

USING “TV CARD” (THEMATIC VOCABULARY) CARD TO INCREASE STUDENTS’ VOCABULARY MASTERY

Ririn Ernawati¹
Meiga Ratih Tirtanawati²
Siti Ermawati³

Study Program English Education Department

Faculty of Languages and Arts Education

IKIP PGRI Bojonegoro^{1,2,3}

ririn_ernal1@yahoo.co.id

Abstract

In learning language especially English, we need to consider the fundamental thing before learners learn more about English. The essential thing in learning language is learning vocabulary. We can not make any progress in learning listening, speaking, writing, and reading without vocabulary mastery. We will not understand the foreign language if we do not know about its vocabulary. The researcher use Thematic Vocabulary Cards to resolve the students problem. The purpose of this study can be stated to find out whether Thematic Vocabulary Cards can improve students English mastery or not and to know how Thematic Vocabulary Cards motivate students English vocabulary mastery at the Tenth Social 2 grade students of MA Abu Darrin Bojonegoro. Thematic Vocabulary Cards to improve the students vocabulary mastery. It can help them to develop their critical thinking, remembering, predicting, and guessing the meaning of words. Thematic Vocabulary Cards made students felt comfortable with condition in the classroom, made students were more enthusiastic in studying English lesson, and can increase the student’s ability in mastering vocabulary. By using qualitative research the researcher get the data from interview, observation checklist, fieldnotes, test, and questionnaire. The findings of the study using thematic vocabulary cards are able increase students vocabulary mastery and get the means score pre test, cycle I and cycle II. The researcher get means score 58,4, 72,6, and 82,1. The implication of the research give motivation on the students in English learning to improvement their achievement. In future, it provide the alternative strategies to the teacher and further researcher to improving students vocabulary mastery.

Keywords: vocabulary mastery, thematic vocabulary cards

INTRODUCTION

It learning language especially English, we need to consider the fundamental thing before learners learn more about English. The essential thing in learning language is learning vocabulary. We can not make any progress in learning listening, speaking, writing, and reading without any help in our vocabulary mastery. We will not understand the foreign language if we do not know about its vocabulary.

According to Richard (2002: 225) says that vocabulary is a core component of language proficiency and provides much of the basis for how well learn speak, listen, read, and write. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and materials process different of kinds oral and written text. Vocabulary teaching and learning were often given little priority in second language program, but recently there has been a renewed interest in nature of vocabulary and its role in learning and teaching.

According to Willis (as cited by Ananda Wilsana, 2015: 24) describes when students can build their mastery of vocabulary, they can also be more effective in communicating ideas, knowledge and their opinions. Orawiatnakul (2011: 416) showed that the instruction of vocabulary acquisition techniques such as an analysis of word structures and context clues could greatly contribute to the success of vocabulary teaching.

It is almost impossible to say exactly how many words there are in English. However, it is still important for English learners to learn English vocabularies as many as possible. The idea that vocabulary is a prominent aspect needs to be taken into consideration in learning is supported by Harmer (as cited by Arisandi Setiyawan, 2015: 85), He claims, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. In line Harmer argument, another expert mentions, without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins in Clouston, 1994: 69).

According to the students, the most difficult part is remembering the meaning of every single word they have ever found, or which is explained by their teachers. Learning vocabulary is indeed, an uneasy, a boring, and a frustrating task to do. These problems are also found in MA Abu Darrin. Most of the students are difficult to remember and memorize the vocabulary and its meaning. It makes them lazy and less motivated to learn vocabulary in the class. So, they are lack of vocabulary mastery. The result of this preliminary study was similar to Diana's opinion (as cited by Lutfiana, 2014: 3) which was written in his thesis. She mentions, the problems that they usually faced are the difficulties in memorizing new words and their less interest in learning English.

On the other hand, the researcher found a problem faced by the

students when the researcher talk the students in pre-observation in the school. When the researcher had the free time, the researcher tried to discuss with the learners about their difficulties in learning English. The students are not interested to learn English class especially vocabulary because the teachers are still use a monoton method. It make them feel so bored, less motivation, and not interesting to following the English class. Most of them are sleepy when their English teachers taught them. They need an exciting learning to learn vocabulary easily. So, it is very important for the tachers to use a new strategies or media in teaching process just to make the students enjoy, fun and feel comfortable in the classroom and make the students more interested to learn vocabulary. The effective media can help the students to build tehir motivation in learning English, and it can affects the result of learning. There are some medias in teaching process such as pictures, diagram, images and thematic vocabulary cards. In this case, the researcher would like to use TV (Thematic Vocabulary) cards as media in teaching vocabulary to avoid the students boredom in the classroom. She think that TV (Thematic Vocabulary) card seems to be a such appropriate media to teach vocabulary, especially to improve the students vocabulary mastery. It can help them to develop their critical thinking, remembering, predicting, and guessing the meaning of words.

According to Flora (2009: 3) says that English language learners vocabulary building games and activities offers teachers hundreds of ideas to create learning environment that are filled with rich oral language

and encourage children's active interventions that can be used throughout the day to make learning fun, promote receptive and expressive language, and help children achieve succes. Research has shown that "playing games" is a natural and effective method for teaching and practicing vocabulary, increpasing fluency.

This phenomenon stimules the researcher to create a new enjoyable media namely TV Cards and also do a research to explore the effectiveness of the media in improving students English vocabulary mastery. The writer does choose TV Cards a medium for teaching English since there are several benefits such as students can improve their vocabulary mastery and try to remember the vocabularies as soon as possible by TV Cards. The students also can learn vocabularies enjoy without any boredom. This game also can build student self-confidence because this game is played in groups. The writer expects by using TV Cards students can memorize new vocabulary easily, without any boredom.

The media contain picture which not only can bring images of reality, that can also function as a element in the class, as Joklova (2009: 15) explains in her thesis. To be more specific, beside lessons where pictures are in the main focus, they might be used just a stimulus for a writing and discussion, as an illustration of something being read or talked about, as background to a topic so on.

To guide the exploration, we posed the following questions: 1. How does TV Cards (Thematic Vocabulary

Cards) improve the students English vocabulary mastery? 2. How does TV Cards (Thematic Vocabulary Cards) motivate the students English vocabulary mastery? The benefits of this study are to: To find out how TV Cards improve students English mastery or not and to know how TV Cards motivate students English vocabulary mastery.

METHOD

This research conducted by applying Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class.

According to Burns (2010: 5), Classroom Action Research (CAR) is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research. It means that before implementing the action research, the researcher needs to find any problems real found in the classroom and bring some changes after conducting the research.

In this study there were two kinds of data: qualitative and

quantitative data. The qualitative data were collected by observation, interview and questionnaires. Observation was done when the teaching-learning-process took place, before and after the researcher use Thematic Vocabulary Cards in teaching vocabulary. It was to know the students' mastery and the students' difficulties in vocabulary. Then the observation was continued by focusing on the use of Thematic Vocabulary Cards in teaching vocabulary. Besides, the observation was done to describe the effect of teaching vocabulary using Thematic Vocabulary Cards. It was important to determine the improvement steps in order that teaching vocabulary was more active and efficient. The second technique of collecting qualitative data was interview. It was done by the researcher by interviewing the teacher of the class after the teaching-learning-process to add the data. Then, it was continued by discussing every activity by the researcher and the teacher. The third technique of collecting data was giving the students questioner to know the use of Thematic Vocabulary Cards in teaching vocabulary.

The quantitative data were collected by a test. The test was done to measure the students' vocabulary mastery which was obtained from vocabulary test before the researcher used Text Twist Game to teach vocabulary (pre-test) and after the researcher used Text Twist Game to teach vocabulary (post-test).

The results of the mean score were computed as follow:

1. The mean score of each student

$$X = \frac{N}{n} \times 100$$

Notes:

X = the score of each student
N = the number of correct answer
n = the number of the terms

2. The mean score of the whole students
The results of the mean score were computed as follow:

$$X = \frac{\sum}{n}$$

Note:

X = Mean
 \sum = Sum of score
N = Number of students

The subject used by the researcher is the students of Class X Social 2 MA Abu Darrin Bojonegoro. They are 39 students totally. They have a high learning motivation and a tight cooperation

FINDINGS AND DISCUSSION

Findings

This research was done in two cycle, and there were two meeting in every cycle. Cycle I meeting 1 conducted on April 21th 2018, meeting 2 on April 22th, 2018. Cycle II meeting 1 on April 28th 2018, meeting 2 on April 29th 2018. First meetings were used to give treatment and the second meeting was used to do the post-test.

This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). In the last meeting of each cycle, the students were taken the test as the

one to another. Their English achievement is good enough but they have a problem in communicating their own English orally.

Of all language skills they are learning, vocabulary skill is the skill that most of the students have weaknesses in. On one side, from the recorded mark that the researcher got, vocabulary skill was still lower than others. Besides, some of the students got vocabulary mark under the school standard (passing grade) 7,5. On another side, based on the research's observation, most of the students still feel shy, nervous, and afraid of making mistakes and to express their own English orally and communicatively in their daily activities either inside or outside the class. When the researcher asked them, some of them said that they were not accustomed to using it, so that they felt unconfident. They were frightened to make mistakes.

post-test. In the first step of the cycle was planning. The second was action, the researcher implemented thematic vocabulary cards in the class. Then the third was observing, the researcher observed the implementation of thematic vocabulary cards in vocabulary learning. The last step was reflecting, the researcher focused on analyzing the data and determining the cycle could be stopped or should be continued to the next cycle.

The Data of Test Result

No	Cycle	Mean	Percentage
	Pre-Test	58,4	20,5%
	Post-	72,6	58,9%

	Test 1		
	Post-Test 2	82,1	87,1%

The result of post test 2 in cycle II was 87,1. It showed the significant increased of students vocabulary mastery, and the used of Thematic Vocabulary Cards in teaching vocabulary was successful. So, this research stoped in two cycle.

The used of thematc vocabulary cards in teaching vocabulary had some advantages and disadvantages:

The advantages:

1. Thematic Vocabulary Cards made students felt comfortable with condition in the classroom.
2. Thematic Vocabulary Cards made students were more enthusiastic in studying English lesson.
3. Thematic Vocabulary Cards can increase the student's ability in mastering vocabulary.

The disadvantages:

1. Thematic Vocabulary Cards in group work made noisy in classroom.
2. The researcher couldn't control the students one by one when teaching learning process.

Discussion

1. The procedure of using thematic vocabulary cards

In the first meeting, the researcher taught vocabulary mastery. The researcher explained the procedure of thematic vocabulary cards. Before began teaching learning process the researcher had been doing the explanation about implementation of thematic vocabulary cards. Students were divided into several groups. One group contained five members. Each group was given one big cards containing one topic, and twenty small cards. Each group was labeled based on noun, verb, adjective or the topic given on the big card, while each member of the group was labeled as 1, 2, 3 etc. The big card given then had to be paired to four small cards based on the clues which were written down on it. After the activity in the first session

was done well, students were then regrouped again in the second session. The students with the same number had to work in one group. Each member of the new group had a turn to explain the topic he/she got in the previous group (in session I). Together with the researcher, all of the students discussed the result of their group discussion that day.

They looked very enthusiastic with researcher explanation. Because, in previous teaching learning process, they never did a game as a learning method. After all of the students understood, they given some mission of word. Then, they doing the game with their group in fornt of the class. And they begun guess the word game with compact in their group. The time allotment was ten minutes for every group. After all the student finished the game the researcher and the student discussion their

answer from thematic vocabulary cards together.

During the learning activities, the class was quite easy to manage. All of the students paid full attention to researchers instruction. Therefore, the planned activities were done well.

2. The Improvement of students' Vocabulary mastery

As mentioned in the previous chapter, the main purpose of this study was to improve vocabulary mastery by using thematic vocabulary cards of the tenth X Social 2 grade student of MA Abu Darrin Bojonegoro academic year of 2017/2018. Looking from the finding, it was shown that the students' vocabulary mastery could be improved through Thematic Vocabulary Cards. This findings is according to Linse (2006: 122) stated that "learners need to acquire vocabulary learning strategies in order to discover the meaning of new words".

The researcher also found that in learning vocabulary through thematic vocabulary cards the students enjoyed and were motivated to memorize new vocabularies and learning English. It is seen from their enthusiasm and interests in the lesson. While the teaching-learning process and the increasing of their understanding and memorizing was seen from their score.

It is line with Kim's theory (1995: 35) that games are motivating and challenging. Learning a language requires a great deal of effort and games

help students to make and sustain the effort and learning. They will not feel bored, because game is such as an ice break from the usual routine of the language class. According to Ersoz (2000: 75) games are highly motivating because they are amusing and motivating.

3. The students participation during the implementation Thematic Vocabulary Cards

The mean score of pre-test was 58,4. The total mean score of the post-test score obtained by the subjects under study in post-test I 72,6 and in post-test II 82,1. The difference of the mean score of pre-test and the total mean score of post-test I was 14,2. The difference of the mean score of pre-test and total mean score of post-test II was 23,7. There was a significant difference of 9,5 between the total mean score in post-test I and post-test II. The difference of the mean figure concluded that the teaching of English vocabulary mastery by using Thematic Vocabulary Cards was more effective.

4. The students' attitude toward vocabulary mastery use thematic vocabulary card

The result of the observation checklist, the researcher concluded that students' attitude in learning using thematic vocabulary cards was give a positive response. When the researcher explain the

material and using thematic vocabulary cards, the students very enthusiastic.

important thing is they can remember the new words more easily.

CONCLUSIONS AND SUGGESTIONS

After analyzing the research result in the previous chapter, the researcher concludes that:

1. The students progress during teaching learning activities by using Thematic Vocabulary Cards as the media was good. Their achievement in identifying and remembering new vocabulary was also improved. It was supported by significant difference of pre-test and post-test 1 and post-test 2 result, which increased up to 9,5%. This success is affected by their interest in the media used and the activities through games. Based on the significant improvement made by the students, the researcher answers that the statement of problem, "TV Cards is effective to improve tenth grade students' English vocabulary mastery", is accepted. On the contrary, the null hypothesis, "TV Cards is not effective to improve tenth grade students' English vocabulary mastery" is not accepted.
 2. The media namely Thematic Vocabulary Cards can help the students improve their ability in identifying and remembering new English vocabulary by providing attractive picture and colours which avoid them feel bored in learning vocabulary. That is why the students join the activities enthusiastically, and the most
1. For teachers, besides being a facilitator in creating and building effective learning activities, teachers are supposed to be able to make teaching and learning process more interesting, enjoyable and educative. Good teachers should be competent in choosing attractive media appropriate to the materials for the students so that the students can improve their ability, especially in mastering English vocabulary.
 2. For students, the students are supposed to be more creative and active in learning. Meaning that they not only wait all the time for the teacher to teach them everything, but using the appropriate media (e.g: *TV Cards*), they can learn by themselves or learn together with friends through games to avoid feeling bored in learning.
 3. For readers or other researchers, the researcher expects many other researchers will carry out some research about how to help the students learn English more easily, and create other new interesting and useful media so that the students will not think learning English as a difficult, boring, and frustrating activities anymore.

BIBLIOGRAPHY

- Burn, 2010. *Doing Action Research in English Language Teaching; A Guide for Practitioners*. New York: Routledge.
- Ersoz, A. 2000. *Six Games for the EFL/ESL Classroom*. The internet TESL Journal, Vol. VI, No. 6, June 2000.
- Flora, Sherrill B. 2009. *English Language Learners: Vocabulary Building Games and Activities*. Key Education Staff.
- Joklova, Katerina. 2009. *Using Pictures in Teaching Vocabulary*. Masaryk University.
- Kim, L. S. 1995. *Creative Games for the Language Class*. 'Forum' Vol.33 No. 1, January-March 1995, Page 35.
- Linse. C.T. 2006. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill Book Company.
- Orawiwatnakul, W. 2011. *Impacts of vocabulary acquisition technique intruction on students' learning*. Collage of Teaching and Learning, 8(1), 47-53.
- Richards, J.C., and Renandya, W.A. 2002. *Methodology in Language Teaching: an Anthology of Current Practice*. New York: Cambridge University Press.
- Setiyawan, Arisandi. 2015. *Improving Students' Vocabulary Mastery By Using Flash Card at the Fourth Grade Students in SDN Lawangan Daya 2 Pamekasan in Academic Year of 2014/2015*. Final Project Unpublished: Islamic University of Madura.
- Wilsana, Ananda. 2015. *Teaching Vocabulary to Grade Eight Students at SMP Negeri 9 Palu By Using Word Wall Strategy*. Tadulako University.
- Wulandari, Lutfina T. 2013. *The Effectiveness of TV Cards (Thematc Vocabulary) Cards To Improve The Students' English Vocabulary (An Action Research of the Seventh Grade Students of SMPN 1 Wonosobo in the Academic Year of 2012/2013)*. Final Project. Unpublished: Semarang State University.