

The effectiveness of using card games to improve vocabulary acquisition

Sulistiyani

sulistiyani@stkipbim.ac.id

STKIP Bina Insan Mandiri

Abstract: Teaching vocabulary at elementary school is not easy. In many stages the students' interest in learning English is usually spontaneous. Teaching vocabulary to elementary schools, the teacher should and can make the students relax and interested, so they will be happy to learn it. If they feel happy, they will arouse their inner motivation. The problems which will be investigated in this study are formulated as follows: (1) What are the features of vocabulary taught to the first grade students of elementary level? (2) Is there any significant difference between the acquisition of vocabulary by the students who are taught using card games and the students taught conventionally? The teachers use games as their teaching aid. The students really appreciate any kind of game activities which provide excitement and fun. It will be easy to understand and practice English. The researcher chooses games as the simple illustrated **media to facilitate students' method of learning**, as children learn while playing games. It is easy to be understood and comprehended by students. The subjects of the study who are grouped into two classes, each of the classes contains 30 students who means that the subjects of the study are 60 students. They have the same ability of the knowledge. The writer uses standardized test, It consist of 25 items with the allocated time of 60 minutes for pre-test and post test. The writer involves two classes. The total number of the first grade students are 60, 30 students belong to A class and the other 30 students belong to B class. In this study, A class is chosen for the experimental group, and B class for the control group, the writer use T-test, The test is to find out students achievement in a process without using card games and the second test is used to find out the differences, the writer calculate the correlation among them by using T-test formula. To calculate the data, the researcher uses spss program. The data analysis above is description that t-test is 2.676 and degree of freedom (df) = (60-1-1)=58 at standard significant 0,05. So t-table is 2.002 from the data can take conclusion that t-test > . t-table (2.676 > 2.002) . Based on the result, Ho is refused because t-test > t-table means that there is influence or significant differences.

Keywords: *Effectiveness, Card Games, Improve Vocabulary Acquisition*

There are many ways to make the students interested and motivated in learning English. In teaching vocabulary, there are methods and techniques such as word games, word selection, searching a word puzzle identifying word, letter and number games, card games, missing letter, completion and pictures. By using the method and techniques above, the teacher can help the students find difficult or new vocabulary, so they can get efficient result in developing vocabulary.

Vocabulary is an important thing in using a language. To use a language speakers retrieve their vocabulary stored in their memory and adjust it to the appropriate situation or in communicative situations where the communication take place (Johnsoon, 2001:767). For example: to express feeling, thought and emotion people will use particular vocabularies as a part of their communication. Further, Thomson said that meaning emerges as a result of interaction and idea of the context in which communication takes place (2003:103). One way to stimulate the students motivation to improve their vocabulary is using instructional media, such as card games.

Card games are visual aids that will make the students interested in the teaching and learning process. They also help the students to understand the teacher's explanation well because the students could see the objects directly. So card games as visual aids are important things to achieve the target of teaching and learning process. The teacher thinks that using card games as visual aids are the most effective way to avoid misunderstanding and make the students interested in the teaching and learning English process.

From this statement above the teacher know that visual aids of teaching and learning English used by the teacher to present the lesson to the students especially for elementary by showing the objects, models, picture or card games. In other words, the teachers should give explanation by using not only words but also visual aids, to help the students to understand the English vocabulary, especially in Simomulyo VII elementary school. Most teachers neglect to use visual aids in their teaching and learning English. They assume that making or preparing visual aids is wasting time. The using of visual aids is the best ways for stimulate the students' respond in English language.

REVIEW OF THE LITERATURE

In learning language, especially English as a second language, the students need to master vocabulary. The more vocabulary is mastered by the students. The better will be their performance in all aspects of learning language. Vocabulary is a basic component of language. Students who master larger number of vocabulary will have greater chance to be successful in developing the language skills. In oxford Hornby (1987:959) stated that vocabulary is the total number of words which have rules for combining them to make up of language. Vocabulary is indeed the most important problem in language. It does not guarantee we will understand all of our statements or understand the content of the passage when we are reading some articles written in English. It means in studying a certain language, one need to master vocabulary is important since it is the way for the

students to enjoy their classes. One who has less vocabulary will soon get bored and distressed in facing problems while doing the learning activities in order to achieve a long vocabulary.

The teacher must be ensure that new been properly understood by using a different method of checking from the one that has been use the present the new lexical item. Even so, **the fact the student's understand the lexical item is not guarantee that they** are going to be able to use it. The teacher must provide students with adequate practice in using the new words. Some ways of doing this are:

Games

Games and problem solving activities are generally used after the presentation, in the practice part, because since communicative task can only be handled after mastering sufficient grammar and lexical points. Vocabulary development means more than adding new words to your repertoire of experience. It means putting your concept in better order or into additional orders. Concepts are developed both by generalization and by differentiation, example we learn to separate ; dogs (collies, bulldogs, etc), we learn to **group "apples, oranges, cherries" under fruit.** Vocabulary development in school must be a planned program. Beginning in the early grades, the teacher can introduce the students to vocabulary.

Pictures are one of teaching aids to promote creativity. Through picture the students can express and improve ideas easily as they get fun besides the information from the picture. According to Kriedler, picture is one of the visual aids which contain one or more people or animal, or plants with its surrounding that tell an event. These can help the students add variety, clarity, and reality in the classroom situation. They can use them in teaching-learning process.

Picture as visual aids that are used in teaching and learning English should be relevant with the material that will be presented. Pictures should be attractive in order to **get student's attention. They will make the student understand the lesson easily.** The pictures should be relevant with the topic. It is difficult to find one picture that is relevant with the topic. The teachers have to use more pictures in order to support the step in step in the teaching-learning process, Pictures as visual aids also should be able to support all aspects of language skills like reading, speaking, writing, and listening. By looking at the pictures, should will be able to express their thought related to the pictures either in spoken language or in written language.

Teaching English as a second language in class is not easy to do. It needs some creativity. Teachers have to make students interested in English lesson. One of creativities is by giving the students some pictures. Good pictures can make the students interested

in getting information, developing and learning activities and memorizing the lesson any longer. Hamalik (1969:67) says that picture can be located at the bulletin board and used to teach, to increase motivation, interest, attention and increase student's knowledge.

The teacher must be careful in selecting the pictures for teaching vocabulary since they are used for beginner. Dealing with the pictures selections which are appropriate for the beginners, Kasbullah (1993:55) states that there are several criteria that should be taken into consideration:(a). The picture or drawing can be seen by the students in the room. (b). The scenes or objects are represented in simple form. (c). There is a specific purpose for the pictures and that purpose is clear to the students. landscape, home, food, drink, sport, transport, occupation, everyday activities, objects and miscellaneous.

They are many ways of using pictures to provide meaningful practice in the classroom. The teacher can use the pictures to review or give stimulus for discussion. Yunus (1982:50) divides pictures into three kinds: Individual pictures, series pictures, and combines picture.

The aims of using games in teaching vocabulary is: Games are like any other activity and when planning for them the teacher needs to consider what his/her objectives are. Some examples of aims and objectives when using games in teaching vocabulary are: presents new vocabulary items, review vocabulary from previous lessons, check what students know before teaching new vocabulary items, practice new vocabulary items that have just been presented, as a warmer at the beginning of the lesson, as a filter at the end the lesson. Thus we can see that games are at the heart of teaching vocabulary and not just an activity to fill the odd moments when the teacher and students have nothing better to do.

Card game is one of the media that includes kinds of pictures in the cards. The card mentions some words based in the English curriculum. Almost all card games can be made into language card games which can be use in the language interaction. In addition, **games like "Memory" can also be played without saying a word**, but if you use cards like this, then at least recognition is taking place.

The use of card games in language teaching especially in teaching English vocabulary is very helpful to the students and even to the teacher. The effective teacher will prefer choose visual aid like pictures because they can be used effectively for teaching English vocabulary even they are not only used for teaching vocabulary but also structure. Good cards can tell more that many words and when the meaning of the words can not be explained clearly but cards do it.

The students will be more interested in learning vocabularies by using card games. The students can develop their motivation and interest. Card games do not only help the students to understand but also remember because the memory of card is much longer than word. Teaching vocabularies by using card games can be used to avoid boring situation, beside that the other advantages of the card games are they can be used to give the students of English as a foreign language an opportunity to practice the language in real context or situation in which they can used in English to communicate their ideas.

METHODS

To conduct a research, population and sample are needed very much to reach the target of research. Population in this research is the first semester, there are two classes of the semester. Each of them contains 30 students, so the population is 60 students. Sample is part of population which describes the condition or characteristics of population. Sutrisno Hadi stated that sample is part of population or a number of people who are less than the number of population. The sample which is taken must be representative, it means that the sample taken should able to represent all of population; because of the sample the writer can do the research validity. The writer decides to take the sample 100% of total population. The sample is in experiment class are 30 elementary students and control class contain 30 students in Simomulyo VII elementary students. The writer puts two classes that the first class is experiment class which the teaching vocabulary is by using card games as visual aids in mastering vocabulary material about animals, fruits, and things at public places.

Research design is a plan that determines how the data should be collected and analyzed. The research is quantitative whose goals are to identify, classify and analyze the achievement of students in mastering the material of vocabulary by using card games as visual aids. To give a new alternative way in teaching and learning English using card games, this study is conduct to find out the answer to the problem as stated above. The second class is control class which teaching vocabulary is without using card games as visual aids with the same vocabulary material.

Based on the statement of the problem, the aims of this research is to find out some effects of using card games to improve vocabulary mastery in the teaching and learning English vocabulary process. Therefore, an experiment study adopted. The research design that is used in this research is experimental quantitative calculating the difference of the average and the correlation among them. The basis of this calculation will be dependent and independent variables. Arikunto (2003:97) defines that variable is a symptom that have variation that become research object. In this research, the writer

uses two variables, they are: independent variable and dependent variable. Independent variable of this research is using card games in the learning and teaching English vocabulary process. Using card games in the teaching English vocabulary is one way to **develop and improve the student's motivation and interest**. Dependent variable of this research is mastering vocabulary.

Based on the explanation above the purpose of the research is to find the influence of using card games in mastering English vocabulary. In this research, the writer uses the test method to collect the data. The instrument is very important to define of a truth that will get in a research. Test used as data collection method, because by using test the writer **get the data directly, besides, test can used to know about the students' achievement** in the teaching and learning process. Arikunto (1989) explain that test is some questions or exercises or tools that used to improve skill, knowledge and intelligent of someone both individual and group. There are two kinds of data in this research the primary data will be collected by using objective test of 30 students and the second data will be collected by using subjective test of 30 students at simomulyo VII elementary students. The test is constructed based on exercise related to material. It consist of 25 items with the allocated of 60 minutes. The test is divided into two parts. In the parts, it is multiple choice tests which is easy and takes a short time to score. It has high objectively because it can avoid the consideration of the scorer. The students have to choose an appropriate answer. While in the second part, the test is in the essay form. The students have to combine two sentences as an objective clause. It encourages the students to express their ideas and construct them in good sentences. It is also able to see how far the students master the material.

The difference between subjective and objective test, both are seen from the point of view of the scorer that as the teacher. Subjective test is a long question or exercises in the form of questions that command to the students or describe, compare, interpret and looking for comperation. The correctness answer of the items is completely based on the **teachers' judgement thus, the score manipulation is high. E. g. essay test**. Objective test is a short questions that can answer by choose the one of alternative answers by oral speech or symbol. The correct answer has been clearly stated in the options. The teacher will not have a chance for score manipulation since all the teachers just do, is adding up the accumulation of the correction answer. E. g. completion, matching and multiple choice type.

RESULT AND DISCUSSIONS

The technique data analysis used in this research is descriptive statistic. It is used to analyze the data about the students' score of the test given. This method is aimed at calculating the differences of the students' achievement in English vocabulary lesson. The first test is to find out students achievement in a process without using card games and the second test is used to find out the differences, the writer calculated the correlation among them by using T-test formula. According to Ary (1985:160), the data must be prepared the writer has step to count before filling to T-test formula. The step is measuring the means of scores of each group. It is computed by dividing the sum of all scores by the number of scores. The formula form:

$$M = \frac{\sum X}{N}$$

The means (M) of pre-test and post-test scores of the groups are compared to find out the progress before and after the treatments. If the mean score of pre-test is the same or higher than the mean score of post-test in the experimental group, it indicates that card game does not contribute to the increase of the students' vocabulary acquisition, if the mean score of the post-test is higher than the mean score of pre-test in the experimental group, it shows that using card game has contribute positively to the increase of the students' vocabulary acquisition. Here, the variance or standard deviation can be calculated by using the following formula:

$$S = \sqrt{\frac{\sum (X - M)^2}{N - 1}}$$

The last step is analyzing the students' vocabulary acquisition score of the pre-test of the experimental and control groups by using *independent t-test* to know whether the subjects of experimental and control groups have significantly different or equal level before the experiment is conducted. In addition, the similar statistics measure will be applied to the students' vocabulary acquisition score of the post-test of the experimental and control groups to know to what extent is the difference between students who are taught using card games and no.

The purpose of *independent t-test* in this study is to investigate the significance of the difference between two population means which will be calculated following the formula:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

The researcher will classify the test items that contain vocabulary knowledge, from both pre-test and post-test. And, the researcher will compare the total of correct answers of vocabulary items from the students' pre-test and post-test in vocabulary acquisition.

In every research, variable is very important element because it will be the writer observation object. The appearing of this research object is very close relation with the research problems.

This research uses two variables, they are : the first variable is using card games in the teaching and learning English vocabulary process as dependent variable. The second variable is mastering vocabulary as independent variable. Both of variables are taken from test, by using objective and subjective test. To test the influence of using card games in mastering vocabulary is used t-test formula. The writer presents the result of collecting data.

The data is obtained gotten from two groups, one group is control class without using card games to improve students' vocabulary mastery and the other is experiment class using card to improve students' vocabulary mastery, so the writer counts the data as the result of this research by using t-test .

Description of Research Data

Table 4.1: Description of the pre test and post test experimental group

Indicator	Pre test	Post test
Mean	61.93	73.20
Median	58.00	70.00
Variance	348.13	204.58
Std. Deviation	18.66	14.30
Minimum	33.00	45.00
Maximum	96.00	96.00
Range	63.00	51.00

Table 4.1: Description of the pre test and post test control group

Indicator	Pre test	Post test
Mean	61.43	62.57
Median	60.50	64.50
Variance	251.56	269.15
Std. Deviation	15.86	16.41

Minimum	32.00	33.00
Maximum	92.00	90.00
Range	60.00	57.00

Source: Data appendix

From results of test with SPSS version 13 that the test result for the pre test found that the average value of 61.93 experimental group and control group 61.43. While the post test results from the experimental group at 73.20 and 62.57 control group. Testing the hypothesis in this study must meet the eligibility criteria in which all the data obtained should be tested for normality and homogeneity of variance. Distribution of data in this study were tested for normality by using Kolmogorov-Smirnov test, Distribution of data in this study were tested for normality Learning Outcomes data. The calculation in this study obtained a result that learning outcomes have a normal distribution .. Normality of data distribution study results appear in the results of Kolmogorov-Smirnov test, as in the following table:

Table 4.2. Normality Test Results study Kolmogorov-Smirnov test

Test Kolmogorov-Smirnov	Z	Signifikansi p
Post test value	0.846	0.471

By using the Kolmogorov-Smirnov test found Z values of 0.846 and significance of 0.471 for post test results so that learning outcomes are the distribution data in normal distribution

The data analysis above is description that t-test is 2.676 and degree of freedom (df) = (60-1-1)=58 at standard significant 0,05. So t-table is 2.002 from the data can take conclusion that t-test >. t-table (2.676 > 2.002).

Based on the result, Ho is refused because t-test > t-table means that there is influence or significant. The data analysis above is description that t-test is 2.676 and degree of freedom (df) = (60-1-1)=58 at standard significant 0.05. So t-table is 2.002 from the data can take conclusion that t-test >. t-table (2.676 > 2.002) .

Based on the result, Ho is refused because t-test > t-table means that there is influence or significant. This discussion section is written based on the result of the study discovered in this previous section. The result explain that the use of card games in teaching has important role in affecting the teaching learning process and looking at the score from the test was done writer, that the card games can be used to improve the students vocabulary.

The data in table shows the teachers ability to manage the class and problems faced by the teachers and students in learning English. Although the atmosphere in the class was crowded but this technique could the students attracted, happy and the interested looking the cards. Using card games is very effective in attracting the students attention and make students more active.

The researcher found some supporting factors and inhibiting factors in observation. The supporting factors are all the factor can support teaching learning process and finally can improve their vocabulary to get the good achievement in final test. The enthusiasm and the lesson by using card games make the writer has motivation to research that. Beside the supporting factors, there are also inhibiting factors to teach English using card games, there are : (a). It need more time to prepare the card games. (b). It need much money to prepare card games. (c). The students enthusiasm make the classroom crowded. And the inhibiting factors faced by the students are : (a). It is difficult for them to pronounce the word correctly. (b). There are some students non aktif in learning.

In addition to this the teachers to recognize that their students more patience in giving an order or instruction. In teaching English using card games an instructions by the teacher is very important before the class begin. It is to ensure the students in Simomulyo VII elementary students have really understood about the instruction.

Meanwhile, in matter of the students achievement, the data in table 4.1 indicates that the teaching learning process by using card games have been proven effectives in improving the achievement. The students average scores which is 73,2 has showed that the average of the students score is good in experimental class than before, it means using card games can improve their English vocabulary.

CONCLUSION

Based on the result of the researcher some conclusions can be drawn in accordance with the problem, the conclude is follows : Using card games making the class situation alive, making easier for the teacher to introduce the new words. Teaching technique by using card games does not make the students especially in Simomulyo VII elementary students bored in the classroom and it could build students motivation. Although the teacher has problems at card games and difficult to manage class situation as the students sometimes leave the classroom and some students have low motivation but the writer considers that is good result for teaching learning process using card games. In teaching by using card games make the classroom crowded. The teacher needs much money to prepare the card games. The teacher takes long time in preparing the card games as the

material before the teaching was began. The teachers make the class activities to be more interactive to students by using media (card games) in teaching English to improve their vocabulary.

Based on the data on $t\text{-test} = 2,676$ And $t\text{-table} = 2,002$. It means that $t\text{-test}$ is higher than $t\text{-table}$ with significant standard 0,010. So, the researcher determines the conclusion that, there is influence of using card games in mastering vocabulary. Based on the fact, the majority of experiment class gets good score in given a test after using card games to improve the vocabulary acquisition. It means that the majority of them to understand more if they study English with using card games than without using card games in teaching vocabulary process.

Furthermore, the students as second learners are hard to get information from the English teacher being given explanation. They have not interested, they fell bored and they do nothing. So they will get a little knowledge. The most important to learner progress is variety activity in which students use the language in the real situation created **by the teacher and can avoid students' boredom. Here, the use of card games as an alternative technique to do.** Card games can be used being teacher and students.

To improve the result of the study, it is considered important to give suggestions to the headmaster, the teacher, and to the other researcher. The first suggestion is addressed to the headmaster of elementary school. It is proposed to the headmaster to complete the media (card games) in teaching English and prepare the budget for making the teaching media (card games) that can be used to teach English.

The suggestion is also given the teacher. Live and fun situation in the classroom are considered important in learning English. The teacher should be more attention to the personal attitude of the students in the classroom, so that all of the students will give attention to the teacher explanation.

The teacher should motivate the students in learning English, especially for the students who got lower scores and give change the students in order to be active.

The writer hopes that teachers are always expected to be more creative in teaching English by using interesting method and media. If the teacher uses media especially card games, they have to be sure that the card games are clear and large enough to be seen by all students in the classroom. The card games use being the teacher should be relevant to the reading text that is being taught, and the teacher should be careful in selecting the card, the teacher wants to apply in the teaching vocabulary.

Beside the statement before the students are expected to study harder and never stop increasing their vocabulary in English learning by reading many words in the reading

book. So, they will be able to master the vocabulary and have no trouble in understanding the meaning. So, it is important to the English teacher to make their students more active to use their vocabulary in contact or communication in order to the students can get a better achievement in English. With this, the school is hoped that they provide the media which is needed for teaching English.

Suggestions for the other writers are make the similar studies with the study, it will be better if they are using different instrument and different population. It can be conducted so that more valid generalization can be made. Therefore some of the result may not be applicable to other school, which do not have some characteristics.

REFERENCES

- Ali, Moch.(1987). *Penelitian pendidikan prosedur dan strategi*. Bandung : Angkasa
- Arikunto, Suharsimi. (2002). *Prosedur penelitian*. Jakarta : Renika Cipta.
- Ary, Ronald, Lucy Chaesar Jacob Abd Asghar Rajareich.(1985). *Introduction to research in education. Third edition*. New York:NTL, Richard and Winston Inc.
- As Hornoy. (1987).*Oxford dictionary*. Britain : The University Printing House.
- Brown J.W, Lewin, R.B & Harcreleroud, F.(1987).*Instructional, technology, media & methods*. New York: Harcourt.
- Deigthon, Lee. C. (1971). *Encyclopedia of education*. New York : Mr Milton company free press.
- Depdiknas. (1994). *Kurikulum muatan lokal*, garis besar program pengajaran kantor wilayah propinsi Jatim . Jakarta : Depdiknas.
- DJumarah, Syaiful Bahri. Drs dan Aswan Zain. (2002). *Strategi belajar mengajar* Jakarta: PT Rineka Cipta.
- Dulay, Heidy dkk. (1982). *Language two*. New York : Oxford University Press.
- Echols, Jhon M and Hassan Shadily. (1997). *Kamus indonesia-Inggris An Indonesian-English Dictionary*. Jakarta: PT Gramedia Pustaka Utama.
- Echols, Jhon M and Hassan Shadily. (1997). *Kamus Inggris –Indonesia An English-Indonesia Dictionary*. Jakarta: PT Gramedia Pustaka Utama.
- Ernestova, Marie. (1981). *How to use ready made picture*. English Teaching
- Finoccbiaro, Mary. (1968). *English as a secund language from theory to practice*. New York : Regents Publishing Company. Forum Vol.XIX No. 4-8.
- Hamalik. Oemar. (2004). *Perencanaan berdasarkan pendekatan sistem*. Jakarta: PT Bumi Aksara.
- Hamalik. Oemar. R. (1989). *Media pendidikan*. Bandung: PT. Citra Aditya.
- Harley, Heidi.(2001). *English Words: A Linguistics introduction*. New York : Blackwell Publishing.

- Harmer, Jeremy. (1983). *Longman handbooks for languageteacher: The English practice of English language teaching*. Essex: Longman Group Ltd.
- Harmer, J. (1998). *How to teach listening*, Pearson Longman Limited.
- Hidayat, Rachmat Taufik. (2001). *Kosakata Bahasa Inggris*. Yogyakarta: Pustaka Pelajar (anggota IKAPI).
- Johnson, D. W., & Johnson, R. T. (1999). Learning together and alone L: *Cooperative, competitive and individualistic learning (5th ed.)*. Boston: Allyn & Bacon.
- K, E, Suyanto. (2007). *English for young learners*. Jakarta: PT Bumi Aksara.
- Kasbollah and Yuwostomo. (1999). *Instructional media*. Universitas Negeri Malang.
- Napa, A. Pieter. (1963). *Vocabulary development skills*. Yogyakarta: Kanisus.
- Nasr, T. Raja. (1984). *The essential of linguistic science*. Lebanon: Beirut University.
- Rachmadie, sabrony, Drs, MA. (1986). *Vocabulary*. Jakarta: Karunia Universitas Terbuka.
- Richards, Jack C. and Willy A. Renandya. (2007). *Methodology in language teaching*. Cambridge: Cambridge University Press.
- Street, Walthon. (1995). *Oxford learner's pocket dictionary*. Oxford: Oxford University | Press.