THE EFFECT OF USING CARD GAMES ON VOCABULARY LEARNING ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF SMPN 5 TAPUNG

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Abstract: *This pre-experimental research is aimed to find out whether there is a significant effect of using Card Games vocabulary learning achievement of the first year students of SMPN 5 Tapung. The problem to be discussed here is as follows: Is there a significant effect of using card games on vocabulary learning achievement of the first year students of SMPN 5 Tapung. This research is one group pretest-posttest design. Total sampling technique is used to get the sample. 53 students in class VII-A and class VII-B are taken as the sample. The results of the data analysis shows that the mean scores of the pre-test and the post-test is 62.11 and 74.94. In other words, the mean score of the post-test is higher than the pre-test. The result also shows that the value of t-test (12.83) is higher than t-table (2.007) at the significance level 5%. Therefore, alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It can be concluded that there is a significant effect of using card games on vocabulary learning achievement of the first year students of SMPN 5 Tapung.*

Keywords: Card Games, Vocabulary, Learning Achievement.

PENGARUH *CARD GAMES* TERHADAP CAPAIAN BELAJAR PADA SISWA TAHUN PERTAMA DI SMPN 5 TAPUNG

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Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari card games terhadap capaian belajar siswa pada siswa tahun pertama di SMPN 5 Tapung. Masalah yang dibahas adalah: Apakah ada pengaruh yang signifikan dari card games terhadap capaian belajar siswa pada siswa tahun pertama di SMPN 5 Tapung. Desain penelitian ini adalah satu kelompok desain pretes-posttest. Teknik total sampling digunakan untuk menjadi sampel. 53 siswa dari kelas VII-A dan kelas VII-B terpilih sebagai sampel. Hasil analisis data menunjukkan bahwa nilai rata-rata dari tes awal dan tes akhir adalah 62.11 dan 74.94. Dengan kata lain, nilai rata-rata tes akhir lebih tinggi dari nilai rata-rata tes awal. Hasil juga menunjukkan bahwa nilai dari t-test (12.83) lebih tinggi dari t-tabel (2.007) pada tingkat signifikan 5%. Itu menunjukkan bahwa alternatif hipotesis diterima dan nol hipotesis ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari card games terhadap capaian belajar siswa pada tahun pertama di SMP 5 Tapung.

Kata Kunci: Card Games, Kosa Kata, Prestasi Belajar.

INTRODUCTION

Vocabulary is one of English components that should be learned by the students. According to Hiebert and Kamil (2005), vocabulary is the knowledge of meanings of words. To learn four English skills; listening, speaking, reading and writing, the students should have great range of vocabulary. By great range of vocabulary, the students can write sentences and understand the meaning of sentences. Then, the students also can listen or to understand what people say and communicate or speak in English.

Nation (2011) states that in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills, listening, speaking, reading, and writing. Neuman and Dwyer (2009) also state that vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). It means that vocabulary is one of the important components in language that must be learned by the students. If the students have good vocabulary, it will be easier for them to learn the four language skills. The students must learn vocabulary because it is one of the basic language components. It will be difficult for the students to learn the four language skills if they are lacking vocabulary.

Based on the researcher's observation in SMPN 5 Tapung, the students faced some problems. They had problem of vocabulary and it made the classroom passive. When the teacher asked the students, there was no students who wanted to answer it. One of the English teachers said that just one up to five students in the class were active during the teaching and learning process. They also had difficulties in understanding the form of word or vocabulary such as noun, adverb, verb and adjective and got trouble to understand about the meaning relationship.

To solve the problem, the teacher should use good methods to grab the students' attention or to make the students interested in English learning. Azar (2012) stated to increase the vocabulary we need media to be used, one of them is game. Card games is one of media that can be use in teaching vocabulary for Junior High School level which can be in the form of picture.

Pictures are useful for a variety of communication activities, especially where these have a game in them (Harmer, 2007). By games, all students involve in teaching learning process, they can work as a team to learn the materials and compete in the games. It also can make the students more interested when using games and pictures rather than just read their books and then memorized the new vocabularies.

Teachers can create the games to help reach the goal of teaching English. They can also develop the games for various activities, related to the subject, such as those intended to develop the students vocabulary and to properly pronounce them as well. There are actually many kinds of media that can be used to help students in learning English language. One of them is picture cards. They are cards with pictures of animals, professions, vegetables, fruits and others.

According to Bagwell (2012) vocabulary card game is an excellent tool for developing basic vocabulary skills, these full-color photos and matching word cards feature common objects found in everyday life. Card games are chosen because they can develop students' vocabulary by giving them chance to productively use their receptive vocabulary and also extend their vocabulary. Moreover, card games are fun activities and make the students relax and enjoy the lesson. Then, card games are media

that easy to put and bring anywhere. Because of that reason, the researcher sees that card games can overcome the problem above. In using this media students can work as a team or individual.

The research question of this research was: is there a significant effect of using card games on vocabulary learning achievement of the first year students of SMPN 5 Tapung?

METHODOLOGY

Pre-experimental design was used in this research which is one-group pretest-posttest design. According to Kothari (2004) about before-and-after without control class design in such a design a single test group or area is selected and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced and the dependent variable is measured again after the treatment has been introduced. The effect of the treatment would be equal to the level of the phenomenon after the treatment minus the level of the phenomenon before the treatment. The design can be represented thus:

Test area:

| Level of phenomenon before treatment (X) | Treatment introduced | Level of phenomenon after treatment(Y) |
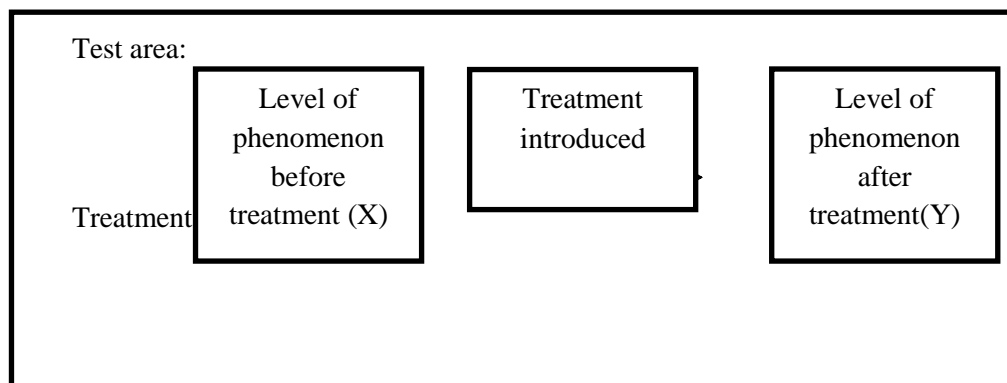
Treatment

Pre-test was used to measure the students' vocabulary learning achievement before applying the treatment. Treatment was used to help the students improve their vocabulary learning achievement. Meanwhile, post-test was used to measure the students' vocabulary learning achievement after applying the treatment.

The population of this research was all the first year students of SMPN 5 Tapung in the academic year 2016/2017. There are two classes and the number of population is 53 students.

Table 1. The Destribution of the Research Population

No	Classes	Number of the students
	VII A	27
	VII B	26
Total		**53**

Resources from Administration Office of SMPN 5 Tapung

According to Singh (2006) total population sampling is a type of purposive sampling technique to examine the entire population that has a particular set of characteristics. The total population sampling was used because the size of the population has a particular set of **c**haracteristics is typically very small. In this research, the population consists of 53 students and all of them were taken as the sample.

In doing this research, the pre-test and post-test were given to the students. The test is in the form of multiple choice with 25 items. The pre-test was administered before the treatment and post-test was administered after the treatment.

The classification of the students' scores by Harris (1974) was used to classify the students' score in pre-test and post-test. In order to analyze the data, T-test was used by employing SPSS 23.0 (*Statistical Package for Social Science)*. T-test was used to compare the difference result of pre-test and post-test.

To measure the students' ability level in learning the vocabulary, the researcher uses Harris's scale. This is classified into five levels of mastery:

Table 2 The score of vocabulary mastery

No	Score	Level of Ability
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Mediocore
4.	21-40	Poor
5.	0-20	Very poor

Harris (1987)

RESULTS AND DISCUSSIONS

Results

The pre-test was given to the students in order to know their vocabulary learning achievement before they had been taught by using card games. The test consist of 25 items and it is in the form of multiple choice. The result of the pre-test is shows in the following Table

Table 3 Descriptive Statistic of Pre-test

Descriptive Statistics

	N	Mean	Median	Mode	Std. Deviation
Pretest	53	62.1132	60.0000	60.00	6.20688
Valid N (listwise)	53				

Based on the Table 3, it shows that the mean score of 53 students is 62.11. According to the Table criteria students' score, the mean is at good qualification. Meanwhile, the median score is 60.00 and the most frequent score is 60.00 as the mode.

After all stages done for six meetings, the post-test was conducted in order to measure the students' vocabulary learning achievement after being taught by applying card games. Finally, the researcher computed the data and found the result that was presented in the following Table

Table 4 Descriptive Statistic of Post-test
Descriptive Statistics

	N	Mean	Median	Mode	Std. Deviation
Posttest Valid N (listwise)	53 53	74.9434	76.0000	76.00	5.77266

Based on the Table 4, it shows that the mean score of post-test is 74.94. According to the Table criteria students' score, the mean is at good qualification. Meanwhile, the median score is 76.00 and the most frequent score is 76.00 as the mode.

After calculating the result of both the tests, the researcher found out a difference result of the pre-test and the post-test. The result can be seen in the following Table

Table 5 One Sample Statistic
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	74.9434	53	5.77266	.79294
	Pretest	62.1132	53	6.20688	.85258

According to Table 5, the mean score of the pre-test is 62.11. There is an improvement in post-test, because the mean score in the post-test increase to 74.94. Thus, the difference of the mean score between the pre-test and the post-test is 12.83. It shows an impovement on the students' vocabulary learning achievement after the treatment.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' vocabulary learning achievement or not.

Table 6 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	Posttest – Pretest	12.83019	5,34119	.73367	11.35797	14.30240	17.488	52	.000

t-Table = n-1 ; α/2
= 53-1 ; 0,05/2
= 52 ; 0,025
= 2.007

Finally, to prove the hypothesis, the data were calculated by using t-test formula with assumption as follows:

1. If t-test > t-Table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

2. If t-test < t-Table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on the Table 6, it shows that the result of t-test is 12.83. Meanwhile, t-Table is 2.007. The comparison between t-test and t-Table shows 12.83>2.007 means that t-test is higher than t-Table. It can be concluded that the alternative hypothesis "There is an effect of using card games on vocabulary learning achievement of the first year students of SMPN 5 Tapung" is accepted and null hypothesis is rejected.

Discussions

In the learning process, the researcher applied card games as a media by showing a picture to the students and asked the students to mention the antonym or synonym of the word or to classify the word based on the word classes. It makes easy for them to memorize the word and not feel bored during the learning process. Then, the researcher asked them to work in group and doing the tasks. This activity gave the students more motivation to learn, because with group work they more active and confident comprehend when they doing the tasks individually. This result was in line with the result of the study was conducted by Anas (2014), he stated that card games are fun activities that could improve students motivation in learning English, memorize the word and give the students a chance to use the word communicatively. His research also showed that that there is significant different achievement between teaching vocabulary by using card games technique and teaching vocabulary by using the conventional way.

Since the card games are media that consist of picture and word, it can make the students more interested in learning vocabulary during the researcher's treatment

classess. It can be stated that students felt motivated because card games can make the classroom activity to be more active without boring situation. Card games can be used in the language classroom to develop a varity of skills. This result was in line with the previous study entittled "Improving Students' Vocabulary Through Vocabulary Card" which has conducted by Muttahidah (2011). He stated that vocabulary card game may helped students to facilitate them to improve their vocabulary, it is used as a personal dictionary for every students that can be as medium to improve their vocabulary, it is also easy to create, easy to bring and also can be the instrument to play the game.

It can be stated that card games motivates the students to learn English vocabulary. Card games stimulates the students to memorize their vocabulary easily and enjoy the class activities, increases students' achievement, produce a fun English class and gives a good influence to their four language skills. In addition, the analysis of the data shows that there is a significant difference of students' achievement in pretest and post test. Based on the increasing of students test result after learning vocabulary by using card games, it was proved that the use of card games is effective and applicable in teaching vocabulary to the students in the seventh grade of *SMPN 5 Tapung*.

The result shows that the mean score of the post-test is higher than the pre-test. (74.94>62.11). Then, the data analysis shows that t-test is higher than t-Table (12.83>2.007). It can be concluded that card games could improve the students' vocabulary learning achievement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the statistical calculation at the previous chapter, it shows that the mean score of pre-test is 62.11. After conducted card games as a teaching media and analyzed the result of post-test, it was found that the mean score of post-test is 74.94. In other words, the mean score of post-test is higher than the mean score of pre-test.

The result also shows that the value of t-test (12.83) is higher than t-Table (2.007) at the significance level 5%. It means that Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. Hence, there is a significant effect of using card games on vocabulary learning achievement of the first year students of SMPN 5 Tapung.

Recommendations

Considering the findings, it is recommended that the teacher can apply card games as a teaching media on teaching vocabulary since it is proved that this media gives positive effect on the students' vocabulary learning achievement. Then the students have to practice or use English in their daily lives. Both the teacher and students should collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.

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