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The Effect of Word Cards as Media on the Students Vocabulary Mastery at Seventh Grade Students of SMP Swasta Teladan Pematang Siantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh word cards sebagai media terhadap penguasaan kosakata siswa pada siswa kelas tujuh SMP Swasta Teladan Pematang Siantar. Desain penelitian adalah kuasi eksperimen kuantitatif. Populasinya adalah siswa kelas VII SMP Swasta Teladan Pematang Siantar (75 siswa) dan diambil sampel sebanyak 50 orang. Sampel dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol dan diajarkan dengan menggunakan metode yang berbeda. Kelas eksperimen diajarkan menggunakan word cards sedangkan kelompok kontrol diajarkan dengan menggunakan metode konvensional. Kelompok eksperimen berjumlah 25 siswa dan kelompok kontrol berjumlah 25 siswa. Data diambil dari tes kosakata (pre-test dan post-test) dalam bentuk pilihan ganda (20 soal). Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen pada pre-test adalah 47,20 dan post-test adalah 75,60. Sementara itu, nilai rata-rata kelompok kontrol pada pre-test adalah 37,20 dan post-test adalah 60,20. Penelitian ini juga menemukan bahwa T-hitung lebih tinggi dari T-tabel ($3,7 > 1,677$) pada taraf signifikansi 5%. Artinya, word cards sebagai media mempunyai pengaruh yang signifikan terhadap penguasaan kosakata siswa di kelas tujuh SMP Teladan Pematang Siantar.

Kata Kunci : *Efek, Word Cards, Media, Kosakata, Penguasaan*

Abstract

The objective of this research was to find out the effect of word cards as media on students vocabulary mastery at seventh grade students of SMP Swasta Teladan Pematang Siantar. The research design was quasi-experimental quantitative. The population were the seventh grade of SMP Swasta Teladan Pematang Siantar (75 students) and 50 of them were taken as sample. The sample were divided into two groups, which are experimental and control groups and were taught by using different methods. Experimental class were taught using word cards while control group were taught by using conventional method. The experimental group consisted of 25 students and control group consisted of 25 students. The data were taken from vocabulary tests (pre-test and post-test) in the form of multiple-choice (20 questions). The results showed that mean score of experimental group on pre-test was 47.20 and post-test was 75.60. Meanwhile, control group's mean score on pre-test was 37.20 and post-test was 60.20. This research also found that T-test was higher than T-table ($3,7 > 1.677$) at 5% level of significance. It means that word cards as media has significant effect on students' vocabulary mastery at the seventh grade of SMP Teladan Pematang Siantar.

Keywords: *Effect, Word Cards, Media, Vocabulary, Mastery*

INTRODUCTION

Language is essential for human communication. It is a tool that allows us to interact and share information with others. Through language, we use voices, gestures, and signs to convey meaning. When someone speaks, they are giving information to another person who can understand it through the language used. Language is considered the primary means of communication for humans. According to Harmer (2007), language is a structured method of expressing thoughts or emotions using accepted sounds, signs, gestures, and symbols with clear interpretations.

The official language of instruction in schools for foreigners is English. Studying English is essential. English is widely used in worldwide communication and is considered an international language. Teaching English is implemented in schools because it has objectives such as helping students acquire better language skills, including the ability to understand grammar and correct sentence structure, and also students can more easily access information from various sources such as books films music and the internet. English is the language of instruction in many fields such as technology business and science. Richards (2015) said for today's generation to adapt to global communication, literature, and media, as well as to work in the present and the future, knowing English is vital. Interestingly, a lot of people take learning English very seriously, and after recognizing how vital it is, a lot of people want to study it since it will make it simple for them to speak with people throughout the world.

The most crucial aspect of learning a language is expanding your vocabulary. Neuman and Drawyer in Bintz (2011) define vocabulary as the collection of words necessary for successful communication, encompassing both expressive and receptive words for speaking and listening. Cameron in Andriani & Sriwahyuningsih (2019), stated that vocabulary skill encompasses pronunciation, spelling, grammar, and meaning. Learning vocabulary is crucial for all English language learners. Since vocabulary is one of the most crucial components of learning and mastering a language, it is essential for everyone to have if they wish to communicate and exchange ideas. It will be simpler for us to comprehend English with more vocabulary. In addition having vocabulary can help someone convey their ideas to others. According to Hornby (2010), one way to think about vocabulary is as all the words that a person knows and uses. Vocabulary is one of the language-related elements thought to be crucial for language proficiency. Structure is less important than vocabulary because words are main tool used to communicate ideas. It is hoped that once the kids grasp the terminology, they would be able to communicate effectively. It has long been believed that vocabulary plays significant role in language proficiency.

The K-13 curriculum focuses on teaching morals and character to students. It includes three areas of evaluation: information, competencies, and attitudes/conduct. The government emphasizes the importance of instilling moral values in the younger generation. According to Kementerian Pendidikan dan Kebudayaan (2016), K-13 students can develop competencies through extracurricular and intracurricular learning, including attitude and behavior knowledge and skill. The English scope for seventh grade students in the K-13 curriculum includes knowledge, skill, and attitude/behavior. Students are expected to research topics based on their curiosity and gain insights from it. They also apply the knowledge they acquire in different tasks and projects. The curriculum also aims to improve students' skills and behavior, promoting politeness, discipline, and respect. Assessment of knowledge can be done through tests, while skills can be assessed through practical tasks, projects, and portfolios. Attitude and behavior assessments are done through personal observations and checklists.

The K-13 curriculum distinguishes between English skills and components. The knowledge abilities cover vocabulary and grammar, while the skill competency covers listening, speaking, reading, and writing. Soenoewati (2015) explains that the grammar and vocabulary are covered by the knowledge competition, while the four language skills are covered by skill competition. In seventh grade English learning material, nouns are discussed as part of the vocabulary and are the topic of the learning material.

There are various obstacles to teaching English. The primary hindrance is the lack of student motivation to learn the language. In order to effectively teach English, teachers must inspire a desire to learn and convey the importance of English education. Additionally, teachers should employ engaging methods to stimulate students' enthusiasm for learning. Another challenge is that students perceive English as difficult due to their limited vocabulary, particularly in countries like Indonesia where English is taught as a foreign language. Consequently, many students lack motivation and feel uncomfortable speaking English. Lastly, students often do not practice speaking English, which is essential for maintaining interest and developing confidence in using the language. It is crucial for teachers to incorporate activities that enhance students' English knowledge and skills.

Table 1. The Score of Vocabulary on the Final Semester Test
in SMP Swasta Teladan Pematang Siantar.

Score	Total	KKM	Percentage	Information
80-100	4	70	20%	Complete (35%)
70-79	3	70	15%	
41-69	8	70	40%	Not Completed (65%)
40<	5	70	25%	
Total	20		100%	

(Source: Teacher of class VII SMP of Swasta Teladan Pematang Siantar)

As can be seen from the above data, only 7 kids (or 35%) in the seventh grade were able to receive a score between 75 and 100. The majority of children only received scores of 41–69 or lower, which indicated that seventh graders' vocabulary knowledge were still lacking.

The term "learning media" refers to a variety of information sources about educational resources. In order to get students' attention during the learning process, educational media is used. Students are highly motivated to learn when they have this passion, which helps the learning process accomplish its goals. Anything that may be utilized to channel messages from the sender to the recipient in order to stimulate learners' ideas, feelings, interests, and readiness to learn in such a way that learning takes place and the aim of learning is effectively met is considered learning media (Rusman 2011).

Word Cards are one type of media that can pique students' attention in the educational process. Word Cards are a deck of cards that have a translation on one side and a word or image on the other. Word cards are an engaging medium that encourage students to communicate and help them learn English (Fazriani, et al, 2020). Word cards are a useful tool for getting students interested in learning new words. With pictures or

writing on the cards students are interested in finding vocabulary. So that their vocabulary increases. Hinkel (2005) said that word cards are those on which the teacher writes an English word on one side and its pronunciation, definition, or synonym on the other.

The research titled "The Effect of Using Word Cards on the Seventh Grade Student's Vocabulary Achievement at SMPN 14 Jember" conducted by Fadilah (2015) found that seventh-grade students at SMPN 14 Jember struggled with vocabulary mastery in English. When the researchers attempted to communicate with the students in English, they expressed their lack of understanding. Translating into Indonesian did not help as the students constantly asked for English translations. The research concluded that the use of word cards significantly impacted the students' vocabulary achievement. Another research by Triyadi (2007) focused on fifth-grade students at SDN Cimuning 03 Bekasi and found that elementary school students in public schools also struggled with vocabulary acquisition. The students were unmotivated to read English texts and lacked interest in the subject. The research concluded that the use of word cards did not significantly improve vocabulary mastery. Both studies highlight the challenges students face in vocabulary acquisition and the importance of diverse learning strategies.

The researchers found that there were several reasons why students had difficulty learning vocabulary in English based on researchers' internship experience. One reason was that they struggled to distinguish between words that looked similar but had different meanings. Another reason was the difficulty in pronouncing English words due to differences in sounds between English and Indonesian. Additionally, the lack of opportunities to practice and communicate in English made it challenging for students. Spelling errors and the presence of silent letters also added to the complexity of learning vocabulary. Lastly, there were words in English that had similar pronunciations but different meanings, causing confusion for students.

With that background in mind, the researchers uses word cards to perform vocabulary-based study. The rationale behind using word cards as a tool to expand students' vocabulary is that they are portable, allowing students to review all of the words on the cards whenever and wherever they are. If students forget the words they have memorized, they simply need to open the cards and verify them. Based on the description above the researchers would want to do research named "The Effect of Word Cards As Media On The Students Vocabulary Mastery at Seventh Grade Students of SMP Swasta Teladan Pematang Siantar".

RESEARCH METHOD

This research used a quasi-experimental design, which is a type of research plan that involves making decisions about data collection and analysis (Cresswell, 2009). The goal of this design is to determine if an intervention or program has the intended effect on participants. The research assigns tasks to participants but will not group them together (Creswell, 2012). The researchers used this design to address validity issues and used pre- and post-tests to measure the impact of Word Cards on students' vocabulary knowledge of class VII students of SMP Swasta Teladan Pematang Siantar.

Fraenkel, et al (2012) define a population as the entire group of individuals that a researcher is interested in studying and hopes to generalize their findings to. In this particular research, the population consisted of seventh-grade students at SMP Swasta Teladan Pematang Siantar, specifically the VII-A and VII-B classes, totaling 50 individuals. A sample is a group of individuals chosen from a larger population for a research (Ary, et al, 2018). In this case, the researchers chose two classes, each with fifty students. The researchers used purposive sampling, which means they selected the classes based on specific factors (Sugiono, 2017). The main reason for choosing these classes was that they had similar abilities and interests in learning English, particularly in vocabulary. One class was designated as experimental group and the other as control group. Control group did not receive any special treatment, while experimental group used word cards. The researchers selected two classes, with VII-A being the experimental class and VII-B being the control class.

This research utilized two distinct variables: independent and dependent variables. Specifically, the independent variable investigated was the integration of Word Cards in the teaching media, while the dependent variable focused on the extent of vocabulary mastery among seventh-grade students. To gather relevant data, the researchers conducted pre-test and post-test assessments. To effectively analyze these findings, researchers followed systematic approach, encompassing steps such as scoring students' tests, calculating standard deviation, determining standard error of mean difference, and ultimately examining proposed hypotheses.

FINDINGS AND DISCUSSION

Data Analysis

Table 1. Pre-Test and Post-Test (Experimental Class).

No	Initial	Pre-test (X_1)	$(X_1)^2$	Post-test (X_2)	$(X_2)^2$	Range
1	APN	65	4225	100	10000	35
2	ADB	70	4900	100	10000	30
3	AL	40	1600	75	5625	35
4	CFA	35	1225	75	5625	40
5	DSD	85	7225	100	10000	15
6	DSS	40	1600	70	4900	30
7	ER	45	2025	75	5625	30
8	EYS	30	900	65	4225	35
9	FDM	40	1600	75	5625	35
10	GMS	20	400	65	4225	45
11	HZ	45	2025	80	6400	45
12	KS	30	900	55	3025	25
13	KB	50	2500	75	5625	25
14	KGP	75	5625	100	10000	25
15	MH	80	6400	100	10000	20
16	MFS	45	2025	80	6400	35
17	NN	40	1600	70	4900	30
18	OES	15	225	45	2025	30
19	PJD	40	1600	70	4900	30
20	RS	45	2025	75	5625	30
21	RAD	65	4225	85	7225	20
22	RRP	45	2025	55	2500	10
23	SBS	45	2025	65	4225	20
24	YT	35	1225	50	2500	15
25	YA	55	3025	85	7225	30
N=25	$\sum X_1 = 1180$	$(\sum X_1^2)$ = 42.375	$\sum X_2 = 1890$	$(\sum X_2^2)$ = 148.425	720	
Mean	$X_1 = 47.20$		$X_2 = 75,60$		28,8	

In the pre-test, 4 students scored 70, while 6 students scored the median score of 45. 11 students scored below 45 and 4 students scored higher than 45. The overall pre-test score for experimental class was 1180, with mean of 47.20. In post-test, 18 students scored

higher than 70, while 7 students scored below 70. The post-test median score was 75. The mean score for experimental class in post-test was 75.60 and the overall score was 1890.

Table 2. Pre-Test and Post-Test (Control Class).

No	Initial	Without using a word cards		
		Pre-test (X_1)	Post-test (X_2)	Range
1	AST	25	40	15
2	AP	40	60	20
3	AA	55	80	25
4	AY	25	45	20
5	AD	35	60	25
6	CAJP	40	65	25
7	CAP	45	70	25
8	CSDP	50	80	30
9	DG	35	65	30
10	EF	50	75	25
11	EGT	35	60	25
12	FM	25	40	15
13	GNS	25	45	20
14	JPS	25	35	10
15	JP	35	70	35
16	LANA	45	70	25
17	PT	35	55	20
18	RA	45	70	25
19	RSIS	40	65	25
20	RPTS	40	65	25
21	SK	50	75	25
22	URN	35	50	15
23	WES	50	70	20
24	YDRS	20	40	20
25	ZAR	25	50	25
N = 25		$\Sigma X_1 = 930$	$\Sigma X_2 = 1505$	575
Mean		$\bar{X}_1 = 37.20$	$\bar{X}_2 = 60.20$	23

In pre-test, no students achieved score of 70, 6 students had median score of 35, and 7 students scored below 35. 12 students scored above 35. The control class had mean

pre-test score of 37.20 out of 930. In post-test, 9 students scored higher than 70, 12 students had low median score, and 4 students had a median score of 65. The control class had an overall score of 1505, with mean of 60.20.

Table 3. Standard Deviation and Variance of Experimental Post-Test.

NO	Students	Score (X_2)	Mean (\bar{X})	Difference ($X_2 - \bar{X}$)	Difference Squared ($(X_2 - \bar{X})^2$)
1	APN	100	75.60	24.4	595.36
2	ADB	100	75.60	24.4	595.36
3	AL	75	75.60	-0.6	0.36
4	CFA	75	75.60	-0.6	0.36
5	DSD	100	75.60	24.4	595.36
6	DSS	70	75.60	-5.6	31.36
7	ER	75	75.60	-0.6	0.36
8	EYS	65	75.60	-10.6	112.36
9	FDM	75	75.60	-0.6	0.36
10	GMS	65	75.60	-10.6	112.36
11	HZ	80	75.60	4.4	19.36
12	KS	55	75.60	-20.6	424.36
13	KB	75	75.60	-0.6	0.36
14	KGP	100	75.60	24.4	595.36
15	MH	100	75.60	24.4	595.36
16	MFS	80	75.60	4.4	19.36
17	NN	70	75.60	-5.6	31.36
18	OES	45	75.60	-30.6	936.36
19	PJD	70	75.60	-5.6	31.36
20	RS	75	75.60	-0.6	0.36
21	RAD	85	75.60	9.4	88.36
22	RRP	55	75.60	-20.6	424.36
23	SBS	65	75.60	-10.6	112.36
24	YT	50	75.60	-25.6	655.36
25	YA	85	75.60	9.4	88.36
$\Sigma (X_2 - \bar{X})^2 = \Sigma d^2 = 6066$					

To ascertain the standard deviation of post-test scores (experimental) and subsequently compare it with post-test data from control class, it is imperative to consider

the total sum of squares attained by the post-test scores in experimental class, which amounted to 6066, as explicitly stated in table 3.

Variance in Experimental post-test :

$$\sigma^2 = \frac{N \cdot (\sum X_2^2) - (\sum X_2)^2}{N^2}$$

$$\sigma^2 = \frac{25(148.425) - (1890)^2}{25^2}$$

$$\sigma^2 = \frac{3710625 - 3572100}{625}$$

$$\sigma^2 = 221,64$$

$$\sigma = \sqrt{221,64}$$

$$\sigma = 14,8$$

Standard deviation of experimental post-test :

$$S^e = \sqrt{\frac{\sum d^2}{N-1}} \quad S^e = \sqrt{\frac{6066}{25-1}} \quad S^e = \sqrt{\frac{6066}{24}} \quad S^e = 15,9$$

Table 4. Standard Deviation and Variance of Control Post-Test.

NO	Students	Score (X_2)	Mean (\bar{X})	Difference ($X_2 - \bar{X}$)	Difference Squared ($X_2 - \bar{X}$) ²
1	AST	40	60.20	-20,2	408,04
2	AP	60	60.20	-0,2	0,04
3	AA	80	60.20	19,8	392,04
4	AY	45	60.20	-15,2	231,04
5	AD	60	60.20	-0,2	0,04
6	CAJP	65	60.20	4,8	23,04
7	CAP	70	60.20	9,8	96,04
8	CSDP	80	60.20	19,8	392,04
9	DG	65	60.20	4,8	23,04
10	EF	75	60.20	14,8	219,04
11	EGT	60	60.20	-0,2	0,04
12	FM	40	60.20	-20,2	408,04
13	GNS	45	60.20	-15,2	231,04
14	JPS	35	60.20	-25,2	635,04
15	JP	70	60.20	9,8	96,04
16	LANA	70	60.20	9,8	96,04
17	PT	55	60.20	-5,2	27,04
18	RA	70	60.20	9,8	96,04
19	RSIS	65	60.20	4,8	23,04
20	RPTS	65	60.20	4,8	23,04

21	SK	75	60.20	14,8	219,04
22	URN	50	60.20	-10,2	104,04
23	WES	70	60.20	9,8	96,04
24	YDRS	40	60.20	-20,2	408,04
25	ZAN	50	60.20	-10,2	104,04
$\Sigma (X_2 - \bar{X})^2 = \Sigma d^2 = 4351$					

The statistics in Table 4 showed that the control class's post-test total squared was 1004. These points were necessary in order to compute the control group's post-test standard deviation and compare it with the experimental group's post-test data.

Variance of Control post-test :

$$\sigma^2 = \frac{N(\Sigma X_2^2) - (\Sigma X_2)^2}{N^2}$$

$$\sigma^2 = \frac{25(94350) - (1500)^2}{25^2}$$

$$\sigma^2 = \frac{2358750 - 2250000}{625}$$

$$\sigma^2 = 174$$

$$\sigma = \sqrt{174}$$

$$\sigma = 13,1$$

Standard deviation of control post-test :

$$S^c = \sqrt{\frac{\Sigma d^2}{N-1}} \quad S^c = \sqrt{\frac{4351}{25-1}} \quad S^c = \sqrt{\frac{4351}{24}} \quad S^c = 13,4$$

Standard error of mean difference :

$$SE (X_e - X_c) = \sqrt{\left(\frac{S_e}{\sqrt{N_e}}\right)^2 + \left(\frac{S_c}{\sqrt{N_c}}\right)^2}$$

$$SE (X_e - X_c) = \sqrt{\left(\frac{15,9}{\sqrt{25}}\right)^2 + \left(\frac{13,4}{\sqrt{25}}\right)^2}$$

$$SE (X_e - X_c) = \sqrt{\left(\frac{252,81}{25}\right) + \left(\frac{179,56}{25}\right)}$$

$$SE (X_e - X_c) = \sqrt{\frac{432,37}{25}}$$

$$SE (X_e - X_c) = 4,15$$

Data Analysis Using T-Test Formula

To ascertain the extent to which using word cards as a teaching tool can improve students' vocabulary knowledge of nouns, the data were computed using T-test formula :

$$t_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE (X_e - X_c)}$$

$$t_{\text{test}} = \frac{75.60 - 60.20}{2.95}$$

$$t_{\text{test}} = \frac{15,4}{2.95}$$

$$t_{\text{test}} = 3.7$$

After obtaining the t-test result of 2.7, the researchers estimated the degree of freedom (df) using the formula :

$$Df = (N_e + N_c - 2) = 25 + 25 - 2 = 48$$

After analyzing the data using the t-test formula, researchers obtained t-table value of 1.677 and t-test value of 3.7. As a result, researchers have formulated the following hypothesis, as the null hypothesis is rejected when t-test surpasses corresponding t-table value.

t-test > t-table of 5%

$$3.7 > 1.677$$

The test result showed that applying word cards as a media in vocabulary mastery has significant effects on seventh grade students at SMP Swasta Teladan Pematangsiantar.

Research Findings

The findings indicated that the implementation of word cards has proven to be effective in enhancing vocabulary proficiency of seventh-grade students at SMP Swasta Teladan Pematangsiantar. The results are including :

1. Pre-test mean of experimental was 47,20.
2. Post-test mean of experimental was 75,60.
3. Range of experimental class was 28,8.
4. Pre-test mean of control was 37,20.
5. Post-test mean of control was 60,20.
6. Range of control class was 23.
7. Post-test variance of experimental was 14,8.
8. Standard deviation of post-test (experimental) was 15,9.
9. Post-test variance of control was 13,1.
10. Standard deviation of post-test (control) was 13,4.
11. Standard error of mean difference was 4,15.
12. T-test result was 3,7.
13. Degree of freedom (df) was 48.
14. T-test result was higher than the value in t-table at a 5% significance level. Therefore, researchers accepted alternative hypothesis and rejected null hypothesis.

Discussion

The researchers concludes that word cards could help students' vocabulary based on the aforementioned data. They demonstrated increased activity, enjoyment, and interest in the educational process. It can be shown from scores of post-test with word

cards ($\Sigma Y=1890$) were higher than scores of post-test without word cards ($\Sigma X=1505$). It can be concluded that there was changing in experimental class. So, it can be seen as the effect of word cards which gave effect for students' vocabulary mastery.

The research was carried out at SMP Swasta Teladan Pematangsiantar, where data were gathered from two groups - experimental and control. The primary objective of this research was to ascertain the profound influence of word cards on the acquisition of vocabulary among seventh-grade students at SMP Swasta Teladan Pematangsiantar. While the experimental class was exposed to word cards as a teaching tool, the control group received no such intervention.

The students were given identical tests to complete by the researchers. Pre-testing and post-testing were the first steps. The tests' purpose was to determine the differences of students' understanding. Following that, the researchers gathered and examined the data. The results of data analysis indicated that the experimental class scored higher than the control group. In order to improve student engagement and effectiveness in vocabulary classes, teaching word cards was designed to be engaging.

CONCLUSION

The findings of this research revealed that the incorporation of word cards media into instructional activities significantly enhances understanding of vocabulary among seventh-grade students. Moreover, the utilization of word cards not only improves comprehension of the subject matter but also fosters active participation in the classroom and cultivates an engaging learning atmosphere. The statistical analysis, performed at 5% level of significance, demonstrated a T-test value exceeding critical T-table value ($3.7 > 1.677$), thereby rejecting null hypothesis (H_0) and accepting alternative hypothesis (H_a).

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