. It should be said that the result of post-test is better than pre-test. The result of pre-test showed that the students' vocabulary is still low before applying Word Cards technique and the result of post-test showed that the students' vocabulary could increase by using Word Cards. From the result above, shows that Word Cards is one of the effective way to increase students' vocabulary.

After analyzed the data, it found that most of students' vocabulary in post-test was higher than pre-test. It means that the students can increase their vocabulary by using Word Cards. It can be seen from the students' mean score for vocabulary test in pre-test (T_1) is 8.27, and vocabulary test in post-test (T_2) is 14.16. Therefore, it could be concluded that Word Cards is considered effective to increase students' vocabulary. Based on the result of the research, the researcher finds it necessary to put forward to those who are concerned. Looking at the result, it is suggested for the teacher to use word cars as a media in teaching increase students' vocabulary , because it is proven to be effective in teaching students vocabulary , and it also help the students to enjoy the lesson more with vocabulary. It is suggested for teacher to use more creative ways in teaching English in order to attract students to enjoy learning english. It is suggested that the teacher should pay more attention in students vocabulary, because it is important skill used in communicating in English language. Based on the result of this research, some suggestion can be mentioned as follows. It suggested for the teacher

that the use of Word Cards, because Word Cards make the students enjoy and easy to remember the words. This study is applying Word Cards to increase students' vocabulary. It is expected that the result of this study can be a reference for another research in different context that can give a contribution in teaching English.

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