**THE USE OF WORD CARDS TO IMPROVE VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS SEKOLAH MENENGAH PERTAMA NEGERI 16 BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM**
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# ABSTRACT


## THE USE OF WORD CARDS TO IMPROVE VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS SEKOLAH MENENGAH PERTAMA NEGERI 16 BANDAR LAMPUNG

### By

### Annisa Nur Zakiah

**Abstract,** Word cards are a useful tool for organizing and storing information about the target words. The purpose of this research is to find the improvement of the students' vocabulary mastery and which content words improved the most after implementing word cards in speaking activity at the first grade of SMP N 16 Bandar Lampung. This research used one group pre test post test design to collect the data. The sample of this research is the students of class VII E that consisted of 30 students. The researcher took 4 meetings to gain the data by using a test as the instrument for this research. It is consisted of pre test and post test. After analyzing the result between pre test and post test used SPSS 26, it shows that the improvement of the gain score is 21.32. Implementing word cards for the students' vocabulary mastery had the significant improvement also for all the contents words of vocabulary are improved.

*Keywords:* *word cards activity, improving students' vocabulary mastery, speaking activity, content words*

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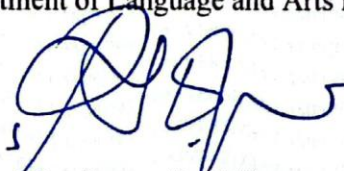
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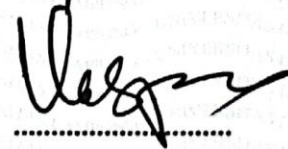
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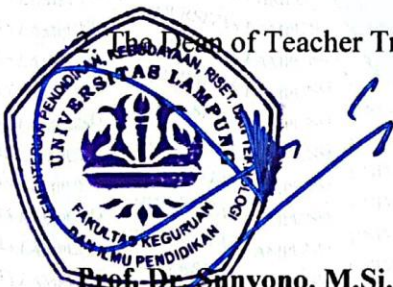   Chairperson : **Prof. Dr. Cucu Sutarsyah, Dip. TESL., M.A.**

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## LEMBAR PERNYATAAN

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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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# CURRICULUM VITAE

Annisa Nur Zakiah, the last child of Muhaimin and Rosnah, she was born on October 1st 2001. She has three siblings; two brothers and one sister named Ahmad Arief, M Aditya Rizaldi and Mariska Dwi Handayani.

She started her study at SD Negeri 3 Bumi Waras, Bandar Lampung. Then, she enrolled at SMP Negeri 16 Bandar Lampung. After graduated from Junior High School, she studied at SMA Negeri 4 Bandar Lampung and continued her study in University of Lampung, majoring English Education study program, Teacher Training and Education Faculty.

At college she joined Kampus Mengajar program for six months, it took place in Seputih Surabaya, Lampung Tengah. She was placed at SMP Negeri 2 Seputih Surabaya. During the program, she got the teaching experience and other experiences because in that program is not only about teaching also management and IT Development.

## DEDICATION

This script is dedicated to:

My beloved Family; my parents and my siblings

My honorable lecturers in English Education study program

My Almamater, University of Lampung

# MOTTO

"Allah never changes the condition of people unless they strive to change

themselves"

(QS. Ar-Ra'd : 11)

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All praise to Allah, the Almighty God, because of the blessings for me to accomplish this script titled "The Use of Word Cards to Improve Vocabulary Mastery of The First Year Students Sekolah Menengah Pertama Negeri 16 Bandar Lampung", as a partial fulfillment of the requirement for the bachelor degree.

The deepest thanks and respect to the honorable people who help, support, and give meaningful suggestion for the writer to complete this script. The writer would like to express her appreciation to:

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The Writer,

Annisa Nur Zakiah

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# I. INTRODUCTION

On this chapter, the writer introduces about the background of this research, the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

## 1.1. Background of the Research

English is a language that most country uses after their native language or it even becomes the first language. It is the international language. If we would like to master a language especially English here, vocabulary is the important aspect that learners need besides the structure and the other aspects while studying English, even teachers also always need to improve their vocabulary ability to create the appropriate learning in class. Hence, we must not disregard the ability of vocabulary we have. It is a must to enhance our vocabulary if we would like to grasp and master English well. Laufer (1997) states that vocabulary learning is at the heart of language learning and Language use. As we know that if we only have a little vocabulary, it is hard for us to express something we want to tell to everyone. Vocabulary also consists of some different meanings or words but sometimes in the same context.

Vocabulary is the important aspect to express our idea when we would like to deliver something especially in language that we learn like English as Foreign Language here. This statement is proven by Asyiah(2017) who defines rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. Hence, we must consider how to grasp and gain the appropriate learning outcomes of vocabulary term.

Enhancing the knowledge of vocabulary is the important thing for learners to master the vocabulary. Since that Indonesia is a country where English is a second language, teaching English is likely to encounter various difficulties and challenges, many of which concern with vocabulary (Asyiah, 2017). Teachers also has a role to guide learning activities to build a large number of words the learners want to use when they would like to deliver their intended meaning. Some experts have research for the kinds of strategies for vocabulary learning. There are the advantages and the disadvantages when teachers use them. So teachers have to be wise to implement the creative ways to improve the learning activities, therefore learners are able to grasp and master the vocabulary appropriately. Vocabulary learning has to relate to the words that use based on the context they want to.

Asyiah (2017) states that students are inevitably required to read the texts and also understand what the texts are about. In this stage, one of the most crucial problems comes up is students are still lack of vocabulary. The lack of vocabulary mastery at junior high School level in understanding and expressing the English vocabulary also the use of unvaried strategy in learning vocabulary to increase their vocabulary

mastery at junior high school level force us to create the effective learning to improve the vocabulary mastery of the students and the varied strategy to reach the understanding level of the target language for the students, therefore they are able to express their meaning.

One of the important aspects in learning English is vocabulary mastery, besides other aspects such as grammar, speaking, writing, etc. vocabulary is one of the elements that link all the English language skills (Rosyidi & Paris, 2022). The problem we face that the lack of students vocabulary mastery at school, especially at junior high school level. As we know that we need vocabulary mastery to express our intention. Furthermore, students also dare not try to express their intention in English due to the lack of vocabulary mastery they have. Therefore, here we are able to fix the problem by finding the proper strategy to create the interest learning activity.

Students need an interesting tool that is used to study English especially to increase their vocabulary (Rosyidi & Paris, 2022). Therefore, here the writer try to apply word card for learning activity to see if there any improvement of vocabulary mastery for students. It is important for teachers to introduce vocabulary, reuse it, and teach students word-carding strategies for remembering words after they have encountered them. They should also systematically monitor students' outside-of-class efforts to learn explicitly taught vocabulary in order to evaluate their progress (Díaz, 2016). It is need to use word card as it can reach the objectives that the students' need to get the improvement their vocabulary mastery.

Lavoie (2016) states that the word card technique involves writing down information about a target word and connecting the word's form and meaning using small cards. From the statement we know that word cards can be the media for learning activity especially improving vocabulary skill because the students will have the information about the target word to learn. The study of vocabulary word cards requires the recall of vocabulary form and meaning, a sort of test (Reynolds, Wu, & Shih, 2020).

We can find some literatures about word cards to improve vocabulary skill, the first was conducted by Husnah (2011) used classroom action research to apply word cards. In the research, she collected the data by having observation and test. The writer collected the data through interview, observation, and test. After implementing word cards for enriching students' vocabulary in SMK Nusantara class XI, the writer found that it is helpful to use word cards as the media for learning vocabulary mastery.

One of the researches is written by Triyadi (2007). It was done by using comparative method and did the research by teaching two classes using two different techniques. For the instrument here the writer used pre test and post test. It was found that the use of word cards and pictures in teaching present continuous tense at the first year of SDN Cimuning 03 Bekasi has improvement.

Another research was conducted by Rosmalina(2014) that aimed to improve the seventh grade students' vocabulary achievement by using word cards at SMPN 1 Tanggul in the 2013/2014 academic year. This research was conducted in two cycles

by applying action research. After doing the treatment it was found that the use of word cards can improve the seventh grade students' vocabulary achievement there.

Word cards have repeatedly proven to be an efficient and successful technique for the deliberate study of foreign language vocabulary. Much of this success has been credited to the characteristics of word cards and the affordances they offer (Wilkinson, 2017). As it can be seen from the literature review above, we know that using word cards as a media for learning activity can improve the vocabulary mastery of the students. The assumption of this research is the result will be different when we practice the word cards at another place.

Therefore, based on the explanation above, in this paper the writer will discuss about the use of word cards to improve vocabulary mastery of the first year students SMPN 16 Bandar Lampung. To get know about is there any improvement of students' vocabulary mastery after using word card strategy in learning activity and which content words of the vocabulary improve significantly.

**1.2. Research Questions**

Based on the background of the study, the writer focuses on two research questions:

1. Did word cards significantly improve the students' vocabulary mastery?

2. Which content word resulted in statistically significant improvement after the implementation of word cards?

**1.3. Objective of the Research**

Based on the research question above, the objective of this research are:

1. To show whether there is any difference of vocabulary mastery before and after being taught by word card strategy for students at the first grade of SMP N 16 Bandar Lampung.

2. To know the content word of the vocabulary significantly improves in implementing word card strategy for students at the first grade of SMP N 16 Bandar Lampung.

**1.4. Use of the Research**

1. Theoretically, this research is expected to support and strengthen the implementation of word card strategy in improving vocabulary mastery for students.

2. Practically

    a. This research can help teachers or students in activity learning to increase the vocabulary mastery.

    b. This research can be used as reference for other writers who will analyze about vocabulary mastery.

**1.5. Scope of the Research**

This research is a quantitative method that identifies the students at the first grade of SMP N 16 Bandar Lampung. The researcher had an observation at the first grade students at SMPN 16 Bandar Lampung. This research focuses on the improvement of the students' mastery after applying word card as their learning activity in vocabulary skill.

**1.6. Definition of Terms**

There are some terms used in this research which needs further explanation, they are:

a. Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman & Dwyer, 2009).

b. Word Card means involves writing down information about a target word and connecting the word's form and meaning using small cards (Lavoie, 2016)

This chapter deals with the background of the research, the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. This chapter is introduced to give the insight for this research. The next chapter will discuss about the literature review of this research.

## II. LITERATURE REVIEW

### 2.1 Concept of Vocabulary

Language emerges first as words and all languages have words (Thornbury, 2002). If we want to express something we need words, therefore words is the important thing in language. It is important to grasp the words about the form, meaning and use. Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman & Dwyer, 2009). Words are not isolated units of the language, but fit into many interlocking systems and levels. Because of this, there are many things to know about any particular word and there are many degrees of knowing (Nation, 2001).

According to Nation(2001) there are two types of vocabulary, they are spoken form and written form.

1. Spoken form, when the learners pay attention to the spoken form, they are able to recognize a word when they hear it and be able to pronounce a word correctly.

2. Written form, although English has a very irregular spelling system, there are patterns and rulers which can guide learning. Some learners may require

particular attention to writing the letter shapes if their first language uses a different writing system from English.

He also states that vocabulary learning through some skills such as oral skills (listening and speaking) and written skills (reading and writing) with careful thought and planning can be important means of vocabulary growth.

1. **The vocabulary of Listening**

   Learning vocabulary through listening is one type of learning focused input. Nation (2001) states that learners would need at least 95% coverage of the running words in the input in order to gain reasonable comprehension and to have reasonable success at guessing from context.

   **Providing vocabulary support for listening**

   a. Receptive information transfer, activities involve turning listening input into some diagrammatic form. For example the learners have to fill in a timetable as they listen to two students talking to each other about their classes.

   b. Listening while reading, Learners can listen while they also see a written version of what they are listening to.

   c. Listening to stories, the teacher reads a story to the learners and writes important words on the blackboard as they occur in the story.

2. **The vocabulary of Speaking**

   Word frequency studies indicate that a much smaller vocabulary is needed for speaking than for writing. This difference however is probably as much a

difference influenced by degree of formality and topics as it is by the spoken and written modes. We tend to write about more weighty matters than speak about them. Certainly, for the beginning stages of listening and speaking, it is important to work out a manageable list of items that should be learned to a high degree of fluency. Items in a basic spoken fluency list need to be practiced as single items with learners having to retrieve the spoken forms while seeing the first language translation or some other way of representing the meaning. Then they need to be practiced in flexible dialogues where there is some element of unpredictability. This can be done in small simulations and role plays. Most tests of spoken English which involve rating scales contain a scale for rating the vocabulary component of speaking.

**Developing fluency with spoken vocabulary**

Learners should become fluent with what they learn right from the early stages of language learning. However such activities are a very useful means of vocabulary learning and a vocabulary learning goal can be effectively designed into many speaking activities. It is also possible to plan what vocabulary is likely to be learned in particular activities.

a. Retelling activities, it can take many forms. What is common to all of them is that the learners read a text (usually about 100 to 200 words long), and retell it. From a vocabulary learning point of view, the text provides new vocabulary and a context to help understand the vocabulary, and the retelling gives learners the chance to productively retrieve the vocabulary and ideally make generative use of it.

b. Role play activities, it can involve a written text on which the role play is based. It may involve written instructions to the role players.

c. Other activities, thoughtful design of the worksheets and careful observation of their use can maximize the opportunities for the incidental learning of useful vocabulary while the learners are involved in a meaning focused speaking task.

3. **The vocabulary of Reading**

Vocabulary knowledge can help reading and reading can contribute to vocabulary growth. It is very important that teachers effectively match learners and their reading material to suit the various goals of learning vocabulary through reading, developing fluency in reading, reading with adequate comprehension, and reading for pleasure.

**Learning vocabulary through reading**

a. Intensive reading, it can develope language knowledge and the strategy use.

b. Extensive reading for language growth, the goal is incidental vocabulary learning Reading skills.

c. Extensive reading for fluency development, the goal is reading quickly.

4. **The vocabulary of Writing**

Clearly vocabulary plays a significant role in the assessment of the quality of written work. There are several ways of measuring the productive written vocabulary of a language learner. One way is to measure it directly and overtly using a discrete point vocabulary test. Another way to measure

vocabulary size and growth in written work is to analyse the vocabulary of learners written compositions. Written vocabulary can be increased by a general focus on vocabulary size and by a focus on particular words for particular activities.

Learning vocabulary has some challenges because we have to use the words as the media to deliver our intention. According to Thornbury (2002) learning the vocabulary of a second language presents the learner with the following challenges:

a. Making the correct connections, when understanding the second language, between the form and the meaning of words (e.g. mouthfeel, grippy), including discriminating the meanings of closely related words (e.g. lush and plush)

b. When producing language, using the correct form of a word for the meaning intended (i.e. nose not noise)

Therefore, to meet these challenges the learner needs to:

a. Acquire a critical mass of words for use in both understanding and producing language

b. Remember words over time, and be able to recall them readily

c. Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.

In this research, the writer used vocabulary of speaking as the activity in learning because the activity is guessing the meaning that requires the students to speak.

According to Thornbury (2002) words play different roles in a text and there are some types of vocabulary:

1. Word classes

   In this part, it is divided into two groups. They are grammatical words (function words) that are generally prepositions, conjunction, determiners, and pronouns. On the other hand, there are content words, those carry a high information load, that are usually nouns, verbs, adjectives, and adverbs.

2. Word families

   A word family comprises the base word plus its inflexions and its most common derivatives. For example, the base form "understand" includes the following members in its family:

   understands (inflexions)

   misunderstand (derivatives)

3. Word formation

   Affixation is one of the ways new words are formed from old. There are several ways to form the words, they are:

   a. Compounding, combining of two or more independent words, as in the case of second-hand, paperback, and so on.

   b. Blend, two words can be blended to form a new one, for example breakfast + lunch = brunch, also information +. entertainment = infotainment

      c. Conversion, a word that co-opted from one part of speech and used as another. For example upped ( preposition that converted into verb)

      d. Clipping, new words can be coined by shortening longer words, such as flu (influenza).

4. Multi-word units

Even when words are not joined to form compounds, we have seen that groups of more than one word, such as bits and pieces, do up, look for, can function as a meaningful unit with a fixed or semi-fixed form. Technically these are known as multi-words units, but they are often called simply lexical chunks.

5. Collocations

Two words are collocating if they occur together with more than chance frequency. Collocation is not as frozen relationship as that of compounds or multi-words unit, and two collocates not even occur next to each other, they may be separated by one or more other words. For example He *set* the junior *record* in 1990.

6. Homonyms

Words that have the same form but have unrelated meanings are called homonyms. For example the word like has different meanings I *like* looking… and look *like*.

7. Polysemes

It means many possible meanings for a word or phrase.

8. Synonyms and antonyms

Synonyms are words that share a similar meaning, but the words with the opposite meanings are called antonyms.

9. Hyponyms

A word of more specific meaning than a general, for example hammer is a hyponym of tool.

10. Lexical fields

Lexical field is the way of organizing related words and expressions into a system which shows their relationship to one another.

In this part the researcher focuses on word classes, especially on content words because it is included in aspect of vocabulary.

## 2.2 Aspect of Vocabulary

According to Nation (2001) the aspects of vocabulary involve form, meaning and use. Hence, it is concluded that the students need to grasp the words based on the form, meaning and use. Webb and Nation (2013) state that teaching vocabulary effectively requires preparation and planning. It is the reason that teachers must have plans the lesson first and know what the students need to master the vocabulary. The unknown words which have the greatest value to the students deserve attention in the classroom. Developing fluency with a word involves knowing its form, meaning, and use, and being able to use and understand the word in a native-like manner (Webb & Nation, 2013). Consequently, teachers must ensure that the vocabulary lesson contains the aspects of vocabulary. According to (Webb & Nation, 2013) measuring

vocabulary knowledge during a course can have several benefits. First, it shows learners the value that is placed on vocabulary learning. A second reason for measuring vocabulary knowledge is that it also makes learners aware of their progress. Third, tests can be created to raise awareness of the different aspects of vocabulary knowledge.

The use of test measuring different aspects of knowledge may also help learners to expand on their initial learning by focusing on unknown or partially known aspects of knowledge. (Webb & Nation, 2013)

**Table 1. Aspects of Vocabulary**

| Form | Spoken | R | What does the word sound like? |
| | | P | How is the word pronounced? |
| | Written | R | What does the word look like? |
| | | P | How is the word written and spelled? |
| | Word parts | R | What parts are recognizable in this word? |
| | | P | What word parts are needed to express the meaning? |
| Meaning | form and meaning | R | What meaning does this word form signal? |
| | | P | What word form can be used to express this meaning? |
| | Concept and referents | R | What is included in the concept? |
| | | P | What items can the concept refer to? |
| | Associations | R | What other words does this make us think of? |
| | | P | What other words could we use instead of this one? |
| Use | Grammatical functions | R | In what patterns does the word occur? |
| | | P | In what patterns must we use this word? |
| | Collocations | R | What words or types of words occur with this one? What words or types of words must we use with this one? |
| | | P | |
| | constraints on use (register, frequency ...) | R | Where, when, and how often would we expect to meet this word? |
| | | P | Where, when, and how often can we use this word? |

In column 3, R = receptive knowledge, P = productive knowledge. (Nation, 2001)

According to Nation (2001) Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, while productive carries the idea that we produce language forms by speaking and writing to convey messages to others.

**2.3 Concept of Word Card**

In learning vocabulary, we can use a variety of interesting methods to create the effective learning activities. Students need to enjoy their learning activity to get the best result for learning achievement. One of the techniques that we can use by applying word cards technique to master the vocabulary. The word card technique involves writing down information about a target word and connecting the word's form and meaning using small cards (Lavoie, 2016). Teaching English as foreign language is challenging, we need to concern the understanding of the target language for the students. Therefore, it is proper to apply this technique to get more understanding English as a foreign language to learn. As this word cards have information details on the card of the target words. Students are able to connect the words based on the meaning and the form of the words.

Students need to grasp the target words besides memorize them therefore they can express what they want to. Lavoie (2016) states that word cards are a useful tool for organizing and storing information about the target words. Word cards can also be utilized in a variety of ways and are simple to consult. They make it easier to review

and use terms that are learned in earlier activities. Hence, word card is proper to use for students to organize the words of the target language. It will obtain good learning achievement for the students as they enjoy the learning activity.

## 2.4 Teaching Vocabulary

Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom (McCarten, 2007). Thus, it is important for teachers to pay attention for the teaching process. The teacher must apply the appropriate strategy to teach in class.

According to McCarten (2007) some key principles that we can follow to help students learn vocabulary more effectively are:

a. Focus on vocabulary, One of the first vocabulary learning strategies for any classroom is how to ask for words you don't know in English, and how to ask the meaning of English words you don't understand, so phrases like "What's the word for in English?," "How do you say ?," and "What does mean?" are useful to teach at the basic levels. Materials can help teachers in this in the following ways:

1. Providing clearly marked vocabulary lessons.
2. Making the target vocabulary set stand out, including focused practice and regular review.

3. Giving lists of vocabulary to be learned for the lesson.

b. Offer variety, Teachers can use different ways to present vocabulary including pictures, sounds, and different text types with which students can identify: stories, conversations, web pages, questionnaires, news reports, etc. In each of these contexts, topics should be relevant to students' interests. Similarly, practice activities should vary and engage students at different levels.

c. Repeat and recycle, learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

d. Provide opportunities to organize vocabulary, Textbooks often present new vocabulary in thematic sets as an aid to memory, but there are other types of organization and these can be described under three broad headings: real-world groups, language-based groups, and personalized groups, examples of which are given below:

1. Real-world groups occur in the real world, such as the countries within each continent, parts of the body, the foods in each food type (carbohydrate, protein, fats, etc.), activities that take place for a celebration (e.g., at a wedding), expressions people typically use in everyday situations (e.g., when someone passes an examination, has bad luck, etc.). Students can draw on their general knowledge to group English vocabulary according to concepts with which they are already familiar.

2. Language-based groups draw on linguistic criteria as ways of grouping, for example, the different parts of speech of a word family; words that have the same prefix or suffix, or the same sound; verbs and dependent prepositions; collocations of different kinds (verb + noun; adjective + noun, etc.).

3. Personalized groups use students' own preferences and experiences as the basis for the groups. It might include grouping vocabulary according to likes and dislikes, personal habits or personal history, for example, foods that you like and don't like, or eat often, sometimes, rarely, or that you ate for breakfast, lunch, and dinner yesterday. Making vocabulary personal helps to make it more memorable.

e. Make vocabulary learning personal, related to the point above, materials should provide opportunities for students to use the vocabulary meaningfully, to say and write true things about themselves and their lives.

f. Don't overdo it, – there are limits to how much vocabulary anyone can absorb for productive use in one lesson and this will be affected by how "difficult" the words are and how much students are required to know about them. If vocabulary sets ever seem too daunting for students, allow them to choose which items they want to prioritize.

g. Use strategic vocabulary in class, since the classroom may be the main or only place that students hear or use English, it's important to include in lessons the

strategic vocabulary. It will be up to the teacher as the most experienced user of English to find ways to introduce this type of vocabulary in class.

**2.5 Procedures of Teaching Vocabulary Using Word Card**

According to (Thornbury, 2002) steps of word card technique are:

- Learners write a word to be learned on one side of a small card (about the size of a business card) and its mother tongue translation on the other.



- Depending on the difficulty of the words, a full set at any one time should consist of between 20 – 50 cards.

- Words do not have to belong to lexical sets.

- Learners test themselves on the words by first recalling the meaning of the new word.

- They can reverse the process, using the translation to trigger the form of the new word.

- Words that cause difficulty should be moved to the top of the pile.

- The sequence of learning and review should become increasingly spaced.

- As words are learned they should be discarded, and new word cards made and added to the set.

He also stated that here are some word card activities that can be applied in class:

- Peer teaching and testing: At the beginning of the lesson, pair students off, and ask them to compare their current word card sets. Encourage them to teach each other the words in their sets that they do not share, and to test each other.

- Association games: for example, each learner lays down one card at the same time, with the L2 word face up. The first to make a coherent sentence incorporating both words gets a point.

- Guess my word: When learners are already familiar with each other's word cards, each takes a word at random, and the other has to guess which word it is by asking yes/no question, such as "Is it a noun/verb/adjective …? Does it begin with ….? Has it got one/two/three syllable …? Etc."

- De-vowelled words: Each of a pair selects a word from their word cards and writes it down without its vowels – their partner has to work out what the word is.

- Ghost writing: Each of a pair takes turns to write the word in their air, or on their partner's back. Their partner has to work out what the word is.

- Categories: In pairs or small groups, learners organize their words into categories, e.g. according to whether the words have hot or cold, or masculine or feminine, or good or bad, or sweet or sour, association.

For this research the writer uses guess my word activity to apply in speaking activity to improve the students' vocabulary mastery. The writer uses guess my word activity because it relates to the activity that is speaking, the students express the words through speaking each other to guess the correct words.

## 2.6 Previous Researches

There are many researchers who apply word cards as the strategy to improve vocabulary skill. Also, the previous researches support this research. The first study was conducted by (Husnah, 2011) used classroom action research to apply word cards. In the research, she collected the data by having observation and test. The writer collected the data through interview, observation, and test. After implementing word cards for enriching students' vocabulary in SMK Nusantara class XI, the writer found that it is helpful to use word cards as the media for learning vocabulary mastery.

One of the researches is written by (Triyadi, 2007). This research was done by using comparative method and did the research by teaching two classes using two different techniques then the writer gave them the test. For the instrument here the writer using teaching learning process also use pre test and post test. Also the writer analyzed it by using simple statistic calculation of the t-test. The writer finds that the use of word cards and pictures in teaching present continuous tense at the first year of SDN Cimuning 03 Bekasi has improvement.

Another research was conducted by (Rosmalina, 2014) that intended to improve the seventh grade students' vocabulary achievement by using word cards at SMPN 1 Tanggul in the 2013/2014 academic year. This research was conducted in two cycles by applying action research. After doing the treatment it was found that the use of word cards can improve the seventh grade students' vocabulary achievement there.

**2.7 Theoretical Assumption**

Vocabulary is the important aspect that learners need besides the structure and the other aspects while studying English, even teachers also always need to improve their vocabulary ability to create the appropriate learning in class. As we know that we need vocabulary mastery to express our intention. Furthermore, students also dare not try to express their intention in English due to the lack of vocabulary mastery they have. Therefore, we are able to fix the problem by finding the proper strategy to create the interesting speaking activity. Students need an interesting tool that is used to study English especially to increase their vocabulary (Rosyidi & Paris, 2022). Therefore, the writer applies word card for speaking activity. It is important for teachers to introduce vocabulary, reuse it, and teach students word-carding strategies for remembering words after they have encountered them. They should also systematically monitor students' outside-of-class efforts to learn explicitly taught vocabulary in order to evaluate their progress (Díaz, 2016). The writer applies word card as the media to create the interesting speaking activity. From the explanation above, the writer believes that using word card can reach the objectives that the

students' need to get the improvement of their vocabulary mastery in speaking activity.

## 2.8 Hypothesis

Based on the theories and theoretical assumption above, the hypothesis of this research contains of the difference of the students' vocabulary mastery after being taught by using word card in speaking activity.

Those are the explanations of this chapter, it is about concept of vocabulary, concept of word card, teaching vocabulary, teaching vocabulary using word card, procedures of teaching vocabulary using word card, previous researches, theoretical assumption, and hypothesis.

# III. METHODS

## 3.1 Research Design

Quantitative method is used here to analyze the result of the research. The method is used to find out if any improvement through the score from pre test and post test after implementing the treatment of word cards as the media for vocabulary mastery in speaking activity. For this research, the researcher will choose one class for implementing the treatment. First, the researcher will have the pre test to know the ability of students' vocabulary. After that the treatment will be given for five days. Then, to know the result if any improvement or not for students, the researcher will have the post test. Therefore, the researcher will use the one-group pretest-post test design. The research design is used:

**T1 X T2**

Where:
T: Pre test
X: Treatment
T2: Post test

(Setiyadi, 2018)

**3.2 Population and Sample**

The population of this research is the first grade of SMPN 16 Bandar Lampung. The seventh grade contains of 8 classes, it starts from VII A – VII H. The researcher used simple random sampling, by choosing one class as the sample for experimental group, it was chosen randomly by using lottery. Then, it can be the experimental group for this research. The researcher got VII E as the experimental group for this research. The researcher took 4 days, the first day for pre test, after that the students had the treatment by using word cards as the media for 2 times. Then, they had post test for the last day to know if any improvement after the treatment.

**3.3 Research Instrument**

The instrument of this research is vocabulary test. The researcher gave multiple choice questions in pre test and post test. The test consists of 50 items for each test. The students learnt the vocabulary based on the material they were learning in the book. Before they had pre test or post test, the researcher gave try out test for the students to check the validity and reliability. The try out test consists of 100 items.

**3.4 Try out Test**

To prove the test items are acceptable or not, the researcher gives try out test before having pre-test and post test. The 100 items were tested to check whether they have good quality in validity and reliability or not.

**3.4.1 Validity**

Validity refers to the extent to which results of the procedure serve the uses for which they were intended (Hatch & Farhady, 1982). The test is analyzed through content validity and construct validity that represent the material. The items of the test use Merdeka curriculum of Junior High School. In this researcher, the writer uses the instrument that related to the aspects of the vocabulary such as the form, meaning, and use (Nation, 2001).

**1. Content validity**

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch & Farhady, 1982). The focus of content validity is on the adequacy of the sample and not simply on the appearance of a test (Hatch & Farhady, 1982). The test helps us determine how well test scores represent certain learning objectives. It must reflect to what had been taught to the students, therefore the test is based on the Merdeka curriculum. The content validity is constructed by including vocabulary such as the noun, adjective, verb, and adverb.

**Table 2. Specification of The Vocabulary Try Out Pre Test**

| No. | Materials | Item number | Total | Percentage of item |
|-----|-----------|-------------|-------|--------------------|
| 1. | Noun | 2,4,5,8,23,26,33,39,41,42,43,44,47 | 13 | 26% |
| 2. | Verb | 1,6,7,48,17,28,30,31,35,36,37,46,50 | 13 | 26% |
| 3. | Adjective | 3,12,19,21,22,24,27,32,38,40,45,49 | 12 | 24% |
| 4. | Adverb | 9, 10,11,13,14,15,16,18,20,25,29,34 | 12 | 24% |
| | | Total | 50 | 100% |

Table 2 showed the specification of tryout test in pre test from each material. They were noun 26% consisted of 13 numbers, verb 26% consisted of 13 numbers, adjective 24% consisted of 12 numbers, and adverb 24% consisted of 12 numbers. It conveyed that they had different percentage. The highest percentages were noun and verb for the pre test.

**Table 3. Specification of The Vocabulary Try Out Post Test**

| No. | Materials | Item number | Total | Percentage of Item |
|-----|-----------|-------------|-------|--------------------|
| 1. | Noun | 29,32,34,35,36,40,41,42,43,45,46,48,49 | 13 | 26% |
| 2. | Verb | 3,6,7,9,12,14,17,20,21,26,33,47,50 | 13 | 26% |
| 3. | Adjective | 2,10,11,15,23,28,30,31,37,38,39,44 | 12 | 24% |
| 4. | Adverb | 1,4,5,8,13,16,18,19,22,24,25,27 | 12 | 24% |
| | | Total | 50 | 100% |

As reported by Table 3, it showed the specification of tryout test in post test, the same result as the pre test from each material they were noun 26% and verb 26% contained of 13 numbers each of them, adjective 24%, and

adverb 24% contained of 12 numbers each of them. They had the different

percentage. The highest percentages were noun and verb for the post test.

**Table 4. Item of Pre Test**

| No. | Materials | Item number | Total | Percentage of item |
|-----|-----------|-------------|-------|--------------------|
| 1. | Noun | 5,8,26,39,41,42,43,44,47 | 9 | 30% |
| 2. | Verb | 6,7,31,36,46,48,50 | 7 | 23% |
| 3. | Adjective | 12,16,19,22,24,27,40,49 | 8 | 27% |
| 4. | Adverb | 9,10,11,13,25,34 | 6 | 20% |
| | | Total | 30 | 100% |

Based on Table 4, the item of test in pre test from each material had

different percentages for each material. They were noun 30%, verb 23%,

adjective 27%, and adverb 20%. For the highest material was noun (30%),

it consisted of 9 numbers. This result percentage was different from the

post test result.

**Table 5. Item of Post Test**

| No. | Materials | Item number | Total | Percentage of Item |
|-----|-----------|-------------|-------|--------------------|
| 1. | Noun | 29,34,35,45,46,49 | 6 | 20% |
| 2. | Verb | 6,7,9,14,17,20,21,26 | 8 | 27% |
| 3. | Adjective | 15,23,28,30,31,37,38 | 7 | 23% |
| 4. | Adverb | 1,4,5,8,13,16,19,24,27 | 9 | 30% |
| | | Total | 50 | 100% |

According to Table 5, in the pre test they had noun 30%, verb 23%,

adjective 27%, and adverb 20% for the highest was noun. While for the

post test, they had noun 20%, verb 27%, adjective 23%, and adverb 30%

for the highest was adverb. It means that they had the different percentage.

In the pre test the highest was noun (30%) while in the post test was adverb (30%).

**Result of Try-out Test**

In this research, the researcher used try out test before giving pre test and post test to check the quality of the test items that knowing the items has fulfilled the criteria of a good test or not. There are 100 multiple choice item tests in total. The researcher divided it for pre test 50 items and post test 50 items. The items that have not fulfilled the standard might be dropped.

Item tests were analyzed by using SPSS to check the validity and reliability, after that the valid test items were checked the quality based on the aspects of level difficulty and discrimination power. The researcher administered the items to 7E students at SMPN 16 Bandar Lampung. Then, the researcher analyzed the items and calculated the results. For the result, the researcher decided to drop 20 items that not valid and poor categorized. Therefore, there are 60 items that fulfilled the criteria to use, 30 items for the pre test and 30 items for the post test.

**2. Construct validity**

Construct validity is needed for the instrument that has some indicators in measuring one aspect or construct. Setiyadi (2018) states if the instrument only measures one aspect such as vocabulary, the construct validity can be

measured by evaluating the all items. If all items measure the vocabulary mastery, the instrument has fulfilled the aspect of construct validity. In this research the writer measures the vocabulary such as the noun, adjective, verb and adverb. The construct validity can be measured by evaluating the all items that related to the vocabulary. In this research, the writer uses vocabulary test that the items measure the vocabulary, therefore it has fulfilled the construct validity.

## 3.4.2 Reliability

Hatch and Farhady (1982) states that consistency of the results is the basic concept of reliability of a test. Refers to Hatch and Farhady (1982) reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions. To ensure the reliability in this research, the writer uses split half method to measure the coefficient of the reliability between odd and even numbered items.

$$r1 = \frac{\sum XY}{\sqrt{(\sum_X 2)(\sum_Y 2)}}$$

Where:

r1     : coefficient of reliability between odd and even groups

x      : correct answers of odd group

y      : correct answers of even group

$x^2$    : square of x

$y^2$    : square of y

When we have obtained the reliability of the half of the test, we can use Spearman Brown's prophecy formula to determine the reliability of the full test, the formula is:

$$r_k = \frac{2r1}{1+r1}$$

Where:

$r_k$      : reliability of the full test

$r_1$      : the reliability of the half of the test

The criteria of reliability are:

0.80-1.00      : very high

0.60-0.79      : high

0.40-0.59      : average

0.20-0.39      : low

0.00-0.19      : very low

(Hatch & Farhady, 1982)

1. Reliability Try out Pre test

**Table 6. Reliability Try out Pre test**

| Reliability Statistics | | | |
|---|---|---|---|
| Cronbach's Alpha | Part 1 | Value | .828 |
| | | N of Items | 25[a] |
| | Part 2 | Value | .838 |
| | | N of Items | 25[b] |
| | Total N of Items | | 50 |
| Correlation Between Forms | | | .754 |
| Spearman-Brown Coefficient | Equal Length | | .860 |
| | Unequal Length | | .860 |
| Guttman Split-Half Coefficient | | | .859 |

After the researcher checked the reliability of the pre test using SPSS 26 from the data of pre test scores on Appendix 5. In line with Table 6, we got the reliability value by using split half was 0.85, it concluded that the result of reliability using split half above was higher than 0.80. It means that the test is reliable because the result of the test was higher than 0.80 (0.859> 0.80).

2. Reliability Try out Post test

**Table 7. Reliability Try out Post test**

| Reliability Statistics | | | |
|---|---|---|---|
| Cronbach's Alpha | Part 1 | Value | .842 |
| | | N of Items | 25[a] |
| | Part 2 | Value | .802 |
| | | N of Items | 25[b] |
| | Total N of Items | | 50 |
| Correlation Between Forms | | | .691 |
| Spearman-Brown Coefficient | Equal Length | | .817 |
| | Unequal Length | | .817 |
| Guttman Split-Half Coefficient | | | .816 |

To check the reliability for this test from the data of post test scores on Appendix 5, the researcher also used SPSS 26. According to Table 7, we got the information that the result of reliability using split half was 0.81, it also was higher than 0.80. It means that the test is reliable because the result of the test was higher than 0.80 (0.816 > 0.80).

**3.4.3 Item Analysis**

In this chapter, the researcher discusses level difficulty, discrimination power, and scoring system to analyze the test given to the students.

**1. Level difficulty**

According to (Heaton, 1975:178) it shows how easy or difficult the particular item proved in the test. To find out that the items are not too easy or too difficult, this research used the formula:

$$LD = \frac{U+L}{N}$$

Where:

LD     : level difficulty

U     : proportion of "high group" students getting the items correct

L     : proportion of "low group" students getting the items correct

N     : total number of the students

The criteria of level difficulty:

0.00-0.30     : difficult

0.31-0.70     : average

0.71-1.00     : easy

(Heaton, 1975:182)

Based on Appendix 6, it was found that the results of level difficulty in pre test 4 numbers were difficult (numbers 1, 17, 29, and 35), the easy tests were only 2 numbers (numbers 2 and 4) the rest of the tests were average. For the post test, the result showed 3 numbers were difficult (numbers 3, 18, and 22). It gained from after analyzing the scores of the students' try out test by using SPSS 26.

**2. Discrimination power**

The discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the

less testees. The score on the whole test is accepted as the criterion measure, and it thus becomes possible to separate the good students from the bad ones in performances on individual items. (Heaton, 1975:179). The formula is:

$$DP = \frac{U-L}{1/2N}$$

Where:

DP : discrimination power

U : proportion of "high group" students getting the items correct

L : proportion of "low group" students getting the items correct

N : total number of the students

The criteria as follows:

0.00-0.20 : poor

0.21-0.40 : satisfactory

0.41-0.70 : good

0.71-1.00 : excellent

(Heaton, 1975:180)

For the result of discrimination power in pre test on Appendix 7, The result showed that only 3 numbers were Poor (number 4, 18, and 30), then the rest showed 27 numbers were Satisfactory and 20 numbers were Good. While in the post test it showed that only 2 numbers were Poor (number 18 and 40), the rest showed 36 were Satisfactory and 12 numbers were Good. From the result, the researcher eliminated the poor value of discrimination power analyzing.

## 3. Scoring System

To find out the scores of the students from each test, the researcher used formula by Arikunto (2018) that:

$$S = \frac{R-(W)}{(n-1)}$$

Where:

S      : Score

R      : The number of right answers

W      : The number of wrong answers

n      : Option

## 4. Normality Test

To measure whether the data has a normal distribution or not, the researcher used

the Saphiro Wilk test for the normality test, because in this research used a small

sample (30 students). In conducting the normality test, the researcher used SPSS.

The result of the normality test as follow:

**Table 8. Normality Result**

| Tests of Normality | | | |
|---|---|---|---|
| | Shapiro-Wilk | | |
| | Statistic | Df | Sig. |
| Pretest | .932 | 30 | .056 |
| Posttest | .937 | 30 | .076 |

The data is normally distributed if the normality test result is higher than 0.05

(sig.>0.05). Based on Table 8, it can be seen that the significant value of the

normality test in pre test and post test was more than 0.05. It can be concluded

that the data is normally distributed.

**3.5 Research Procedures**

The procedures for this research are as follow:

1. Determining the population and selecting the sample

   The population of this research is the first grade students of SMPN 16 Bandar Lampung. The researcher selects one class of the first grade for the sample randomly by using lottery.

2. Selecting the instrument material

   The researcher uses the material from the student's textbook based on the syllabus, therefore it will ease the students to grasp the material properly as it fits to them.

3. Administering the pre-test

   The pre-test is conducted before the treatment of using word card for the learning to check the vocabulary mastery of the students. It is given 30 items of multiple choice test for 50 minutes.

4. Conducting the treatment

   In this research, the students have 2 meetings for the treatment by using word card as the media for the vocabulary learning. The students have speaking activity by using word card as the media for the vocabulary learning in the classroom.

5.  Administering the post-test

    The post-test consists of 30 items of multiple choice test and it is conducted for 50 minutes. It is given to find out whether any improvement of the vocabulary mastery after implementing word card as the media for learning activity.

6.  Analyzing the data

    To analyze the data of this research, T-test is used to check if the students have any improvement after implementing the word card as the media for the learning. The data is computed by using SPPS.

**3.6 Data Collecting Technique**

This researcher conducts the data by using pre-test and post-test. The scores of the students in pre-test and post-test will be the data of this research. These are the ways to collect the data:

a.  Pre test

    In this test, the researcher wants to know the vocabulary mastery of the students before having the treatment that learning by using word cards as the media in speaking activity. The test was held on the first day, before the treatment and it consists of 30 test items of multiple choice for 50 minutes.

b.  Post test

In the post test, the researcher wants to know the improvement of the vocabulary mastery after applying the word cards as the media in speaking activity. It was held on the last day and it also consists of 30 test items of multiple choice for 50 minutes.

## 3.7 Data Analysis

After having the pre test and post test. The researcher analyzes the data by using the following steps:

1. Scoring the pre test and post test

2. Calculating the total correct answer of the pre test and post test

3. Arranging the score of the students' vocabulary test results using T-test

4. Analyzing the result of pre test and post test for conclusion by using SPSS to know the significance of the research.

## 3.8 Hypothesis Testing

In this part, the writer determines if the hypothesis is accepted or refused. In testing the hypothesis above, the writer uses a paired sample test (T-test) that is computed statistically using SPSS 26.0. There are two hypotheses, they are the zero hypothesis (H0) and the alternative hypothesis (H1). According to Setiyadi (2018), to determine whether the first hypothesis is accepted or rejected, the following criteria are used:

H0 = Sig. > 0.05

H1 = Sig. < 0.05

$H_0$: There is no difference of the students' vocabulary mastery after being taught by word card in speaking activity.

$H_1$: There is difference of the students' vocabulary mastery after being taught by word card in speaking activity.

The explanation of this chapter are about research design, population and sample, research instrument, try out test, research procedure, data collecting technique, data analysis, and hypothesis testing.

## 3.9 The Learning Process

The study was conducted from May 15th to May 23rd, 2023, in SMPN 16 Bandar Lampung with 30 participants from class 7E in selected classes through random sampling. There are four meetings in total used to conduct the tests and give the treatments. On the first meeting, the students took a pre-test and got the treatments two times, while on the last day, the researcher gave the post-test to the students.

In the first meeting, the pre-test was given to get information about the ability of each student before giving the treatments. There are 30 questions of multiple choice, and the students were given 50 minutes for the pre-test. The researcher conducted the treatments in the second meeting, which contained word-card

activities related to descriptive text. The researcher divided the activity into pre-activity, main activity, and post-activity. The researcher did the pre-activity first to start the class, such as greeting, praying, and checking the attendance list. After that, the researcher started with the main activity that was arranged in the lesson plan by having the students guess words using word cards for the main activity to get the highest score for each group, then completed a simple sentence properly related to the descriptive text in the group. The researcher closed the class by concluding the materials and the vocabulary words they learned.

In the third meeting, the researcher conducted the second treatment. The researcher did the pre-activity first to start the class, such as greeting, praying, and checking the attendance list. After that, the researcher started the main activity that was arranged in the lesson plan by having students guess words using word cards. For the main activity, to get the highest score for each group, another activity was describing simple and short sentences about the words they chose on word cards randomly with their partner in dialogue. The researcher closed the class by concluding the materials and the vocabulary words they learned.

In the last meeting, the researcher provided the post-test to get information about the ability of each student after giving the treatments. There are 30 questions of multiple choice, and the students were given 50 minutes for the pre-test. The researcher conducted this post-test to know whether the students had any

# V. CONCLUSION AND SUGGESTIONS

The last chapter of this research consists of conclusion and suggestions for English teachers and further researchers who want to implement word cards for the research or vocabulary research.

## 5.1 Conclusion

In accordance with the result of the data analysis that it was also discussed in the previous part, the conclusions are as follows:

1. Students' vocabulary improved after implementing word cards in the learning activity. Besides, they play word cards as a game that makes them explore the words that they have to guess each word in the guessing word game through the word card activity.

2. The implementation of word cards has a positive effect on students' vocabulary mastery for each content word of all vocabulary types. It is proved because there is the significant improvement.

**5.2 Suggestion**

Regarding the conclusion above, the researcher has several suggestions for further researchers, English teachers, and students that are described as follows:

1. Suggestion for English teachers

The teachers who will teach by using word cards have to manage the time properly in class because using word cards requires time for the students to organize the words.

The teachers must encourage the students and handle the class situation to be under control because the class used word cards as the tool for guessing the words; therefore, the class must be kept under control by the teacher.

The teachers who will teach by using word cards also try to prepare the material in more diverse ways, for example, by using other forms of text such as recount text, procedure text, etc. This will further improve the students' vocabulary.

2. Suggestions for the students

The students should be cooperative when they have the guessing word activity using word cards to keep the class conducive and well organized.

The students must be active to have a role in class; therefore, the activity in the class will be more pleasing and organized.

3. Suggestions for further researchers

Further researchers are expected to grasp the literature focus by collecting references that are in line with the research that will be used for the material tested by using word cards as the topic for the research; therefore, the result can be more complete and useful for the readers who can gain new knowledge.

Further researchers who have the similar topic are expected to develop the object of the study to apply word cards at senior high school or other levels to gain the difference sight of using word cards especially for vocabulary learning.

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