

**THE INFLUENCE OF USING WORD CARDS TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE EIGHT
GRADE STUDENTS OF MTS AL FATAH NATAR SOUTH
LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**



A Thesis

Submitted in a Partial Fulfillment of the Requirements for Munaqosah

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ABSTRACT

THE INFLUENCE OF USING WORD CARDS TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs AL FATAH NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

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Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at MTs Al Fatah Natar South Lampung, the researcher found that there were 67.70% students' vocabulary score less than the standard minimum score (KKM) which is 75. The objective of this research was to know whether there is an influence of using word cards towards students' vocabulary mastery or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meetings. The population of this research was the seventh grade students of MTs Al Fatah Natar South Lampung. For taking the sample, the researcher used cluster random sampling. The sample was two classes, class VII A as the experimental class and class VII B as the control class. Both of them consisted of 32 students. In collecting the data, the researcher used tests. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pretest consisted of 22 items and posttest consisted of 22 items. For analyzing the data, the researcher used Mann Whitney Test.

From the data analysis, it was found that the result of Mann Whitney Test was 0.000. This result is consulted to the score of the value significant generated $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. In other words, from this research it is known that word cards can influence the students' vocabulary mastery. It can be concluded that there is a significant influence of using word cards towards students' vocabulary mastery.

Keywords: Word Cards, vocabulary mastery, quasi experimental research

DECLARATION

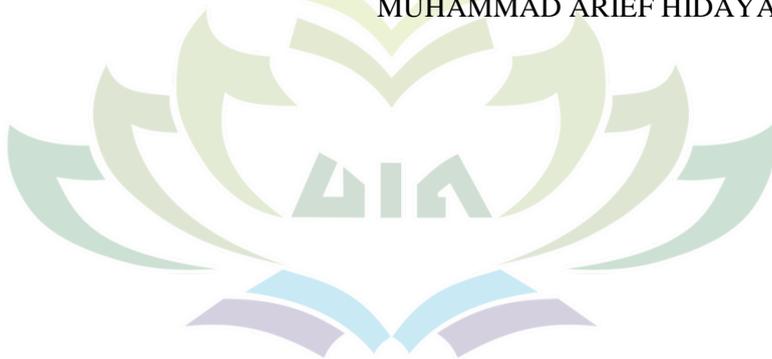
I hereby state that this thesis entitled : “ The Influence of Using Word Cards Towards Students’ Vocabulary Mastery at the Second Semester of the Eighth Grade of MTs Al Fatah Natar South Lampung in academic year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements,references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 22 October 2020

Declared by,



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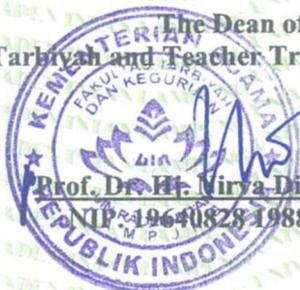
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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ

شَرًّا يَرَهُ ﴿٨﴾

Artinya : Barangsiapa yang mengerjakan kebaikan seberat dzarrahpun, niscaya Dia akan melihat (balasan)nya. dan Barangsiapa yang mengerjakan kejahatan sebesar dzarrahpun, niscaya Dia akan melihat (balasan)nya pula.

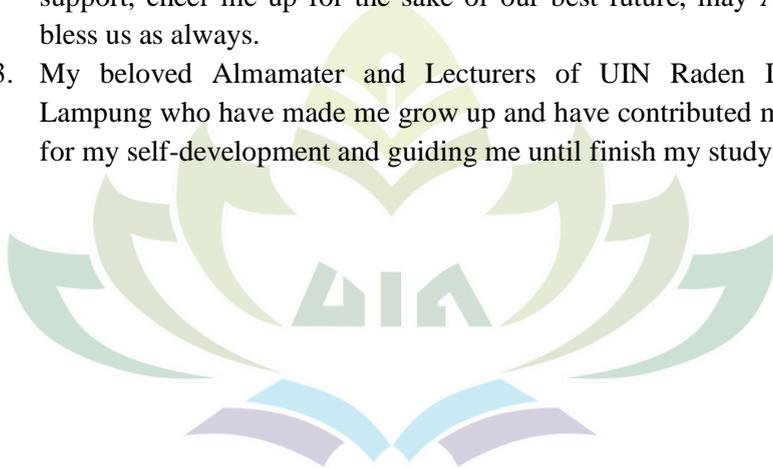
(Q.S Al Zalzalah : 7-8)



DEDICATION

Praise to Allah SWT the almighty God for his mercies and blessing to the researcher, I would be happy to say that the thesis is dedicated to:

1. My lovely father and mother, Mr Zubaidi, S.Pd and Mrs Zubaidah, who always pray for my success. Thanks for all motivation and support, there was not everyone born with a super power but I do grow with the greatest power along my life and it is called love, I love you all.
2. My beloved brother and sisters, Imam Habibie Indra Putra, Khorunnisa Nur Hidayah, Uswatunnisa Mujahidah, Rahma Nisa Da'iyah Putri and Nur Muhammad Akbar who always encourage, support, cheer me up for the sake of our best future, may Allah bless us as always.
3. My beloved Almamater and Lecturers of UIN Raden Intan Lampung who have made me grow up and have contributed much for my self-development and guiding me until finish my study.



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The researcher's name is Muhammad Arief Hidayat. He was born in Kota Agung, on July 22th, 1994. He is the second child of six children of Mr Zubaidi, S.Pd (Alm) and Mrs Zubaidah. At present he lives in Baros Village, Kota Agung District, Regency of Tanggamus.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is set communication system for human can get some information. Human need language because language very important function in real life, to talk each other, to express the idea and also language can be used to transfer knowledge and culture. Richards says “a language is system of human communication which consist of the structured agreement of sounds”.¹ Language also used to express ideas, thought opinions and feeling, people can do their needs of life by communication with each other and people can transfer knowledge by using language. The researcher assumes that language is not only for get some information, but also for transfer knowledge and culture.

English is an international language which is used by many people in the world. English also used as a language of sciences, art and high technology. Many books are written in English so that people who want to get information or knowledge of science and high technology should master English. The students are targeted to be able to communicate in English of certain level of literacy. In order to be able to achieve these English skills goal, they are listening speaking, reading, and writing the students need vocabulary to running it. In vocabulary the students should master the four basic of vocabulary components, they are; word meaning, word use, word formation, and word grammar.² It means that to be able to communicate in English, the students have to understand four basic of vocabulary components.

¹ Jack C, Richards and Richard. Schmitt, *Longman, Dictionary of Language Teaching and Applied Linguistic*, (Wesley Longman: California, Third Edition, 2002), p.283.

² Jeremy Harmer, *The Practice of English Teaching*, (London: Longman, 1991), p.18

The important of vocabulary stated in al-Qur'an surah Al-baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And He taught Adam the names – all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful.

Vocabulary is one key to improve the English achievement. Without good vocabulary mastery, students will find the difficulties in their English. Vocabulary is really needed to improve the four English skills; listening, speaking, reading and writing. Thornbury said without vocabulary nothing can be conveyed.³ It means, if we just learn four English skills without enrich our vocabularies, we just have minimum words to be expressed.

According to McCarten, learning vocabulary is largely about remembering, and the students generally need to see, say, and write newly learned words many times before they can be said to have learned them.⁴ It means the learners usually forget the words that they have remembered and learned, so the learners have to rememorize the words that they have remembered and learned.

Generally, the teachers teach vocabulary by emphasized only on memorizing list of vocabulary or translating new words. The teachers' technique or strategy is intense conventional. There is no innovation in learning activity that used by the teachers.

³ Scott Thornbury, *How to teach Vocabulary*, (London: Longman, 2002), p.13

⁴ Jeanne McCarten, *Teaching Vocabulary Lesson for the Corpus, Lesson for the Classroom*, (Cambridge, Cambridge University Press, 2007), p.21

Based on the preliminary research at MTs Al Fatah Natar South Lampung, the researcher found that the students vocabulary mastery still low. When the researcher interviewed the English Yuliani, S.Pd, she said that most of the students especially in the eighth grade did not master vocabulary. The researcher found out some students' problems in vocabulary. The students feel difficulties in memorizing word, to find the meaning and pronouncing the words. The students are not interested and bored in vocabulary materials because the teacher used translation and lecturing technique in learning activity.⁵ The students did not feel interested and enjoyed when learning the material, because the technique that used by teacher is not effective. So they felt difficult in mastering vocabulary⁶. The students' vocabulary score can be seen in the table below:

Table 1
Students' Vocabulary Score at the Eighth Grade of MTs Al Fatah Natar South Lampung in the Academic Year of 2019/2020

No	Score	Class			Total	Percentage
		A	B	C		
1	≥ 75	15	11	13	39	33%
2	≤ 75	25	21	19	64	67%
Total		40	32	32	103	100%

Source: English MTs Al Fatah Natar South Lampung

⁵Yuliani, teacher of MTs Al Fatah Natar South Lampung, on 14 January 2018. An interview

⁶ The Interview to the Students at the Second Semester of Eighth Grade of Mts Al Fatah Natar South Lampung in Academic Year of 2018/2019, Conducted on 14 January 2017, Unpublished

According to Hughes the criteria of vocabulary scale of score is still poor if the students' vocabulary scale of score get 5,6 - 6,6⁷. Based on the criteria above the researcher concluded that only a few students can reach the excellent score and the most of the still low.

The lack of vocabulary probably can be solved by using methods and techniques that are used by the teacher in presenting the material. In order to make the students easier to memorized the vocabulary that they have learnt. Besides, by using various methods and techniques, the students' motivation can be increased. They are also enjoyed in learning vocabulary. So, the student's vocabulary will be improved.

One of the techniques to stimulate the students in learning vocabulary is by using word cards. Word cards are a time efficient and easy-to-use method of deliberate vocabulary study.⁸ Word cards as a technique to improve the students' vocabulary because word cards are readily portable and can be used in idle moments in or out class either for learning new words or revising old ones, students can take them wherever they are, they can review all of the words on their word cards anytime and anywhere, when they forget their memorizing vocabularies they just need to open the cards and check them.⁹ So, using word cards is suitable technique to be used in teaching vocabulary.

⁷Hughes, Arthur, *Testing for Language Teachers*. Cambridge : Cambridge University Press, 2003. P.131

⁸ Wilkinson, *EFL Vocabulary Acquisition through Word Cards: Student Perceptions and Strategies*, 2017, 21(3), 3, Tokyo Woman's Christian University, Japan, available on (accessed on March 14th, 2017)

⁹ Noberth Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition, and Pedagogy*, (Cambridge: Cambridge University Press, 1997), p.12

This is supported by previous study conducted by Husnah on Enriching Students' Vocabulary by Using Word Cards in SMK Nusantara Ciputat.¹⁰ She used word cards as the technique to teach vocabulary. From the result of the whole tests the writer concludes that using word cards for enriching vocabulary of students SMK Nusantara class XII.2 marketing program is successful, since the criteria of action success 75%.

Based on the background above, the researcher conducted a research entitled: "The Influence of Using Word Cards Towards Student's Vocabulary Mastery at the Eighth Grade of MTs Al Fatah Natar South Lampung in the Academic Year of 2019/2020".

B. Identification of the Problem

Based on the background of the problem above, the Researcher identified the problems as follows:

1. The students found the difficult in learning vocabulary, because the teacher used monotonous technique in teaching vocabulary.
2. The students feel difficult in memorizing the words, to find the meaning, and pronounce, especially in learning vocabulary.
3. In learning process, the teacher did not use effective technique

C. Limitation of the Problem

Based on the problem described above, the researcher focused on the use of word cards to teaching vocabulary mastery especially about verb form to the Eighth grade of MTS Al Fatah Natar South Lampung in the academic of 2019/2020.

¹⁰ Aqidatul Husnah, *Enriching Students' Vocabulary by Using Word Cards*, June 2011

D. Formulation of the Problem

The formulation of the problem in this research, researcher formulated the problem as follow:

“Is there a significant influence of using word cards towards student’s vocabulary mastery at Eighth grade of MTs Al Fatah Natar South Lampung?”

E. Objective of the Research

Related to the problem above, the objective of the research was to find out whether there is a significant influence of using word cards towards student’s vocabulary mastery at the second semester of Eighth grade of MTS Al Fatah Natar South Lampung in the academic year of 2019/2020.

F. Uses of the Research

The research expects that there are some uses of the research as follows:

1. For the Students

- a. To motivate students in learning vocabulary.
- b. To give information of students about word cards in teaching learning vocabulary.

2. For the Teachers

- a. To give information of English teacher about the influence of word cards of students’ vocabulary mastery.
- b. It is expected as an alternative teaching learning for English teachers to help the students learn English.

3. For the Other Research

- a. As a contribution for education research development
- b. To give information for further research development in using techniques.

G. Scope of the Research

The scopes of the research are as follows.

1. Subject of the Research

The subject of the research were the students at the first semester at the Eighth grade of MTs Al Fatah Natar South Lampung 2019/2020.

2. Objects of the Research

The objects of the research were the use of word cards and the students' vocabulary mastery.

3. Place of the Research

The research was conducted at MTs Al Fatah Natar South Lampung.

4. Time of the Research

The research was conducted at the first semester of the Eighth grade in the academic year of 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

English is the most used language spoken by all over the world. In fact, it has a big influence in human life. It also takes a very important position almost in every aspect of life, such as job, technology, science, culture, and commerce. However, teaching English as foreign language or second language is not as simple as teaching English as the first language. When it taught to the learners as foreign language, they do not use in their daily communication. In other words, English just a subject learned by the student at school.

Based on statement above, it can be said that the learners of English expected to use English in their daily lives. They are expected to be able to use it as a communication. Teaching is facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instruction, guiding, in study of something, proving with knowledge, causing to know or understand.¹¹ Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experiences, knowledge, and materialism.

Wilkins says that the teaching English as foreign language is one in which the target language is not the mother tongue of

¹¹ H. Douglas Brown, *The Principle of Language and Teaching*, (New Jersey. Prentice Hall.2007), p.7

any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. On the objective, teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.¹² As a foreign language, English is considered to be compulsory subject in the school. The teacher should prepare the material and media well because teaching English as the foreign language is rather difficult because the students do not use the language to communicate in daily life. In Indonesia, English is learned from elementary to university which is English is only the local content in elementary school.

Based on the explanation above, it means that the students who learn English as a foreign language have a little exposure or opportunities to learning and practice English. Because of that, teachers should have an interesting and effective media or technique so that the students will learn English effectively although they do not have much time to learn it.

2. Concept of Vocabulary

Talking about language, it is inseparable from vocabulary, learning language means learning its component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of requirements for people to speak a language, it cannot be denied that without vocabulary, people cannot say anything. So the students need to learn much vocabularies of language. Even though vocabulary is not the only one component that students must have, it is undeniable

¹² D.A.Wilkins, *Linguistic in Language Teaching*, (London, Edward Arnold publisher.1980), p.7

that vocabulary becomes one of important components in developing languages.

Webster stated that vocabulary is the list of words, usually arranged alphabetically and defined, explained and translated or the arrange of language, the stock of word at a person's command or used in particular work, branch of a subject, language, etc.¹³ It means that vocabulary is consist of alphabet which can be defined and translated and used by people to work.

People has been supplied with language factually since they were born, they also have some words stored on their brain that he/she has got from her/his environment, especially from his/her mother, as a modal to make interaction with other,¹⁴ however, words always change and improve from time to time; some new words appear while some old words may be out of date, people need enrich the storage of vocabulary to get along with environment and it situation.

According to Hatch and Brown vocabulary is “a list or set of words for particular language or a list or set of word that individual speakers of language might use.¹⁵ Every person must have vocabulary for communicating with others, it is a very significant element of language, with vocabulary he/she can express their idea. Even though vocabulary does not always affect in the fluency language, there are such as grammar, pronunciation, diction, and so on.

¹³ Webster, *The New Webster Dictionary of Current English*, (New York: Oxford University Press, 1988), p.23

¹⁴ Noam Chomsky, *Aspect of The Theory of Syntax, Semantic and Language Education* (Massachusetts: The MIT Press,1965), p.47

¹⁵ Evelyn Hatch and Cherly Brown, *Vocabulary, Semantic and Language Education* (Cambridge: Cambridge University Press,1995), p.1

According to the experts which explain about the vocabulary, that the vocabulary not only for communicating with others, but also we suggested to knowing the aspects itself, there are three aspects: the form, the meaning, and the use.

From the explanation above, it can be concluded that to master vocabulary, we should know what the meaning of the word, and to know the other aspects of the vocabulary such as how to use the vocabulary, how the form of the vocabulary is, how the grammar of it is.

B. Concept of Vocabulary Mastery

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language, because vocabulary is key of mastering languages, Richard says that vocabulary is one of the most important aspects of foreign language learning.¹⁶ Based of the explanation above, vocabulary mastery is the competent knowledge to memorize and use the most important aspects of foreign language learning in order to master the language.

Harmer states, there are four basic aspects that students need know to mastering vocabulary items:¹⁷

1. Word meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word 'head', for example, sometimes means the top part of human body, but it can also means the leader of a team/ office, e.q. headmaster. The other facts, sometimes words have meaning in relation such as antonym and synonym. Thus students need to know the meaning of *vegetable* as a word to describe any one of

¹⁶Jack C Richard and Theodore. Rodger, *Approach and Method in Language Teaching Second Edition*. Cambridge University Press, 2001, P.37

¹⁷Jeremy Harmer, *The Practice of English Teaching*, (London: Longman, 1991), p.18

other things, e.g. carrots, cabbages, potatoes, etc. *Vegetable* has a general meaning whereas *carrot* is more specific.

2. Word use

It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*Don’t move or you’re dead*”, she hissed). That’s metaphorical use, At the same time, we can talk about treacherous people as snakes (*He’s a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as *raining cats and dogs*, *my house is my castle*, etc.

3. Word formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. Word formation then means knowing how words are written and spoken form. The students need to know how words are spelt and how they sound. For example, there is a clear relationship between the words *death* and *dead*, *dying* and *die*, etc.

4. Word grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as we make a distinction between *countable* and *uncountable nouns*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.

Based on explanation above, there are four basic aspect to mastering vocabulary they are: word meaning, word use, word formation and word grammar that we have to master well, on this research, the researcher will focus on word meaning.

C. Types of vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least four types of vocabulary.¹⁸ There are adverbs, adjective, noun, and verb. Those can describe as follows:

1) Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹⁹ It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that adverb is a word that explains about how, where and when a thing happen.²⁰ It mean that adverb related with the how the process, time, and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before it can concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explained how, when, and where a thing happen, for example : now tomorrow certainly, maybe, and other.

2) Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the

¹⁸*Op.cit*, Scott Thornburry. p.4
Marcella Frank. *Modern English a Practical Reference Guide*, New York: New York University. 1972, p.141

²⁰DjalinusSjah and AzimarEnong, *Modern English Grammar*, Jakarta: Cv Simplex,1977, p.72

grammatical property of comparison.²¹ It is often identified by special derivational endings or by special adverbial modifier

that precede it. It is usual positions as well. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.²² It means that adjectives are word that describe noun. For example: beautiful, good, small, and others.

From the statements above, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

3) Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.²³ It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.²⁴ It means that noun is relates with name of something like place, plant, people, and others. For examples: John, student, house, chair, nose, cat, honesty and others.

From the statements before, can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

4) Verb

A verb is the part of (or word class) that describes an action or occurrence or indicates a state of being. It means that verb is kind of language component that has important role.

²¹Marcella Frank, *Op.Cit.*p.109

²²DjalinusSjah and AzimarEnong, *Op.Cit.* p.27

²³ Marcella Frank. *Op.Cit* p. 6

²⁴DjalinusSjah and AzimarEnong, *Op.Cit.* p.15

According to Frank states that verb is the most complex part of speech.²⁵ Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.²⁶ It means that verb can use to show the measure and condition of thing. For example: write, read, listen, and others. From the statements before it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject

5) Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as “a word that takes the place of a noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a larger part of a discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.”²⁷

6) Preposition

The preposition is classified as part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words that have no formal characteristic endings (2) Each signals syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic notions as time, place,

²⁵Marcella Frank, *Op.Cit.*, p. 47

²⁶DjalinusSjah and AzimarEnong. *Op.Cit.* p. 30

²⁷Marcella Frank, *op.cit* , p 18

etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.²⁸

7) Conjunctions

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.²⁹

8) Determiner (Articles)

The two articles are *the* and *a*. *The* may be used with a singular or a plural noun; *a* is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural function of articles is as determiners that precede nouns. *The* signals a particular person or thing that has been singled out from others: the student sitting next to you. *A* signal an unspecified one of others: a student sitting in the front row.³⁰

From the explanation above can be concluded they are many kind of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the writer will focus on noun, especially on concrete, abstract, collective, and proper noun.

²⁸*Ibid* , p 162

²⁹*Ibid*, p 206

³⁰*Ibid*. p. 125

D. Concept of Teaching Vocabulary

Besides vocabulary can be taught, it can be presented, explained, included in all kinds of activities and experienced in all many ways. Vocabulary is a basic element of language to understand the language, the learner shall know the complexity of words. In addition, the teacher decides how to teach vocabulary in the class according to Thornbury there are the five factors that have related on teaching set of words be considered by the teacher:

1. The level of the learners

It means that the learner should be placed according to their level of language mastery, such as beginners, intermediate, or advanced. Consequently, the teacher should be able to give the material which is suitable to their level of knowledge.

2. The learners are likely familiar with words

It means even though some words are not a part of active vocabulary, the learners may have met them before.

3. The difficulties of item

This described whether they express abstract rather than concrete meanings, or whether they are difficult to pronounce.

4. Their teaching ability

This shows whether, for example, they can be easily explained or demonstrated.

5. Whether items are being learned for production (in speaking and writing) or recognition only (in listening and reading)³¹.

From the explanation above, the students have different levels and teacher encourages their students to gain success in learning language. The technique might be one motivating them on teaching language. There are many ways on teaching vocabulary mostly English teacher used. Teachers know that in presenting the new vocabulary the English teacher cannot

³¹ *Op.Cit*, Scott Thornbury, p.112

give the students a list words, but they shall be creative to manage an introducing the words with good and appropriate way.

The goal of learning vocabulary is to know the meaning of the words or to understand the meaning of words. We do not just memorize of the words or write the words that the teacher speaks, it means that in teaching vocabulary the teacher uses various techniques better than memorizing words. So, in this case a good way in teaching vocabulary to the students is the teaching vocabulary should be useful. The student will find it easier to understand the words which are taught and they can also increase the vocabulary well, Wallace stated that in teaching vocabulary the teacher does not merely give the students a list words to be memorized separately, but the words are put and practiced in sentences³².

Based on statement above, the researcher assumes that in teaching vocabulary, the teacher should use appropriate technique in order the goal of interaction can be reached. So, the researcher decides to apply the technique in teaching-learning vocabulary through word cards. Especially at junior high level, through this type, the students are expected to be able to enrich their vocabulary from the words that showed.

E. Concept of Word Cards

1. Definition of Word Cards

Word cards are a time efficient and easy to use technique of deliberate vocabulary study.³³ In their most basic form, word cards

³² *Ibid*, p.39

³³ Wilkinson, *EFL Vocabulary Acquisition through Word Cards: Student Perceptions and Strategies*, 2017, 21(3), 3, Tokyo Woman's Christian University, Japan, available on <http://www.tesl-ej.org/wordpress/issues/volume21/ej83/ej83a4/>, (accessed on March 14th, 2017)

involve having the target language word written on one side, with the native language version on the other.³⁴ However, depending on learner or teacher preferences, other information such as the part of speech, collocations, or example sentences can also be included on the cards.³⁵ Word Cards is one of form focused on instruction. It is a type of teaching which involve some attempts to focus learners' attention on specific properties of the L2 so that they will learn them,³⁶

Based on paragraph above, using word cards is technique to deliberate vocabulary study, the students are introduced into new words explicitly and teacher has known what words that he/she is going to give students.

Using word cards are only memorizing the words, it is also supplies the words

repetition that can be helpful for their memorization. The words are stored no longer on their mind than just memorizing the words list. It is also flexible because the words on the card can be adjusted with student material. In the simplest form of learning from word cards, a learner writes a foreign word on side of small, easily carried card and its first language translation on the other. The learner goes through a set of a cards looking at each foreign language and trying to retrieve its meaning. If it cannot be retrieved, the learner turns the cards over and looks at translation.

³⁷

Based on explanation above, word card is a set of vocabulary cards where the target language is written on one side and the mother language is on the other side that helps students to

³⁴ Nation, I.S.P., & Webb, S. *Researching and analyzing vocabulary*. (Boston: HEINLE CENGAGE, 2011), p.67

³⁵ Nation, I. S. P. *Learning vocabulary in another language* (Cambridge: Cambridge University Press, 2013), p.134

³⁶ Rod Ellis, *The Study of Second Language Acquisition, Second Language* (Oxford: Oxford University Press,2008), p.963

³⁷ ISP Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University press,2001), p.169

improve their vocabulary because word cards are readily portable and can be used in idle moment in or out class.

F. Procedure of Using Word Cards

There are some techniques that teacher can use teaching vocabulary by using word cards , Thornbury has suggested some procedure that teacher can do in teaching vocabulary through word cards , the word card technique involved these steps.³⁸

1. Learner write a words to be learned on one side of small card and its mother tongue translation on the other



2. Depending on the difficulty of the words a full set at anyone time should consists of between 20 and 50 cards.
3. Words do not have belonged to lexical sets-in fact it is probably better that they do not, to avoid the interference effect of the words of similar meaning being learned together, looking at each new word and then checking their understanding of each one by looking at new word's translation.
4. Learners test themselves on the words by first recalling the meaning of the new words.
5. They then reverse the process, using the translation to trigger the form of new word.
6. Words that cause difficulty should be moved to the top of the pile. In any case, the cards should be shuffled periodically to avoid serial effect that is, remembering words because of the order they coming and not for any other reason.

³⁸ Scott Thornbury, *How to Teach Vocabulary*, (London: Pearson Education Word Classes),p.147

7. The sequence of learning and review should become increasingly the space.
8. As words are learned they should be discarded, and new word cards made and add to the set.³⁹

Based on the explanation above, Thornburry said there are eight steps in apply word cards technique to help students increase their vocabulary mastery.

G. The Advantages and Disadvantages of Using Words Cards

1. The Advantages

Student can get many advantages by using word cards in enriching their vocabularies, such us⁴⁰.

1. Word cards can give sense of progress and a sense of achievement, particularly if numerical targets are sets and met.
2. Word cards are readily portable and can be use in idle movement in or out of class either for learning new words or for revising old ones.
3. Word cards can be specifically made suit to particular learners and their needs and are thus self-motivating.
4. Word cards are learning to use at any level of vocabulary proficiency.
5. Learning from word cards usually can involve repetition of the same material because the card themselves do not change from the one repetition to another. However learners can change the way the process the cards by thinking of new sentences containing words,
6. When words are met in reading and listening or used in speaking and writing, the generativeness of the contexts will influence learning. That is if the words occur in new sentence context in the reading texts, learning will be helped.

³⁹ *Op.Cit*, Scott Thornbury, p.112

⁴⁰ *Op.Cit*, Norbert Schmitt and Michael McCarthy, p.12

Word cards technique is really helpful for reinforcing students' memorization, the teacher does not only give students words. Then ask them to memorize, because it will cause the students easily forget.

Schmith stated that the word cards are portable, students can review them wherever and whenever. In addition, word cards can be adjusted based on student level. Using word cards also includes repetition, which is an important aid in learning and students can actively recall the words.⁴¹

2. The Disadvantages

Using word cards has some disadvantages:

1. Using word cards is an out of date technique learning and it is not agreement with communicative approach to language testing.
2. It should not be assumed that learning from word cards means that the words are learned forever.
3. Using word cards does not mean that all knowledge of a words has been learned, even though it can be designed to include a wide range of information about word.⁴²

H. Translation Technique

Translation is one of activity where someone changes one language to another language. According to Richard, translation is the process of rendering written language that was procedure in one language (the source language) into another language (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A

⁴¹ *Ibid*,p.12

⁴² *Ibid*,p.12

translation that has been produced by a computer is known as a machine translation.⁴³ It means that translation not only did by human, but also can do by the machine like a computer. Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence. While according to Catford, translation is understood as a linguistic phenomenon, as an operation performed on languages. This operation was seen as a process of transcending between source language (SL) and target language (TL). Translation may be defined as the replacement of textual material in one language (Target Language).⁴⁴

From the definitions above, the researcher concludes that translation is a process where the source language or original language is changed into the target language.

Procedure of Translation Technique

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman. There are procedure translation technique:

1. The teacher greets the students.
2. The teacher checks the attendance list.
3. The teacher prepares the material.
4. The class read a text written in the target language.
5. Students translate the passage from the target language to their mother tongue.

⁴³ Jack C. Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman, 2002), p.563

⁴⁴ Christina Schaffner, *The Concept of Norms in Translation Studies*, (Birmingham: Aston University, 1965) , p.3

6. The teacher asks students in the native language if they have any question, students ask the question and the teacher answer the question in their native language.
7. Students write out the answer to reading comprehension question.
8. Students translate new words from target language to their mother tongue.
9. Students are given a grammar rule based on the example they apply the rule by using a new words.
10. Students memorize the vocabulary.
11. The teacher ask the students to state the grammar rule.
12. Students memorize the rule and errors are connected by providing the right answers.

I. Frame of Thinking

English is foreign Language in Indonesia. In learning English, students are expected to be able to use English vocabulary. Vocabulary is one of the English components that must be mastered by the students, because most of students' vocabulary is still low that they cannot understand the meaning of the words correctly. They also feel hard in memorizing the meaning of new vocabulary. Because of that, teacher must choose good method or approach in teaching learning vocabulary, the teacher should prepare and use technique as well as possible. The teachers have responsibility to motivate the students in learning English to improve their vocabulary mastery.

There are many kinds of techniques in teaching and learning. Teachers should have ability to choose the appropriate and implement the technique in the teaching learning process to obtain the teaching and learning goal. The use of interesting technique is necessary to motivate the students to learn. In this case, the teacher can teach the students by using word cards as the

technique. By using this technique, the researcher hopes that students become more active in the class.

Word cards can create a fun learning environment. This technique provides a sense of anticipation as the students' works. This technique is not only can make the students enjoy in memorize the new words but also can make the students think more to memorizing the words.

In relation to the vocabulary teaching and referring to the frame of the theories mentioned in the preceding sections, the researcher believes that word cards is an alternative technique to make students are interested to learn English especially in mastering vocabulary because, word cards are readily portable, students can review them wherever and whenever. In addition, word cards can be adjusted based on students level.

J. Hypothesis

Based on theories and description above, researcher will formulate the hypothesis of research as follow:

H_a = There is a significant influence of using word cards towards students' vocabulary mastery at the second semester of eighth grade of MTs Al Fatah Natar South Lampung in the academic year of 2019/2020.

H_o = There is no a significant influence of using word cards towards students' vocabulary mastery at the second semester of eighth grade of MTs Al Fatah Natar South Lampung in the academic year of 2019/2020.

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