

The Application of Special Self-Made Word Card for Vocabulary Teaching Particularly Irregular Verbs

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Abstract-The aim of this creativity research is to find out if the application of self-made word cards is effective in the teaching of vocabulary, particularly irregular verbs or not. The study was conducted at the English Department FBS UNIMA. The population was the fourth semester students and sample chosen was class H consists of forty students. This research used a quantitative research through pre-experimental design with one group pre-test and post-test design. The instrument of this research was tests pre-test and post-test. The scores of the two tests were analysed statistically. The result of data analysis showed that the mean score of the post-test (84.5) was higher than the pre-test (41.37). It means that the mean score of the post-test increased significantly from 41.37 to 84.5. This was accordance with the percentage of the students whose scores were above 65 in the pre-test was only 17.5% but in the post test, it was 85%. The research findings above show us that the special self-made cards are effective to be applied in teaching English vocabulary especially irregular verbs with their meanings and functions. Based on the result of this research, it is suggested that English teachers try to make and use word cards and teach students how to play with them as games in order that they will enjoy learning vocabulary and finally their mastery of vocabulary can be improved.

Keywords: *Special Self-Made Word Card; Vocabulary; Irregular Verbs.*

I. INTRODUCTION

To help student improve their language skills of listening, speaking, reading and writing, much research has been done. However, how to help students with the acquisition of vocabulary which is essential to the development of

language skills has been neglected. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used but “the teaching as have such issues grammatical competence, reading or writing which have received considerable attention from scholars and teachers”. [1] Recently, however, “methodologist and linguist have increasingly paid the attention to the vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear that the acquisition of vocabulary is just as important as the acquisition of grammar. Though the two are obviously interdependent, and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure. [2]. Vocabulary and grammar have the same importance in language teaching and learning .they cannot be separated each other. How can students speak English well if they only have the vocabularies or words but do not know grammar? It may be worth teaching students an easier formulation of Wilkian’s view that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” We know that before we learning about grammar we need to have vocabularies, how can we make a sentence if we didn’t mastery enough Vocabulary, so that as a teachers tried to some medias, techniques, or strategies in teaching vocabulary. [3]

According to Guth that “language is considered as grammar system. Learning a language means learning its system. Talking about system means talking about the arrangement of words into pattern”. When the students do not know anything about grammar although they already have enough vocabulary, because grammar and vocabulary are the components of language that has connection each other in grammar not talking about grammar itself but indeed there is vocabulary and they will not be able to communicate in English because Harmer says that “in order

for the students to communicate efficiently, then, they should have a grasp of the major grammatical concept that are essential for any language users”.[4]

Based on the statements above, vocabulary and grammar/structure are already involved in the syllabus and scheduled to be taught to students of English Department, Faculty of Language and Arts, UNIMA in Tondano. Unfortunately, vocabulary is only taught for two semesters but grammar structure for four semesters from the first until the fourth semester. The come a question, why most of the students are not able to speak English spontaneously. Do they not have enough vocabulary? Do they not master grammar? Do the lectures not expert enough to teach? As it is said previously that teachers should have the same expertise in the teaching of vocabulary as they do in the teaching of structure. What effective technique should be applied in teaching, to help students enrich their stock of vocabulary? As a creative lectures, the writer would like to introduce cards, which is so special because they are very simple and cheap as well, but is hoped to become an effective technique in teaching vocabulary, in this case irregular verbs as the core of English tenses.

This study focus on the fourth semester students of English Department who have learned English for three semesters but hardly ever use English in the their communication at campus. This might have been caused by the lack of vocabularies including irregular verbs and their use. Irregular verbs that consist of three forms are not easy for the English learners to learn and use because they are not found in our language, “Bahasa Indonesia” As lectures, we should be wise and creative enough to create an interesting teaching media to help our students grasp as many vocabulary as possible in order to be successful in listening, speaking, reading, and writing[5].

Based on the background above the research untitled particularly irregular verbs” was conducted to see whether they are able to improve students’ ability in mastering English vocabulary, especially irregular verbs with their meanings and functions or not.

The statement of the problem in this research was learning a foreign or second language at intermediate and advanced levels of proficiency involves the acquisition of thousands of words. Students always look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem. Students of English department of FBS UNIMA often complain that they always forget the irregular verbs soon after learning them. Consequently, it is difficult for them to formulate and use English tenses in oral and written communication as well. This is a challenge for the writer as a lecturer to find out an appropriate technique, in this case self-made word cards to help them acquire as many words as possible that can be stored in their memory in order not easily to be forgotten. By playing the word cards, it is expected that they will memorize and keep recalling the words they have learned before, particularly the irregular verbs as the core of English tenses. Memorizing and recalling on hundred irregular verbs in three forms (present, past and past participle) for each verb will mean 300 vocabulary have been stored in their memory, together with their meanings and use.

The Research Questions in this research are Can the special self-made word cards overcome the students’ vocabulary learning problem and can the students retain

irregular verbs and their use in long-terms memory by playing cards, and it is hypothesized that if the special self-made word cards are applied in the teaching of vocabulary, the students’ mastery of vocabulary, particularly irregular verbs-meanings and use—can be improved.

Purpose of the study

1. To introduce that self-made English Cards for vocabulary teaching.
2. To introduce students how to play those cards in learning irregular verbs.
3. To help students retain the irregular verbs in long-term memory.
4. To help students understand and use the irregular verbs, there are simple form, simple past and past participle.

Significance of the Study

1. The result of the study will become efficient and meaningful input not only for English lectures but also English learners who has problem in the acquisition of vocabulary.
2. By playing the cards,it will be easy for the students to memorize the three forms of each Irregular verb with their meanings and functions.
3. Learning by playing English cards, may avoid students’ boredom in teaching and learning
4. Playing English word cards can make students enjoy learning because it is fun.

Delimitation of the Study

This study was delimited only to the teaching of vocabulary, particularly irregular verbs that consists of three forms; V1,V2,V3 and meanings with the function of each one. The focus of the research is class H, of the fourth semester students at English Department, FBS UNIMA.

II. METHODS

Research Design

This is a quantitative research through pre-experimental design with one group pre-text design. The pre-text was given to students before the treatment and the post text was given after the treatment. According to hatch and Farhady that “one group pre-text and post-text design is similar to the one shot case study.”[6] The design can be seen in the following paradigm:

PRE TEST	TREATMENT	POST TEST
T1	X	T2

- Administering T1 to measure the mean score of the students’ achievement in mastering the irregular verbs of English before teaching them by applying the special self-made word cars.
- Exposuring subject to X as the new technique for given period of time.
- Administering T2 to measure the mean of students’ achievement in mastering irregular verbs after X has been applied in the teaching and learning process in class. Then comparing the result of T1,and T2 before and after the treatment.

Population and Sample

According to Best “Population is any group of individuals that have one or more characteristic in common that are of interest to the researcher.”[7] the fourth semester student of English department FBS UNIMA was chosen as the population of this study. The fourth semester

As McMillan Schumacer states that “sample is a group of subject selected from population”.[8] From the nine classes of the fourth semester students, Class H of 40 students was chosen as the sample of this research.

3.3 Data collection

- a. Instrument of collecting data. The instrument used in collecting data is a test, and post-test.
- b. The data is in the form of score about the student’s mastery of vocabulary obtained through the pre-test and post-test.

III. RESULTS

This research was conducted to proof whether the application of special self-made word cards is able to improve the students’ mastery of vocabulary particularly the irregular verbs which are not easy for the students to memorize and remember.

As stated, this research was classified as a quantitative research, in which statistical procedure was used to measure the result of the two tests known as pre-test and post-test given to the students in order to reach the final conclusion concerning the use of special self-made word cards in teaching of vocabulary to the fourth semester students of English Department FBS UNIMA. The recapitulation of Mean Score and Standard Deviation of Pre-test and Post-test.

TEST	MEAN (X)	STANDARD DEVIATION
Pre Test	41.37	23.96
Post Test	84.5	15.28

The percentage of students whose scores are above 65 and below 70 in the Pre-test and Post-test.

SCORES	PRE-TEST	POST-TEST
Above 65	17.5 % of the students	85 % of the students
Below 70	82.5 % of the students	15 % of the students

IV. CONCLUSION AND SUGGESTION

As the result of data analysis described in the previous chapter, it is clearly seen that the mean score of pre-test 41.37 while in the post-test, it is 84.5. The percentage of students whose scores are more than 65 in pre-test is only 17.5 while in the post-test, it become 85%. These findings may lead us to draw some conclusions that: The achievement of students in post-test is much higher than that of the pre-test. It increased sharply after the word cards had been used by them as games in memorizing three hundred words of irregular verbs. It means that the application of self-made word cards that consists of V1, V2, V3 and meanings had already helped them improve their mastery of vocabulary. This is the improving students’ ability in mastering English vocabulary.

Suggestion

Based on the conclusion above, it is suggested that self-made word cards that consist of English words be applied in teaching English particularly vocabulary. They are not difficult to make, cheap, easy to prepare and really interesting to be played as games to make students enjoy learning and memorizing as many new words as possible with fun, and know their meaning and function as well.

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