THE EFFECT OF PICTURE CARD GAMES TO STUDENTS OF ELEMENTARY SCHOOL'S VOCABULARY MASTERY

Riky Oktavianus Depari
Azwandi
Syahrial
English Education Study Program
Department of Languages and Arts
Faculty of Teachers Training and Education of Bengkulu University
Bengkulu City, Indonesia
E-mail: rikynuzz@gmail.com

Abstract: *The aim of this study was to investigate the effect of picture card games technique toward students' vocabulary mastery. The participant was all the fifth year students of SD N 99 Kota Bengkulu that consisted of 68 students, the students divided into two classes, namely class VA and VB. The sample were the two classes which 34 students in each class. The students were divided into two groups, the experimental and the control groups. The experimental group received treatment by using card games techniques, while the control group was taught by using conventional technique. The pre-test was given to the two groups before giving the treatment. It found that there was no significant between the two groups in vocabulary mastery before giving the treatment. However, after giving the treatment, post-test was given and it found that there was a significant difference between the two groups. It can be concluded that card games technique gave positive effect toward the students' English vocabulary mastery of SD N 99 Kota Bengkulu.*
Keywords: Picture, Card, Games, Vocabulary Mastery

Abstrak: *Penelitian ini bertujuan untuk mengetahui pengaruh teknik permainan kartu bergambar terhadap penguasaan kosakata. Peserta dalam penelitian ini adalah seluruh siswa kelas lima SD N 99 Kota Bengkulu yang terdiri dari 68 siswa, siswa dibagi menjadi dua kelas, yaitu kelas VA dan VB. Sampel dari penelitian ini terdiri dari dua kelas yang 34 siswa di setiap kelas. Para siswa dibagi menjadi dua kelompok yaitu kelompok eksperimental dan kelompok kontrol. Kelompok eksperimen menerima perlakuan dengan menggunakan teknik permainan kartu bergambar, sedangkan kelompok kontrol diajar dengan menggunakan teknik konvensional. Pre-test diberikan kepada kedua kelompok sebelum memberikan perlakuan tersebut. Sebelum melaksanakan penelitiantidak ditemukan perbedaan yang signifikan antara kedua kelompok dalam penguasaan kosakata. Namun, setelah memberikan perlakuan, post-test diberikan dan ditemukan bahwa ada perbedaan yang signifikan antara kedua kelompok. Dapat disimpulkan bahwa teknik permainan kartu menimbulkanpengaruh positif terhadap penguasaan kosa kata bahasa Inggris siswa dari SD N 99 Kota Bengkulu.*

Kata Kunci:, Gambar, Kartu, Permainan, Kosakata, Penguasaan

INTRODUCTION

Vocabulary is the word we teach in the foreign language (Ur, 1996). It means that all of the words, which are taught in the foreign language can be called vocabulary. It is not so easy to make a sentence without mastering vocabulary. Therefore, English teachers in Elementary schools must concern to teach English vocabulary at the class since vocabulary is important thing to teach at a basic level to learn a foreign language. The teacher expected hopefully to encourage the students' mastery vocabulary.

Vocabulary is a basic for leaning a language that is very important for language learners. Linse and Nunan (2005) said that acquisition of an adequate vocabulary is essential for second language, because without extensive vocabulary, it is difficult to use structures and functions to make comprehensible communication. Further, without vocabulary, communication to the others may have found problems. There will be no use of function and structures to give the idea to do communication to somebody. In addition, the fewer vocabulary capacity, the lesser understanding can be obtained about the ideas from other people in communicationLaufer and Nation (1999).

As in Indonesia, English introduces to children at early stage, it is taught from elementary school. English at elementary school is not only aimed to introduce simple English but also taught as one of the local need subjects (Depdikbud, 2004). It means that the students will not learn English as the other elementary compulsory subjects. There are two major reasons to this policy. The first reason greatly relates to the psycholinguistic phenomenon called critical period. And the second is related to the aim of the teaching of English itself. In the elementary school, English is considered as a local content subject.Coady and Huckin(1997) the human brain is not fully developed at birth. However, it matures gradually over a period of several years. There has been some speculations that language and other cognitive skills must be acquired prior to the completion of this maturational process, also called the critical period. During the critical period, children actively develop their brain. As a result, the brain can easily absorb any sort of cognitive information that may take place during the teaching and learning activities (Bialystok, 1999). Thus, it is very important to introduce English to children as soon as possible regarding that they are in their most valuable critical period.

In Addition, vocabulary in Elementary school emphasis on the words that will be used by the student's experiences on their life (Blackowicz and Fisher, 2002). Concerned on that opinion, it needed to apply many activities in teaching vocabulary, especially for elementary students. Activities can

encourage the students to gain new experience in learning vocabulary. However, it needed many various activities which will makes and helping students easy to understand and enjoyable.

In teaching vocabulary, there are two kinds of vocabulary; active and passive vocabulary. According to Nuttall (1996) states that there are two categories of known words. An active vocabulary is the words you know well enough to use in producing sentence or utterance. In other hand, the passive vocabulary is the words you recognize and response to, but confidently use. Therefore, the active vocabulary is the words used by the students in speaking and writing skills, while the passive one is in reading and listening skills. It does not mean all material vocabularies are has to teach through explanation and the other techniques which unrelated with activities as well. The important is that how the teacher can help elementary students to expand and enrich students' vocabulary knowledge.

However, in learning process, some problems arise. One of the problems that the students are difficult to remember the words have been taught (Sedita, 2005). This problem makes them unmotivated to learn English. Some students say that they cannot pronounce the word correctly. When the teacher is saying the words, the students are confused because they do not to know what the teacher say. The teachers reported that the students have the problem to learn English. They cannot remember the material that have been given. When the teacher asks some questions to them, they are confused because they do not know how to answer.

However, talking about elementary school cannot be separated from children. In this period they are interested in learning if the lesson enjoyable and fun, including in learning English. Games are useful for teaching English as a foreign language. Krashen and Terrell (1993) state that games qualify as an acquisition activity since they can be used to give comprehensible input. Game can be used as a tool to acquire a language. Ur (1996) also states that games in one source of interest for children in the classroom. The students become more involved, quickly with an activity if it presented in a game format than study in general.

Games are useful for teaching English as a foreign language. So, the teacher suggests using games in language classroom, mostly as a mechanism for stimulating interest. Gaudart (1999) state that games qualify as an acquisition activity since they can be used to give comprehensible input. Game can be used as a tool to acquire a language. Ur (1996) also states that games in one source of interest for children in the classroom. The students become more involved, quickly with an activity if it presented in a game format than study in general.

English games can make students interested, give motivation and invite to participate in learning process. Al Neyadi (2007) and Al Zaabi (2007) stated that games for learning are intrinsically motivating: they contain novelty and provide players with a sense of efficacy and personal control. Games can function simply as attention-getter, as a pleasant way to spend the last ten minutes of an otherwise dense class. It is useful to get students' attention in a big class, when they do not pay attention in a big class, when they are not pay attention to teacher. The same as Huyen (2003) state that the games require active participation by all involved; thus, the possibility of student learning is enhanced. It means games can turn the ordinarily passive student into an active one.

There are several advantageous of card games technique. Hong (2002) stated that games can create a sense of fun and healthy competition that stimulates natural and purpose use of language. However, if it played in the class, the students can learn in the class with relaxed atmosphere. This situation makes the students feel interest and motivate to learn. As the interest of children in activity in the target language increases, so will their interest in communicating in the language. Developing such interest will therefore put the children on the road to spontaneous use of language forms (Bekiri, 2003).

There are four types of card games using in this study which including matching, pop song, guessing sounds, and take a number have the same function that it is to improve the learner's vocabulary mastery. Clearly about the procedure of the games are illustrated as following.

Cards Puzzle. Ask the students to arrange the cards with the appropriate kind of topic, which described by the teacher. Students have to put and give the name of cards according to teacher's explanation. It can be discussed in-group of five.

Sharing cards. The students divided into group consisted of two students. Each student take a set of card. Then, the students shared their cards each other in the group. After find the same card, the students are asked to give the name of each cards. The student who gets more couple of cards is the winner.

Guessing Cards. Every student gets a set of cards on their own. Then, the teacher explains the characteristic of card being discussed by describing the topic, characteristic, and color of the card. Then, the students have to guess the card that being explained by the teacher. The student who answers the most is the winner in this game.

Collecting Cards. In this game the students must collect cards according to the topic. Then, the students have to arrange the cards to be a set of card. This game can be discussed in-group of fi

METHODS

Design and Procedure

This study employed a quasi-experimental design. Quasi-experimental research is an experimental research that does not meet all the requirements necessary for controlling the influence of extraneous variable. In this study, participants had been divided into two groups of subject, namely an experimental group and control group. The researcher was not able to select the population randomly. So, the two classes were chosen as experimental group and control group.

Both of groups were given a pre-test and post-test from the same test. The experimental group was treated by applying card game technique for eight meetings, while the control group was taught by using the conventional technique. The successful of the treatment is determined by comparing pre-test score and post-test score. The result of pre-test score and post-test score also used to know whether there is significant effect of card game technique in students' vocabulary mastery.

Participants

The participant of this research was all of the fifth year students of SD N 99 Bengkulu in academic year 2008-2009. This school did not have any special class (there are no upper class and lower class). There were two classes of the fifth year of this school, namely class A and class B. In addition, pre-test already conducted in order to see students' vocabulary mastery and it found there was no significance difference between them.

Research Instrument and Data Analysis

The instrument of this research was a vocabulary test, which was prepared by the researcher himself. It was prepared based on the fifth grade syllabus in SD N 99 Bengkulu. Furthermore, the instrument was prepared based on students' hand book entitled "Grow with English." It has of 50 items of multiple choice forms, and which consist of four options. The instrument of the pre-test items was the same as the post-test items. The time for doing this was 60 minutes. All items were validated to another school which had the same background to find out its validity, reliability, discrimination index, and facility value. The study was carried out in five phases:

Phase one: administrating try out test

The try out test was given to another class in another school beside the sample chosen. This test was given in order to know the quality of the test before the test were used to get the data of the researcher. The test was given to get a good quality if it has good reliability and good validity and also the test is not too easy or too difficult.

Phase two: administering pre-test

The test was administered to both experimental and control class. This test was given in order to know

whether the two classes have the same mastery of vocabulary before giving the treatment.

Phase three: conducting the experiment

In this occasion, the researcher applied the card game technique in experimental class, and usual technique for the control class. The experiment was conducted in eight meetings for each class.

Phase Four: administering post-test

This test was given after conducting the experiment to both groups. The test given to know the students vocabulary mastery after they received the treatment.

Phase five: analyze data

The data obtained through pre-test and post-test score are collected and analyzed, to find out the total score and the value of t-calculation.

FINDINGS AND DISSCUSSION

Pre-test Result

The pre-test was given before the treatment to see the starting point of the two groups, experimental and control group. The test consists of 45 items which had been tried out. The pre-test was given to 68 students (34 students from experimental group and 34 from control class). The pre-test took 60 minutes.

Table 1. Calculation of the Pre-Test Result

Groups	Highest Score	Frequency	Lowest Score	Frequency	Total Score	Mean Score
Control	77.8	1	31.1	4	1757.8	51.69
Experimental	71.1	2	26.7	3	1675.6	49.28

In order to determine whether the research hypothesis is accepted or rejected, the t-test formula was applied in this research. The t-test was used to see whether the calculated indicates difference between the mean score of both groups. From the t-calculation of pre-test result, it showed that the t-calculation was 0.71, at degree of freedom was $34 + 34 - 2 = 66$, and p level was determined 0.5. Therefore, there was no df 66 in the table, so the researcher used the nearest df, which is 60. The t-table value at 0.5 and 60 df in two tailed is 2.00. Thus the t-calculation was smaller than t-table $0.71 < 2.00$. Therefore, the null hypothesis was accepted and the alternate hypothesis was rejected. It can be concluded that there was no significant difference between the mean score of both groups. Both of them have the same level of ability and it means that those groups can be accepted as the sample of this research.

Post-test Result

After doing the treatment for eight meetings to the experimental group, the post-test was given to see the improvement made by experimental

group. Both of experimental group and control group was given a post-test to see the score. The post-test result of both of groups was also to find out the highest score, the lowest score, and the mean score. Furthermore, the calculation of the post-test was to get the information about the score which both classes got after the treatment.

Table 2. Calculation of the Post-Test Result

Groups	Highest Score	Frequency	Lowest Score	Frequency	Total Score	Mean Score
Control	95.6	2	51.1	4	2415.6	71.05
Experimental	100	2	60	2	2728.9	80.26

The t-test was used to see whether the calculated indicates difference between the mean score of both groups. The total score of t-calculation (t-count) of both groups was 2.97. Furthermore, the value of t-count was compared to the value of t-table at 0.05 (5%) level of significance and 66 degree of freedom (df). The value of t-table was 2.00, so t-count was higher than t-table (2.97>2.00). So, it can be concluded that there is a significant difference between control group and experimental group in mastering vocabulary.

Analysis of the pre-test and post-test result

There was a significant difference in the pre-test and post-test between the experimental and the control group.

Table 3. Mean of the Pre-test and Post-test

Group	Mean of Correct Answers	
	Pre-test	Post-test
Experiment group (N_1)	22.18	36.12
Control group (N_2)	23.26	31.97
$N_1 - N_2$	-1.09	4.15

To test the hypothesis, the t-test formula was applied in this research. To know whether the t-obtained indicates a significant difference between the mean score of both groups, the t-test was used. Based on the calculation of the t-test of the pre-test result, it was showed that the t gained was 0.71, at degree of freedom was (34 + 34 − 2 = 66), and p level was determined 0.5. Because there is no df 66 in the table, so the researcher used the nearest df, which is 60. The t-table value at 0.5 p level and 60 df in two tailed is 2.00. so that the t-obtained was lower than t-table (0.71<2.00). It can be concluded that there is no significant difference between the mean score of both groups. It means that both

groups could be accepted as a sample in this research.

From the result of the post-test calculation, the t-obtained was 2.97, while in the t-table value of 60 df and at 0.5 p level 2.00. So, the t-obtained was higher than the t-table (2.97>2.00). The researcher concluded that there is a significant difference between the mean score of experimental group and the control group. In other word, there is a significant difference in post test average between the group that is taught with card games and the group that is taught with conventional technique. So, it can be said that the alternative hypothesis was accepted and the null hypothesis was rejected.

Hypothesis Testing

To test the hypothesis, the t-test formula was applied in this research. To know whether the t-obtained indicates a significant difference between the mean score of both groups, the t-test was used. Based on the calculation of the t-test of the pre-test result, it was showed that the t gained was 0.71, at degree of freedom was $(34 + 34 - 2 = 66)$, and

Discussion

From the result description, it can be seen that there was an improvement made by the experimental group after teaching vocabulary through card games technique. Meanwhile, in the control group was got the treatment by using conventional technique for eight meetings. It can be seen that there was no significant

p level was determined 0.5. Because there is no df 66 in the table, so the researcher used the nearest df, that is 60. The t-table value at 0.5 p level and 60 df in two tailed is 2.00. so that the t-obtained was lower than t-table (0.71<2.00). It can be concluded that there is no significant difference between the mean score of both groups. It means that both groups could be accepted as a sample in this research.

From the result of the post-test calculation, the t-obtained was 2.97, while in the t-table value of 60 df and at 0.5 p level 2.00. So, the t-obtained was higher than the t-table (2.97>2.00). The researcher concluded that there is a significant difference between the mean score of experimental group and the control group. In other word, there is a significant difference in post test average between the group that is taught with card games and the group that is taught with conventional technique. So, it can be said that the alternative hypothesis was accepted and the null hypothesis was rejected.

improvement made by this group. It means that the card games technique can be valuable for the students in leaning vocabulary. Furthermore, from the t-test calculation the t-count was compared to the value of t-table. T count was higher than t-table. The post-test result showed that t-count was 2.97 and t-table was 2.00 the t-count compared to the t-table was

2.97 > 2.00. Gay (2006) said that t-count was higher than t-table; it means that the alternative hypothesis was accepted. Briefly, the research was success.

From the explanation above, it is clearly see the improvement made by the experimental group after teaching vocabulary by using card games technique. The treatment was given to the experimental group for eight meetings. The students in the experimental group had more self-confidence to answer the questions. They enjoyed learning English and they focused on the lesson. As Ur (1996) said that games in one source of interest for children in the classroom. The students become more involved, quickly with an activity if it presented in a game format than study in general.

The improvement score that made by the students in the post-test in the experimental group indicates that card games technique were effective in order to improve students mastery of vocabulary. Furthermore, the students that were taught using card games more creative and active compared to the students that are taught with conventional technique, because game is an interesting way in teaching vocabulary to children. Therefore, it can be concluded that card games is one of technique to improve the students' vocabulary mastery.It proved that the technique gave positive effect towards students ability in mastering English vocabulary can be seen from the calculation of post-test result. The

mean score in experimental group was higher than control group and it increased from the pre-test result. However, the mean score of control class was smaller than the mean score of experimental group because the mean score of the control group increased smaller than the increasing of experimental mean score.

In addition, the result of this research was accordance to Liasrawati (1997), Sulastri (2002), andYetta(2002) who stated games are fun, highly motivating and entertaining for the children so it can made the students learn vocabulary with high motivation, enthusiast and more interesting. In same line with it Rachmawati (1998) stated that games have been shown to have advantages and effectiveness in leaning vocabulary in various ways. First, game bring in relaxation and fun for the students, thus help them learn and retain competition and they keep learners interested. These created the motivation for learner of English to get involve and participle actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English to flexible, communicative way.

It also accordance to Karo (2000) that stated the teaching technique applied for the students should make them enjoy, whether inside or outside the classroom. So, the students can enjoy the teaching and learning process. They will be more interested in studying so it will increase their motivation in learning

and their understanding of material which given by the teacher. In same line with it, Suardi (2001) stated that the children would be interest to learn English in the classroom if the materials are enjoyable and fun. To create the situation which makes learning become interesting, there are many ways that teacher can follow for example using picture, story and games. So, game is one of the interesting way in teaching English.

From the explanation above it can be concluded that card games technique was one of the technique that can give positive effect towards students' vocabulary mastery. The researcher hopes that the elementary teachers can use this technique in teaching vocabulary.

CONCLUSION

It can be concluded that there is significant different between vocabulary mastery of the students who are taught by using card games and vocabulary mastery of the students who are taught only by using conventional technique. Card games could be used as alternative media in teaching vocabulary. The average score of experimental group was significantly higher than the average score of the control class in the post-test result. Thus card games was one of an effective technique to be applied in teaching vocabulary.

The t-count was higher than t-table (2.97>2.00) by using the t-test calculation formula. In short, it can be concluded that H_1 (alternative hypothesis was accepted and H_o was rejected). It means that the treatment (card games) could be use as one of the technique that could give the positive effect towards students' vocabulary achievement at fifth year students of elementary school number 99 Bengkulu. In brief, it can be concluded that card games have a positive effect to the students' vocabulary mastery.The effectiveness of card games could be defined as follow; first, games can make positive learning atmosphere in class supported the teaching learning process; second, the students did not feel under-pressure while study, because games make the situation relaxed and interesting, third, picture card games technique can really motivate them (the students) in learning English, especially vocabulary.

REFERENCES

Al Neyadi O. (2007). *The Effects of Using Games to Reinforce Vocabulary Learning*. Cambridge: Cambridge University Press.

Al Zaabi HR. (2007). *The Use of Memory and Guessing Games in Teaching Vocabulary*. Cambridge: Cambridge University Press.

Bekiri, R. (2003). *Playing with questions-A game for young learners.The InternetTESL Journal* (August, 8). [On-line serial]: Retrieved on 15-10-2008, at URL: http://iteslj.org/Lessons/Bekiri-QuestionGame/.

Bialystok, E. (1999). *Cognitive complexity and attentional control in the bilingual mind.* Child Development, 70(3), 636–644.

Blackowicz, C. L., & Fisher, P. (2002). *Teaching vocabulary in*

Simulation & Gaming vol. 30, no. 3, pp. 283-291.

Hong, L. (2002). *Using games in teaching English to young learners.The Internet TESL Journal* (August, 8), [On-line serial]: Retrieved on 15-10-2008, at URL: http://iteslj.org/Lessons/LinUsingGames.html

Huyen N, Ngak. (2003). *Learning Vocabulary through Games.* Cambridge: Cambridge University Press.

Karo, Ulina Br. (2000). *An Analysis of Language Games Used by English Teacher at the Fifth Years Students of Junior High School (SLTP N 2) Bengkulu.* Unpublished Thesis: Universitas Bengkulu.

Krashen D and Terrel T. (1993). *The Natural Approach. Language Acquisition in the Classroom.* Great Britain: Prentice Hall International.

all classrooms (2nd ed.). Upper Saddle River, NJ: Pearson.

Coady, J., and Huckin, T.. (1997). *Second language vocabulary acquisition.* Cambridge: Cambridge University Press.

Depdikbud. (2004). *Kurikulum Berbasis Kompetensi untuk Pendidikan Dasar dan Menengah: Mata Pelajaran Bahasa Inggris.* Bengkulu: Depdikbud.

Gaudart, H. (1999). *Games as teaching tools for teaching English to speakers of other languages.*

Liasrawati. (1997). *Increasing Students' Vocabulary Mastery by Using Language Games.* Unpublished Thesis: Universitas Bengkulu.

Laufer, B. & P. Nation. (1999). *A vocabulary size test of controlled productive ability.* Language Testing 16, 33-51.

Linse, C. T. &Nunan, D. (Ed). (2005). *Practical english language teaching: Young learners.* New York: McGraw-Hill ESL/ELT.

Maherni, Yetta. (2002). *The Effect of Memory Games Toward Students' Vocabulary Mastery to the Fifth Year Students of SD N 62 Bengkulu.* Unpublished Thesis: Universitas Bengkulu.

Nuttall, C. (1996). *Teaching Reading Skills in a foreign language.* Oxford: Heinemann.

Rachmawati. (1998). *The Effectiveness of Improving Vocabulary by Using Crosswords of the First Years Students at SMU 1 Kerkap.* Unpublished Thesis: Universitas Bengkulu.

Sedita, Joan. (2005). *Effective Vocabulary Instruction.* Insights on Learning Disabilities: 2(1) 33-45.

Suardi, Harun. (2001). *The Language games Used by English Teachers at Elementary Schools in Kota Bengkulu.* Unpublished Thesis: Universitas Bengkulu.

Sulastri, Devi. (2002). *The Effect of Matching Games Toward Students' Vocabulary Mastery to the Fourth Year Students of SD N 60 Bengkulu.* Unpublished Thesis: Universitas Bengkulu.

Ur, Penny. (1996). *A Course in Language Teaching.* Massachusetts: Cambridge University Press.