# The Effect of Using Word Cards on the Seventh Grade Student's Vocabulary Achievement at SMPN 14 Jember

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## Abstract

*This research was an experimental research. It was intended to know the significant effect of using Word Cards on vocabulary achievement on the seventh grade students of SMPN 14 Jember. The design of this research was quasi experimental with nonequivalent groups using Post-test only design. The treatment was given to the Experimental group that was taught vocabulary by using Word Cards. The primary data of this research were obtained from the students' scores of vocabulary test. The data were analyzed by using t-test formula. The result indicated that the value of t-test was 3.866, while the t-table with significant level 5% and degree of freedom (Df) 65was 2.000. The value of t-test was 3.866 and it was higher than 2.000 (3.866 > 2.000). It means that the null hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. In conclusion, there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.*

*Keywords: Experimental Research, Word Cards, Vocabulary Achievement*

## INTRODUCTION

Language cannot be separated from human's life. By using a language, people can do many things such as sharing their feeling, giving information, getting knowledge and so on. It can happen because language is a means of communication that bridges one's mind to others'. Without language, it is hard to imagine how people can cooperate and get along with each other.

One of the important languages in the world is English. Because English has become an international language, which is used by most communities in the world, it is taught as a compulsory subject at Junior High School and Senior High School in Indonesia.

In learning English, there are four skills that must be achieved, they are *listening, speaking, reading,* and *writing*. In additions there are three language components of English, namely *grammar, vocabulary and pronunciation*. Therefore, vocabulary, as one of the three language components in English, has a very important role in English language learning because it appears in every language skill.

Vocabulary, as one of the most important aspects in foreign language learning, is a tool we need when we want to communicate or to express our ideas. Walkins (in Thornbury, 2005: 13) says that there is very little can be conveyed without grammar, but there is nothing can be conveyed without vocabulary. Therefore, in English language teaching and learning, vocabulary cannot be neglected.

There are some definitions of vocabulary. Hatch and Brown (1995:1) state that vocabulary refers to a list or a set of words that individual speakers of language might use. Webster (1983:521) states that vocabulary is the collection of words a person knows and uses in speaking, writing, listening and reading. Based on the ideas above, it can be concluded that vocabulary refers to words used for expressing thought and feeling.

Studying new vocabulary is not easy for the students at junior high school. Most of them experience difficulties to memorize the vocabulary and the spellings which are quite different from those of their mother tongue. According to Thornbury (2005:23), learners need not only to learn a lot of words to achieve the outcome but also to remember them. Gairns and Redman (1998:87) explain that there are two types of memories; they are short term memory and long term memory. Therefore, it is necessary for the teacher to create an opportunity in the classroom for students to practice and review what they have learnt as it will help the learners to ensure long term retention and recall.

Concerning to the students' difficulties in mastering vocabulary, the teacher should try to teach English vocabulary as interestingly as possible. One of the ways to make teaching and learning process more various and interesting is by using teaching media. Arsyad (2006:5)

says that media are components of learning sources or physical modes which contain instructional materials in learners' environment which can stimulate the students to study. There are many benefits of using media in teaching and learning process. As stated by Gairns and Redman (1998:103) that media can be used for presentation, practice, revision, and testing. Moreover, they are very useful to help the effectiveness of learning process and deliver the message of the lesson done by the teacher.

One of the media can make the students can make interest in learning process is Word Cards. Based on Hinkel (2005:591), Word Cards are cards where the teacher writes the English word on one side of the card and its definition or synonym or pronunciation on other. Word Cards are pieces of paper with the English word on one side and a translation or picture on the other (Waring, 2001). According to Thornbury (2005:145) Word Cards are a set of cards printed with a word in each side of the cards, where the front side of the card printed with the second language and the back side of the card printed with the first language. In addition, Doff (2000:129) states that Word Cards are cards with simple pictures or words or numbers which can be held up by the teacher or given out to the students to use in a pair or a group work. From the explanation above, it can be concluded that Word Card is a set of cards with a word on one side and a picture or its translation on the other side.

There are two kinds of Word Cards. They are Word Cards with picture and Word Cards without picture. Word cards with picture are a set of cards with an English word on one side and a picture on the other side. By using picture, it can help students to visualize the written form with the visual form of the word. Word Cards without picture are a set of cards with an English word on one side and the translation on the other side. The translation can help the students to know the word meaning and to memorize the word easily.

According to Blanco and Villaneda (2008:7), we can get Word Cards by buying them from stationery, making them by ourselves, asking students to make them, and downloading free printable Word Cards from the internet. Lynch (2008) mentions that Word Cards are also cheap to acquire or produce and in fact, they can be made by the learners themselves. In making Word Cards, Doff (2000:129) suggests to use a piece of card; draw the picture with a thick black pen, or cut pictures from a magazine. Meanwhile, Thornburry (2005:146) says that the size of Word Cards is about the size of a business card.

Teaching vocabulary by using Word Card is believed to be useful and good for students because Word Cards have some benefits as follows, (1) they help students retrieve the word meaning and the form from the memory, (2) they help students learn a large amount of receptive and productive vocabulary learning at an initial stage of word learning, (3) they help students use time efficiently on the unknown words, (4) they allow students to use L1 translation, (5) they are very convenient for students to bring with them

anytime anywhere (6) they are recognized as a fun and effective way to learn, reinforce, test and retain information, and (7) word cards can be used for self or group study. (Nation, 2008:66).

Some previous research findingsof the effect of using Word Cards were conducted by some researcher. One of them was an experimental research which findings that Word Card strategy was significantly more effective than the Word List strategy. It also indicated that Word Card strategy helped students retain more words in long-term memory than word list strategy. The results indicated that Word Card strategy gave significantly better effect on vocabulary retention than the World List strategy. Another research also findings that there was a significant effect of using Word Cards on the students' vocabulary achievement. The experimental class got better scores in the vocabulary post test than the control class.

Based on the reasons above, the writer would investigate the effect of implementing Word Cards on the seventh grade students at SMPN 14 Jember.

## RESEARCH METHOD

This research was a quasi experimental research.The objective of this research was to know whether or not there was a significant effect of using Word Cards on the seventh grade students' vocabulary achiement at SMPN 14 Jember.

The area of this research was SMPN 14 Jember.This school was chosen purposively because the use of Word Cards had never been applied in teaching learning process this school. The population of this research was the seventh grade students of SMPN 14 Jember. The research respondents of this research were chosen by considering the results of the homogeneity test. As the results of homogeneity test showed that the population was homogeneous, the two classes were chosen by using cluster random sampling by lottery. The experimental class (VII C) was given a treatment that was taught vocabulary by using Word Cards while the control class was taught vocabulary without Word Cards.

The data of this research were collected from students' scores of vocabulary test, interview, and documentation. The vocabulary achievement test was collected from the post test score. Then, it was analyzed statistically by using t-test formula to find the significant difference between the experimental and the control group.

The activities of the research used the following procedures: firstly, the researcher conducting a preliminary study by interviewing the English teacher of the seventh grade students of SMPN 14 Jember to get the supporting data; then, the researcher administering the homogeneity test to see the homogeneity of the population; selecting the experimental group and the control group; doing the

treatment to the experimental group (teaching the experimental group using Word Cards and teaching the control group without using Word Cards then giving the try out test to the other class which was not included in experimental group and control group; the next step was administering the post-test; and the last was analyzing the results of the test.

## RESEARCH FINDINGS

The post test was done to both groups, the experimental group and the control group. The test was administered on April $6^{th}$, $2015$ after the groups were taught twice by using different treatment. The scores of post test were used to investigate the significant difference between the experimental group and the control group. The post test consisted of 30 test items in the form of multiple choice. The results of post test were analyzed statistically by using independent sample t-test formula to know whether the mean difference between the experimental and the control groups was significance or not.

From the calculation of the post test score, it was found that the value of $t$ was 3.866. Then, it was consulted to the t-table with significant level of 5% in two tails. The value of t-table of 5% with Df=65 in two tails was 2.000. Therefore the value of t-computation was higher than the value of the t-table (3.866 > 2.000).Therefore the null hypothesis ($H_0$) which said: "There is no significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember" was rejected. On the contrary, the alternative hypothesis ($H_a$) which said: "There is a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember" was accepted. From the analysis result, it could be stated that there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

## DISCUSSION

From the analysis it showed that the experimental group which was taught vocabulary by using Word Cards got better vocabulary scores than the control group which was taught vocabulary without using Word Cards. It could be seen from the mean score of the vocabulary post test which showed that the experimental group got higher mean score than the control group (88.4>82.06). Moreover, the result of the data analysis also showed that the value of the t-test was and it was higher than the one of the t-table (2.000). It means that there was a significant effect of using Word Cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember.

The finding was relevant to the idea suggested by Blanco and Villaneda (2008:4) that using Word Cards in a teaching learning process can create a fun and effective way to learn. Therefore, the use of Word Cards in teaching vocabulary to the students was a good way to make the vocabulary teaching learning process more interesting, enjoyable and effective.

From the discussion above, it could be concluded that the use of Word Cards was an effective media for teaching vocabulary. It was proved by the result of this research that indicated the use of Word Cards in teaching vocabulary had a significant effect on the seventh grade students' vocabulary achievement. It means the experimental class which was taught vocabulary by using Word Cards got better score in the vocabulary post test than the control class which was taught vocabulary without using Word Cards.

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