DESIGNING ENGLISH PLAYING CARDS AS LEARNING MEDIA TO TEACH VOCABULARY

(Research and Development Conducted at the Fourth Grade of State Elementary Schools of Galur Kulonprogo in the Academic Years of 2014/2015)

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Abstract

This study is aimed at: (1) finding out the quality of the existing media in the school, (2) developing and provide an appropriate English Playing Card to teach vocabulary, (3) identifying how far the effectiveness of Smart Vocab-4 Playing Card to teach vocabulary. The result of this study is expected to provide a learning media as a form of English playing card to vocabulary for the fourth grader students in elementary schools in Galur Kulonprogo in the academic year of 2014/2015. In this research and development study, the research was designed into two main stages, the exploration stage and development stage. The data in exploration stage was qualitative procedure that was collected through library research and field study. In field study, the data was collected by observation, interview, and questionnaire. In development stage, the data was collected from the observation and questionnaire. The data in this study were analyzed by using simple statistics formula. At First, the findings on the exploration study show that there were problems faced by both the teacher and students. They are: (1) existing model was still limited; (2) the existing model was less effective; (3) the students’
difficulty in memorizing new vocabulary, difficulty to pronounce the word correctly, difficulty to write those words in correct spelling; (4) the low motivation of the students to learn vocabulary. Based on the problems, the researcher proposes a suitable learning media, English playing card. The designed media shows that it can increase the students’ abilities in vocabulary mastery. Then, the researcher developed a prototype of the English playing card. Before it was tried out in the field, the prototype was validated by the experts. After being tried out, the English playing card is effective and ready to be applied in the schools. The result of the data analysis of the tryout shows some benefits of the English playing card: (1) The design was colorful enough and readable letter; (2) English playing card could be played in or out of school time; (3) English playing card was completed with the pronunciation words; (4) It was in a topic which was divided into several subtopics. Finally, it can be concluded that this designed English playing card is effective to be applied as the learning media to teach young learners since it provides improvement to several problem in teaching and learning process in the class.

Keywords: learning media, English Playing card, vocabulary mastery, young learners, Research and Development.

INTRODUCTION

In English learning process, one of the most important language components to teach to young learners is vocabulary. Having a lot of vocabularies would be very helpful when children want to learn foreign language. It would also facilitate to comprehend the subject learn in English. The quality of one’s language skill depended on the quality and the quantity of vocabulary mastery. Thornbury (2002:23) said, “The learner needs not only to learn a lot of words, but remember them.” To master all the language skills, vocabulary knowledge is important to know by the students and the English teacher should have a technique that makes the students interested in learning vocabulary.
Vocabulary is important in language teaching and learning. It plays an important role in the four skills. Cameron (2001: 72) states that building up useful vocabulary is the central to learning of a foreign language at primary level. There are some indicators of vocabulary comprehending that should be learned by the students, such as; word meaning, spelling, the use of vocabulary, and pronunciation. By knowing the words correctly students can avoid misunderstanding among others. It gives contribution to the learners to perform or practice their skills better. The learners will also be able to produce so many sentences easily either in spoken or written one. It is impossible for the learners to perform their English well if their vocabularies are very poor. They will find many difficulties in expressing or mastering their language skills because of limited vocabularies.

Based on the fact that English is important, it will be very good if English start to learn earlier since young. Young people are easier to learn everything. One of them is in learning language. Learning a foreign and new language are needed for all levels of age. it is an effort for anyone, either a child or an adult, but the younger are the easier to learn it. When considering teaching the children a foreign language, it is important to think about the benefits that knowing and gaining this skill might bring kids to get bright future. At a career, professionals who are able to communicate in a second or third language are always more desirable since they can embrace additional responsibilities and job opportunities.

Based on the observation of the researcher as doing the preliminary research in some elementary schools in Galur, Kulonprogo, there were some problems which were found in matter of teaching and learning vocabulary. The problems that the students faced were difficulty in memorizing new vocabulary, difficulty to pronounce the word correctly, and difficulty to write those words in correct spelling. This situation was caused because in most schools observed there were not enough media and interesting thing that can make the students interested to learn.
English. There were only flash card, game board, quartet picture and soon that still could not activate the students to improve their English specially in improving their vocabulary. Therefore, the researcher felt the need for variety of learning media that can stimulate more active learners to study independently and the results more effective.

As the solutions from that condition, the researcher designed an interesting media to teach English especially to teach vocabulary to elementary students grade IV. This step was considered as an appropriate step since the result of the interview to the teacher and students saying that there was still limited learning media to learn English. Based on the result of questionnaire, most students have high interest in English, but low motivation in learning it. Based on this condition, it was needed something interesting to encourage students’ motivation. Based on this condition, the researcher created learning media in a form in English game. This game has as form of playing card. It is Smart Vocab 4 Playing Card.

The researcher names this game Smart Vocab 4 because it is used as media to teach vocabulary for the students grade IV. By playing this game, students are given something new and different from what they usually get in class. This media is interesting to students because it is designed based on elementary student characters. As everybody knows that most children like playing game. Dunn (1983) stated that young learner can improve their language competence very easily through the appropriate games. It is considered that not all games are appropriate for the students. It is the duty of the teacher to select the appropriate games for them based on students’ levels and emotions. Usually, the media provided for children are designed interestingly. It should be made in full of color in order to encourage students’ motivation in learning process. Colorful and interactive pictures make students interested and anxious, so it will motivate them to learn vocabulary. In additionally, the students will be easier to memorize the vocabularies because they meet the interesting things in their study. Students will have more
encouragement and motivation to learn vocabulary.

RESEARCH METHODS

The research was conducted in three schools to collect data used to identify the need analysis in designing the product. The schools were SD Negeri Sidakan Galur Kulonprogo, SD Negeri Brosot 3 Galur Kulonprogo, and SD Negeri Kranggan Galur Kulonprogo.

As the characteristic of the study, the type of this study was research and development. According to Borg (1983:626), educational research and development (R&D) is a process used to develop and validate educational products. Borg and Gall explained that educational products are not only limited to the material and media, such as exercise book, movie, etc, but also to the things related to the procedure and process, such as teaching method. This study aimed at designing the media in learning English to teach students’ vocabulary mastery of fourth grade students of elementary school.

In this research, products were designed to meet the students' needs, and according to detailed specifications tested and revised until a specific level of effectiveness was achieved. Gall and Borg (1983: 569) stated that R&D is an industry-based development model in which they are systematically field tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. One of reason in using R&D method in this research was to fulfill the learners' needs in learning English through designing media that appropriate with the educational context. The media was designed specifically for fourth grades of elementary schools in Galur Kulonprogo

The researcher modified the steps proposed by Borg and Gall into two big stages namely exploration and developing stage. The exploration stage consists of reviewing of literature, field study, and conducting need analysis. While in the developing stage, the steps are developing prototype, validating with experts, and conducting try out.
In exploration stage, the research collected the data through observation, interview, questionnaire, and document analysis. The data analysis technique here used the qualitative data which was got from the interview with English teachers and some students, observation, and questionnaire, and document analysis. Those instruments here were used to collect the data about the teaching equipments from the existing media that has been existed before. Then, the two data above were analyzed by using descriptive qualitative.

The output of the preliminary phase was a prototype of the product. Afterward, the product was developed through development phase. In addition, output of the exploration was the deep and accurate information about the quality of the existing model and the importance of developing learning media of English playing card. The information was used as a foundation or basic for arranging the prototype of English playing card. In developing stage, the researcher collected the data through observation, interview, and questionnaire. The data were analyzed through two ways, qualitative dan quantitative. To analyze the quantitative data, the researcher used percentage descriptive technique. The data analysis is adapted based on approach used to know the percentage only (Sudjana, 1990).

The qualitative data here were the result of the both expert judgment, observation, and the interview.

The designed product then was validated and tried out for in developing stage. The validation and tryout were done based on the adaptation from Borg and Gall, (1983: 775) and Sukmadinata, (2007: 184) which covered expert judgment and field testing.

RESEARCH FINDINGS

Based on observation and interview, it was found that the teachers of the fourth grade students of some state elementary schools in Galur Kulonprogo use some English learning media to teach their students. They are flash card, quartet pictures, and game board. The existing learning media of flash card that is used in the school is quite interesting. On
the other hand, this flash card still has some weaknesses in its implementation in the class. First, there are only pictures in the cards with no words in bahasa explaining what it is. The second is there in no words to help the students pronounce vocabulary correctly. The second media is quartet picture. Using Quartet Picture also had the weakness in the implementation. The disadvantages of using Quartet Picture are; the high frequency of the application Quartet Picture sometime made them to be games oriented rather than lesson oriented. The last existing media is game board. It consisted of snake ladder and exploring game. It is nice leaning media, but there are some weaknesses found in the implementation of this game as a learning media to teach students vocabulary. This game is not appropriate to play in the class because to play this game needs much time.

Based on the need analysis, there were some problems which were found in matter of teaching and learning vocabulary. The problems that the students faced were difficulty in memorizing new vocabulary, difficulty to pronounce the word correctly, and difficulty to write those words in correct spelling. This situation was caused because in most schools observed there were not enough media and interesting thing that can make the students interested to learn English. There were only flash card, game board, quartet picture and soon that still could not activate the students to improve their English specially in improving their vocabulary. Therefore, the researcher felt the need for variety of learning media that can stimulate more active learners to study independently and the results more effective.

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condition, it was needed something interesting to encourage students’ motivation. Based on this condition, the researcher created learning media in a form in English game. This game has as form of playing card. It is Smart Vocab 4 Playing Card. The researcher names this game Smart Vocab 4 because it is used as media to teach vocabulary for the students grade IV. By playing this game, students are given something new and different from what they usually get in class. This media is interesting to students because it is designed based on elementary student characters. As everybody knows that most children like playing game. Dunn (1983) stated that young learner can improve their language competence very easily through the appropriate games.

The second steps is developing stage. This part discusses the stage of product development. After conducting needs assessment, the data obtained were analyzed and then the researcher commenced developing the product based on the analysis. Product Development, moreover, refers to all the processes made use of by practitioners or researchers who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research (Tomlinson, 2012). In this study, the product was particularly developed and designed to teach vocabulary for the fourth grader students of elementary schools in Galur Kulonprogo.

The researcher develops English learning media as a form of card game to teach students vocabulary skills. This game has as form of playing card. The name of the learning media is Smart Vocab 4 Playing Card. The researcher used the word “vocab” from vocabulary in the names this game because it is used as media to teach vocabulary for the students grade IV. The writer is the researcher and the consultants are Prof. Joko Nurkamto, M.Pd. and Dr. Slamet Supriyadi, M. Pd. The draft was reviewed by Dr. Abdul Asib, M. Pd and Nanang Yulianto, S. Pd., M. Ds. This product was developed in the teaching and learning process which was developed by the researcher to teach vocabulary.
This learning media focused on how to teach vocabulary, and how to teach pronunciation. Actually this media was designed for young learners like in elementary school since it has a form of a game that can make students enjoy their lesson. But it is also good for everyone. Everyone can use this media to learn vocabulary. By using this media, it is hoped the students will be fun so they can learn English effectively. The development of this media hopefully can encourage the students’ motivation in enlarging their vocabulary of English.

This product is designed for elementary school students. For the first experiments in the need of research, the researcher provided this designed media special for students of elementary school grade 4. It was applied at elementary school in Galur Kulonprogo Yogyakarta at first as a research project and hopefully it can be used for all elementary school students in Indonesia in its development.

Based on the validation done by the experts about the product designed by researcher, there were some evaluation and suggestion that were given by the expert. The expert stated that the product that was developed by the researcher was already good, but he still gave some evaluation and suggestion in order to provide better product of learning media. Based on the result of evaluation from expert judgment, they stated that the design of the card game is very nice. In addition, the cover’s color and the lay out are also very attractive. The type and the font are good enough. The expert gave criterion “good.” However, he gives some comments on the design of product. the most evaluation that the expert gave is in design of the product.

CONCLUSION, IMPLICATION, & SUGGESTIONS

Learning media is one of teaching components that plays important role to provide materials for students which can be used to achieve the purposes of English teaching and learning process in the class. Based on the research findings, the researcher found that the existing media used in three state elementary schools in Galur Kulonprogo. They are SD Negeri
Kranggan, SD Negeri 3 Brosot, and SD Negeri Sidakan. Based on the interview with the teachers, the learning media existed in those schools were still limited. There were only flash card, quartet picture, and game board. The teachers said that it was still needed some new interesting media that can be used to improve the students vocabulary mastery. The English teacher uses those media as learning media in the class. After the learning media were analyzed based on some guidelines, it was found that the media to teach vocabulary still cannot teach students vocabulary properly. There is no lesson of pronunciation there. It is not good if the students know many vocabularies but wrong in pronouncing it. The second is the activity of the media still cannot make the students focus to learn but just play the game. Based on that problem, there should be an effort to improve the quality of English teaching and learning. Therefore the researcher developed English learning media to provide supplementary material for fourth graders students of elementary schools in Galur, Kulonprogo. It was expected that the material can add the existing media used at the schools and support the teaching and learning process at class.

Need analysis was conducted to know the students needs in their English learning process. The researcher had interview with the English teacher and distributed the questionnaire to get the information before developing the draft. The result of need analysis shows that the students need English learning material. The specific explanation about the result of need analysis was discussed in the previous chapter.

Based on the exploration stage, some information was gained to develop the draft of English playing card that can be used as learning media to teach vocabulary. The researcher then analyzed the syllabus of the second semester that is used in the schools. After analyzing the syllabus and analyzing the students need, the researcher started designing the product of media. After the draft of the product was completed, expert validation was carried out to get some evaluation and suggestion. Dr. Abdul Asib, M.Pd. and Nanang
Yulianto, S. Pd., M. Ds. became the experts for the draft. The result and suggestion from the experts were used to revise the draft. Based on the expert judgment, the draft developed was categorized into good and it has fulfilled the goal of the product, to teach vocabulary. On the other hand, there were some elements that should be revised. The revision of the draft was done more than once to get better quality of the draft until it was approved by the experts. After through expert validation, the draft was implemented out in the class. The draft was tried out until the qualified product resulted. It was implemented three times or three meetings. First try out was done in two meetings and the second times was done in one meeting, full time. The revision of the draft after it was implemented comes from the result of observation, interview to the teacher, and the questionnaire. The result of the try out was the final draft of learning media of English playing card.

Based on the conclusion above, the researcher would like to give the implication that teaching using Smart Vocab 4 English playing card for the fourth grade of elementary students in SD Kranggan is effective. This statement describes that the students like learning English using Smart Vocab 4 English playing card. It means that learning game presents a new variation in learning English especially in learning vocabulary competence for the students. By using Smart Vocab 4 English playing card, the students learn both the vocabulary competence and also pronunciation. The media makes the teaching and learning process run interestingly for the students. It is one of methods to avoid the students’ boredom when learning English in the classroom.

Smart Vocab 4 English playing card offers something new, and it is played as a game. It is stated by Scott and Ytreberg (1990:5) who said that playing with the language in this way was very common in the first language development and it was very natural stage in the first stages of foreign language learning too. The game of Smart Vocab 4 English playing card also creates motivation to the teaching and learning process. Brown (2001: 146) stated that carefully planned uses such games in the classroom add some interest in the
classroom. It is also supported by Susanto (2009:6) who emphasized that playing games can increase the motivation of students in learning. Based on that statement, the researcher concludes crossword puzzle game can make students motivated in the teaching and learning process when it is used as a game. It can be concluded that the learning media of English playing card game is interesting and creates high motivation for the students.

In this study, the students have learnt more about “Things in the House and animals”. To prove that statement, it can be explained that the score in assessment has showed that they have got satisfying result from the knowledge they learnt from using English playing card. It is as suggested by Harmer (2001:99) who stated that being provided that students more or less understand what they read, the more they read, the better they get at it. When the teachers succeed applying the media in teaching reading to the students, it will make the students enjoy the learning process so that, finally their vocabulary mastery will be improved.

Finally, in order to improve students’ vocabulary mastery, it is possible that the teachers can use Smart Vocab 4 English playing card as a media in conducting the teaching and learning process. The content in the crossword puzzle game is suitable to the students in the range of age and level of fourth grade of elementary School. The media is designed interestingly. There are many pictures inside the media of English playing card. It can gain the students’ motivation to learn English, especially in learning English vocabulary.

This research was conducted to enrich students’ vocabularies and gain the students motivation to learn English in SD Negeri Kranggan. Based on the result of the research, the researcher suggested some suggestions as follows: (1) teachers can increase students’ interest and motivation in the teaching and learning process by using Smart Vocab 4 English playing card; (2) it would be better applying Smart Vocab 4 English playing card to enrich students’ vocabularies and gain the students motivation at Elementary School, especially in fourth grade; (3) teachers can be
able to develop the materials in English playing card in order to achieve the learning goals.

For further research, the researcher also suggests to pay more attention to students’ motivation and interest in the teaching and learning process using media. It will be better that further researcher also try to improve students’ self confidence and give them more chance to practice to speak in English; so that in the future the students will have good confidence to practice their English not only in class but wherever they are.

REFERENCES


