

**INCREASING STUDENTS' VOCABULARY MASTERY THROUGH
ENGLISH WORDS PLAYING CARDS (EWPC) AT GRADE VB OF
SDN 012 MARELAN BARAT SIAK**



BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU**

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Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education



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ACKNOWLEDGEMENT



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The Writer,

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ABSTRACT

Apri Wahyudi (2012): Increasing Students' Vocabulary Mastery through English Words Playing Cards (EWPC) at Grade VB of SDN 012 Mareadan Barat Siak

This research was classroom action research that was done at the fifth grade of to know the increasing of the students' vocabulary mastery by using English Words Playing Cards (EWPC) at grade VB of SDN 012 Mareadan Barat Siak. It was conducted due the problem of students in learning vocabulary. Therefore, The research decided to try to improve their vocabulary mastery by using English Words Playing Cards (EWPC) strategy.

The instruments of this research were test and observation, fieldnote. Based on all of data found that their vocabulary mastery and its process learning vocabulary was increased. From the previous explanation, the researcher concluded that using English Words Playing Cards could improve Student's vocabulabulary mastery.

There were some factors that influenced their improvement. The first, the students are interested in using English. The second, the student's are motivated in learning English Words Playing Cards (EWPC).The third, the use of English Words Playing Cards were benifical for learning process and last the result showed that the students' vocabulary mastery at grade VB of SDN 012 Mareadan Barat Siak can be increased by using English words playing cards.

The researcher concludes that the use of English words playing cards could increase the students' vocabulary mastery at grade VB of SDN 012 Mareadan Barat Siak. It was also motivated the students to learn English seriusly.

الين هدايت () : زيادة إتقان المفردات الطلاب من خلال تقنيات الحزورات في
الصف السابع المدرسة الثانوية الحكومية الإسلام اطحاد
المسلمين كوتو كاسب منطقة سيك سري إندرا بورا منطقة

هذا البحث هو عمل الطبقة. ان يتم التحقيق فيها من أجل حل مشاكل الطلاب في تعلم
ت وبعض الطلاب لا يمكن العثور على معنى من الكلمات من النص، فإنها لا يمكن أن
تكون يعلم الأعضاء عبارة طلب من قبل المعلم، فإنها لا يمكن معرفة الفرق بين الأفعال والأسماء و
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الغرض من هذه الدراسة هو معرفة زيادة على إتقان مفردات اللغة باستخدام تقنيات
لتخمين كلمة طلاب الصف السابع المدرسة الثانوية الحكومية الإسلام اطحاد المسلمين كوتو
كاسب منطقة سيك سري إندرا بورا. وكانت عدد العينات في هذه الدراسة طلبة الصف السابع
البحث الصك هي اختبار ورقة الملاحظة. يتم استخدام اختبار لتحديد إتقان الطلبة
لعشرات المفردات بينما رقة المراقبة المستخدمة لتحديد عملية التعلم باستخدام تقنية تمثيلية.

عدة عوامل تؤثر على زيادة في عدد الطلاب في تعلم المفردات. أولاً، رأى الطلاب أن
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لتحديد الكلمات التي ليست علنية. ثالثاً، تحديد الطلاب المرادفات أو الكلمات المتضادات،
والأسماء، والصفات والأفعال مع سهولة. الرابع والطلاب زيادة المفردات باستخدام تمثيلية.

وخلص الباحثون إلى أن استخدام تقنيات الحزورات زيادة إتقان المفردات الطلاب من
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كوتو كاسب منطقة سيك سري إندرا بورا منطقة. فإنه يحفز أيضا الطلاب على تعلم اللغة
الإنجليزية على محمل الجد.

ABSTRAK

Apri Wahyudi (2012): Peningkatan Penguasaan Kosakata Siswa melalui Bermain Kartu Kata Bahasa Inggris di kelas VB SDN 012 Maredan Barat Siak

Penelitian ini merupakan penelitian tindakan kelas. Yang dilakukan di kelas VB untuk mengetahui peningkatan penguasaan kosakata siswa dengan menggunakan Bermain Kartu Kata Bahasa Inggris di kelas VB SDN 012 Maredan Barat Siak. Penelitian ini dilakukan untuk mengetahui masalah siswa dalam mempelajari kosakata, oleh sebab itu peneliti memutuskan mencoba untuk meningkatkan penguasaan kosakata siswa dengan menggunakan strategi bermain kartu Bahasa Inggris.

Instrumen penelitian ini adalah tes dan observasi, catatan lapangan. Sesuai dengan semua data-data pada penguasaan kosakata dan pada proses pembelajaran kosakata adalah meningkat. Dari penjelasan sebelumnya, Peneliti menyimpulkan bahwa menggunakan Bermain Kartu Bahasa Inggris dapat meningkatkan penguasaan kosakata siswa.

Ada beberapa yang mempengaruhi Peningkatan kosakata mereka. Yang pertama, Para siswa tertarik menggunakan Bahasa Inggris. Yang Kedua, Para Siswa termotivasi dalam pembelajaran Bermain Kartu Bahasa Inggris. Yang Ketiga, Penggunaan Bermain Kartu Bahasa Inggris adalah menguntungkan pada proses Pembelajaran dan terakhir hasilnya menunjukkan bahwa penguasaan kosakata siswa pada kelas VB SDN 012 Maredan Barat Siak dapat ditingkatkan dengan menggunakan Bermain Kartu Bahasa Inggris.

Peneliti menyimpulkan bahwa dengan menggunakan bermain kartu kata Inggris dapat meningkatkan penguasaan kosakata siswa di kelas VB SDN 012 Maredan Barat. Ini juga memotivasi siswa untuk belajar Bahasa Inggris dengan serius.

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Peneliti menyimpulkan bahwa dengan menggunakan bermain kartu kata Inggris dapat meningkatkan penguasaan kosakata siswa di kelas VB SDN 012 Maredan Barat. Ini juga memotivasi siswa untuk belajar Bahasa Inggris dengan serius.

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the English components besides grammar, pronunciation, phonology, and spelling. According to Suyanto, vocabulary is one of the English components to link the four skills of listening, reading, speaking, and writing. In listening, students hear word, in speaking, they speak word, in reading, they face words; and in writing, they use word.¹

Vocabulary is central to language and of critical importance to the typical language learner. Lack of vocabulary knowledge will result in lack of meaningful communication. A large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels.

Vocabulary is an important component of acquiring a new language system. It is used to understand forms, phrases, and sentences to convey the meaning of the words in text. That is why the function of vocabulary is very crucial in comprehending the spoken and written language because it is the total number of words which rules for making up a language. As River in Nunan, the acquisition of the adequate vocabulary is essential for successful foreign language

¹ Kasihani Suyanto K.E, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 5.

use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication.²

Vocabulary mastery is one of important aspects in understanding a text, conversation, or written. Without vocabulary mastery, we cannot achieve the purpose of conversation, reading and we cannot write any thing. Teacher should help their students in learning new vocabularies. The teacher should use many strategies, methods, and approaches to help students in memorizing new vocabularies. The teacher should combine the strategies, methods and approaches to make students have fun in memorizing new vocabularies because remembering words make the students are boring and easy to forget.

Teaching vocabulary in elementary school should be able to reach base competence that has been stated, they are differing noun, verb and adjective, and finding the synonym or antonym of the word. Teaching English to students of elementary school is presenting vocabulary since they meet English for the first time. The students are introduced with simple things around them, which are familiar to them. Meanwhile, the curriculum of elementary school also contain a number of vocabularies to learn beside expression and simple sentences about things around the children, family, school, geography, and their communication to the environment.³

Based on the researcher's experience in teaching English especially in teaching new vocabularies at grade VB of SDN 012 Tualang Siak, the researcher applied true or false strategy. This strategy is collaborative activity in which

² Nunan, David, *Language Teaching Methodology*, (Britain: Prentice Hall, 1991), p. 36.

³ Depdiknas, *Standar Kompetensi dan Kompetensi Dasar Tingkat SD/MI*, (Pekanbaru: Dinas Dikpora, 2006), p. 16.

students are invited to discuss the material immediately. This strategy builds group work, sharing information and learning directly.⁴ By using this strategy, the researcher hoped the students would be able to increase their vocabulary mastery. Nevertheless, in fact, the students learn word “peach”. The researcher orders the students to memorize this word. They can memorize this word today but if they are ordered to repeat it next week, they lost it. This technique also makes the students are not only boring in learning English, but also ease to forget the new vocabularies. The students’ problem in mastering vocabulary can be seen from the symptoms below:

1. Based on base data, it is found only 12 (46.2 %) students of 26 students able to memorize new vocabularies well and can reach the criteria of minimum passing score that has been satisfied that is 65.
2. There are 14 students or 54.8 % of 26 students who are not able to find out the meaning of English vocabulary yet.
3. Some of the students are not able to differ between noun, verb and adjective
4. Some of the students are not able to translate the English words into Indonesian.
5. Some of the students are not able to find the synonym or antonym of the word

Based on the symptoms above, it can be seen that most of the students are low in mastering new English vocabulary. The students’ problem above should be

⁴Hisyam Zaini, *et. al.*, *Srategy Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2008), p. 24.

overcome. There are many ways to be done in solving the students' problem. In this research, the researcher will try to use English Words Playing Cards (EWPC). English Words Playing Cards (EWPC) is a medium to learn language systems (phonology, lexis, grammar, function, vocabulary, discourse) and integrated language skills (listening, reading, speaking and writing). The integration of language systems and language skills through English Words Playing Cards (EWPC) propose a six area development covering (1) orthography development, (2) basic word mastery development, (3) basic English sounds mastery, (4) basic English utterances and grammar development, (5) basic English genre development, and (6) edutainment role.⁵

Finally, the researcher interests in doing a research entitled "*Increasing Students' Vocabulary Mastery through English Words Playing Cards (EWPC) at Grade VB of SDN 012 Maredan Barat Siak*".

B. Identification of The Problem

Mastering vocabulary is not easy. It is needed various strategies. Based on daily test done by the researcher at Grade VB of SDN 012 Maredan Barat Siak, there are some problems found in teaching and learning vocabulary. The problem might come from the researcher, students, and method. The students' problem is the most of them difficult in memorizing the words, such as the students are not able to tell the name of things around the school, sports, and big family. The

⁵Kalayo and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p. 92.

students also have low motivation in learning vocabulary. Next, the problem comes from the teacher that the teacher's methods in teaching are not interesting, monotonous, hence the students become bored.

C. Limitation of the Problem

In order to focus the point of discussion in this research, the researcher limits in terms of around the school, and sport .Researcher only deals with the technique that the researcher will use English Words Playing Cards (EWPC) to increase the students' vocabulary mastery.

D. Formulation of the Problem

Dealing with the limitation of the problem, this research can be formulated as: "Can Using *English Words Playing Cards (EWPC)* increase students' vocabulary mastery at grade VB of SDN 012 Maretan Barat Siak?"

E. Purposes of the Research

The purpose of this research is to find out if using English Words Playing Cards (EWPC) can increase the students' vocabulary mastery

F. Needs of the Research

After doing this research, it is hoped that this research will give advantages as follows:

1. To help the students in increasing their vocabulary mastery
2. To help the teacher to find a good technique in teaching English
3. To help the teacher to improve their method in teaching English especially vocabulary
4. To help students to understand English vocabulary.

G. Definition of the Key Terms

1. English Words Playing Cards (EWPC) is a medium to learn language systems (phonology, lexis, grammar, function, vocabulary, discourse) and integrated language skills (listening, reading, speaking and writing).⁶ In this research, the researcher uses English Words Playing Cards (EWPC) to increase students' English vocabulary mastery.
2. Vocabulary is a set of lexeme, including single word, compound words, and idioms.⁷ In addition, mastery is great skill or knowledge that has some one to do something. In this research, vocabulary mastery means the total number of words that students have especially about the terms of around the school, and sports.

⁶Ibid, p. 92

⁷Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: VVP, 1992), p. 400.

CHAPTER II

THEORETICAL FRAMEWORK

A. English Words Playing Cards (EWPC)

1. The Nature of English Words Playing Cards (EWPC)

English Words Playing Cards (EWPC) is one of the strategies to learn language Systems(phonology, lexis, grammer, function, vocabulary, discourse) and it is designed as ELT materials supplement for ELT teachers and learners especially in EFL setting. So that EWPC becomes means for ELT teachers to facilitate learning, that is to adapt suitable materials with the curriculum content and students' learning needs.

The use of English Words Playing Cards (EWPC) has been piloted in Indonesian elementary schools as media to learn language system and integrated language skills (listening, reading, speaking and writing). The integration of language systems and language skills through English Words Playing Cards (EWPC) propose a six area development covering (1) orthography development, (2) basic word mastery development, (3) basic English sounds mastery, (4) basic English utterances and grammar development, (5) basic English genre development, and (6) edutainment role".¹²

To support each development proposed above, the following activities are offered to English language teacher and students and in order to acquire basic English skill as illustrated in the following:

¹²Ibid, p. 92.

1. Spelling and alphabetical order activities are offered for the acquisition of orthography area development. EWPC for autographic development that is to recognize correct spelling of words existing in the card. Learners' ability to spell any words correctly constitutes a vocabulary development. The words each card written vertically is intended to make clearness acquire individual alphabet.
2. Recognizing object with their names. The activities of recognizing object and naming them by matching word with their picture are offered for basic words mastery development in a way that a domino games is played. Equalizing and differentiating sound activities are proposed for Basic English sound mastery. Such activities can be shown as follows:
 - 1) Differentiating alphabet names from vowel sounds
Show pictures:
 - a) Bag, cat
 - b) Car, card
 - c) Bus, cup, umbrella
 - d) Pen
 - e) Bird, head
 - f) Egg, elephant, skirt, guitar, fish, key
 - g) Milk, giraffe, scissors
 - h) Book, shoes, spoon, balloon, ruler
 - i) Torch, doll, crocodile, clock, horse

- j) Eye, lion, iron, kite, ice cream, bicycle, pliers
- k) Plane, snake
- l) Cow
- m) Goat
- n) Guitar-giraffe
- o) Shoes, shovel
- p) Kite, cap, car, carrot, cat, cup

2) Meaningful activities for sound discriminating are shown in the examples below :

Student A : Is this a cup?

Student B : No. It is not a cup but it is a cap

3) Questioning and answering activities are done as follows:

Student A : Is that an umbrella?

Student B : No. It is not an umbrella but it is a skirt

Student A : Is this a plane?

Student B : No.

Student C : So what is it?

Student D : It is a duck

3. Pluralizing utterances and grammar acquisition development activities

1) Pluralizing: matching “be” with subject and complement

a) (is/are) (it/they) books?

b) (is/are) (it/they) a ruler?

c) (is/are) (it/they) pens?

d) (is/are) (it/they) a bag?

2) Grammar acquisition development: using “a/a” to answer a question “what is it”

What is it?

a) It is a/an ruler

b) It is a/an car

c) It is a/an balloon

d) It is a/an apple

e) It is a/an umbrella

3) Using “this/these” to name the following objects

a) (this/these) / (is/are) a bag

b) (this/these) / (is/are) shoes

c) (this/these) / (is/are) bananas

d) (this/these) / (is/are) an apple

e) (this/these) / (is/are) cards

4. The activities as showing and telling, describing and guessing objects (mind mapping), describing ideas: comparing colors, shapes, weight and height through pictures shown for the development of the four language skills are shown as follows:

1) Showing and telling/categorizing/naming

A student picks up a picture among the cards, show, categorize and name it.

a) *This is a kind of animal, it is a duck.*

- 2) Describing and guessing objects/mind mapping
- 3) Describing ideas: comparing colors, shapes, weight and height through pictures shown for the development of the four language skills.
5. Persuading and referring objects are proposed for basic English genre acquisition development
6. English word playing cards activity is offered for edutainment.

2. Advantages of English Playing Word Card (EPWC)

Playing word card has advantages as follows:

- a. Simple –card game is easy for the organizer and the participants.
- b. Cheap – Typically, the cost is a stack of 3×5 card, sticky notes, a pen or printing labels, and your time.
- c. Quick to execute – You can perform several sorts in a short period of time, which provides you with a significant amount of data.
- d. Established – many designers have used the technique for over 10 years.
- e. Involves users – Because the information structure suggested by a card game sort is based on real user input, not the gut feeling or strong opinions of a designer, information architect, or key stakeholder, it should be easier to use.

- f. Provides a good foundation – It is not a silver bullet, but it does provide a good foundation for the structure of a site or product.³

3. The Procedures of Using English Playing Word Card (EPWC)

The ways to use English Playing Word Card to help learning vocabulary as follows:

- a. The sets are made up of two kinds of card: word card + definition/picture card games.
- b. Divide the class into small groups.
- c. Each group is given a set of card that are spread out on the table facedown.
- d. Students in turn pick up a card, turn it over, and try matching it to its corresponding card.
- e. If there is no match, the card are returned to their original place on the table and play passes to the next student.
- f. If a match is made, the student to keep the pair and tries to make another match.
- g. Once all the card games are matched, the winner is the player who has matched the most number of cards.⁴

³Spencer, Donna, *Card Sorting: a Definitive Guide*, (http://www.boxesandarrows.com/view/card_sorting_a_definitive_guide, 2004/04/07).

⁴Silberman, *Active Learning 101 Cara belajar Siswa Aktif*, (Bandung: PT. Nusamedia, 2009), p. 250.

B. Vocabulary

1. The Nature of Vocabulary Mastery

Vocabulary is acquired incidentally through indirect expose to words and intentionally through explicit instruction in specific word and word learning strategies. Vocabulary means the words, which is significant to be known by the learners of language. It can be found in dictionary or other sources, which is relevant. However, to enrich the vocabulary we should precisely know about the context of the language spoken or written.

There are three main principles which appear to underline effective vocabulary teaching. First, learner should be provided with both definitional and contextual information about words. Second, learners should be encouraged to process information about words at deeper level. Finally, for ESL learner they should multiple expose word.⁵

Vocabulary is very important in learning English particularly in vocabulary mastery. The main reason for this is that vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate a foreign language well, students should acquire an adequate number of words and should know how to use them accurately.⁶

⁵Hearly, Deborah, *Approaches of Teaching Vocabulary*, English Language Institute Technology Tip of Moth, (<http://www.oregonstate.edu/dep/eli/feb.2000.htm/>, 2000), p. 4.

⁶Huyen, Nguyen Thi Thanh and Khuat Thi Thu Nga, *Learning Vocabulary Trough Games*, Hanoy University or Foreign Studies, (<http://www.asian-efl-journal.com/march02,sub,htm>, 2003), p. 4.

It is known, that not all of the learners can memorize the words, especially in low frequency words. It all depends on the learner's mastery to understand the vocabulary as an important aspect for the foreign language learners.

Learning vocabulary is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. Learning vocabulary is very important. 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for spoken language, but also written language. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful in improving students' vocabularies. Through the approach students are forced to use the language directly in either spoken or written communication.

The questions related with vocabularies acquisition are what kinds of words one needs to know and how many words he must know. The vocabularies that should be known by a student first are the high frequency words. These are words that he uses most often in communication either in classroom activities or outside classroom. The high frequency words are called the general service vocabulary. Next, he also should know the academic or sub technical words which are not in general service vocabulary but occur frequently over a range of academic texts.

Learning vocabulary of a foreign language presents the learner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended.

2. The Teaching Vocabulary for Young Learners

Teaching vocabulary should be integrated in teaching the four language skills. The integrated teaching is meant to support the students' ability in developing their language skills. Moreover, acquisition of adequate vocabulary is essential for successful second or foreign language use because without an extensive vocabulary it will be impossible to use the structure.

One way to capture their attention is to keep motivation in activities is to supplement the activities with a lot of brightly colored, toys puppets, or object that match the ones used in the story. These also can help to make the language input comprehensible and can be used for follow up activities such as retelling stories and guessing games. Although it takes lot of preparation time to make or provide the media, it is worth the effort if teacher can use them in the future classes.⁷

In elementary school, vocabulary lists are taught weekly to help young learners better understand vocabulary words. Word lists are often theme based in order to help the young learners associate words with objects, and then later to

⁷Shin, *Vocabulary Knowledge and Teaching Young Learners*, (http://ivythesis.typepad.com/term_paper_topics/2008/08/vocabulary-know.html, 2008).

ideas. Such approaches will help them develop their word usage later to communicate effectively.

One way to make the learning more fun is to involve the students in creation of the visuals or relia. Having children involved in creating visuals or relia that are related to the lesson helps engage students in learning process by introducing them to the context as well as relevant vocabulary items. In addition, language related to the arts and crafts activities can be taught while making or drawing the visuals. Certainly students are more likely to feel interested and invested in the lesson and wil probably take better care of the material.⁸

When the teacher plans a variety of acivities, it is important to have them connect to each other in order to support the language learning process. Moving from one activity to others that are related in content and language helps to recycle the language and reinforce students understanding and use it.

A number of technique can be adapted to present new vocabulary items. There are several types of vocabulary presentation techniques:

- a. Visual techniques that pertain to visual memory are considered helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. They help the students associate presented material in a meaningful way and incorporate it into their system of langauge values.
- b. Verbal techniques pertain to the use illustrative situations, synonym, opposites, scales, definition, and categories.

⁸Moon, I.S.P, *Teaching English to Young Learners*, (<http://www.tesol-direct.com/english-young-learners-course-syllabus>, 2000).

- c. The use of dictionary is another technique of finding out meanings of unfamiliar words and expressions.⁹

In order to improve students' vocabulary, teacher should use teaching aids. By using aids, it will ease the students to catch what the teacher means. Using media is expected to motivate learners' interest in studying the language and to overcome the monotone of teaching. Here, the teaching aid that is used is English words playing cards as a visual teaching aid.

3. Word

There are some definitions of the term *word*. Longman dictionary of American English stated that word is written representation of one or more sounds that can be spoken to represent an idea, object, etc. The term *word* is a unit of linguistic analysis which has these characteristics: (1) insolubility, means that words can be pronounced in isolation from other words, (2) mobility, means that words are item which can be moved around within a sentence to form new sentences, and (3) phonological independence which means that words are correspond to the minimal units of phonological analysis.¹⁰

4. Class of Word

The classes of word can be divided into eight different classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and

⁹Uberman, Agneiszka, *the Use of Games: Vocabulary*, (www.techingenglish.org.uk/think/resources/game.html, 1991).

¹⁰ Jumarirati, *Improving the Vocabulary Mastery of EFL Students*. Jumarirati's article, (<http://pbingkipunlam.wordpress.com/2010/01/01/improving-the-vocabulary-mastery-of-efl-students/>, 2010).

determiners. There are two crude divisions of word that is content words (lexical words) and function words (grammatical words). Content words are those that carry high information load such as nouns, verbs, adjectives, and adverbs. The membership is unrestricted and still allow for the addition of new members. Meanwhile function words are words that mainly contribute to the grammatical sentence such as prepositions, conjunctions, determiners, and pronouns. The membership is restricted and definite.¹¹

5. Formation of Word

There are many ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4) back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology, and (10) proper names. Below is the definition of each process.¹²

- a. Derivation: The process derives new words by using prefixes and suffixes. Some common prefixes are *anti-*, *dis-*, *in-*, *pre-*, *post-*, *un-*, and *re-*. Some common suffixes are *-ation*, *-able*, *-al*, *-er*, *-ed*, *-ful*, *-ity*, *-ing*, *-ly*, *-ness*, and *-y*. For instance, from the word *believe* (verb) can be derived into some adjectives by adding prefix and suffix like follow: *believable*, *unbelievable*.

¹¹Jumarirati, *Ibid.*, 2010.

- b. Compounding: The process forms new words by putting together two or more existing words. For instance by combining noun and noun like *girlfriend, landlord, or mailman*.
- c. Acronyms: The process forms new words by uniting the initial sounds or letters of words then pronounceable as a new separate word. For example the word *laser* from *light amplification through the stimulated emission of radiation* or *UN* from *United Nation*.
- d. Back Formation: The process uses analogy in a rather backwards manner to derive new words. For instance the word *revise* is derived from the word *revision*.
- e. Blending: It is the process that combines parts of two words, usually the initial part of a word and the last part of another word. For example the word *brunch* is the blending from *breakfast* and *lunch*.
- f. Clipping: The process derives new words by shortening the words so it is easy to be pronounced without paying attention to the derivational morphology of the word. For instance the word *dorm* from the word *dormitory* and the word *lab* from *laboratory*.
- g. Coinage: The process derives new words by using no morphological methods but just take the brand of some products to name the things refer. For example the word *aqua* to name all bottled mineral water and the word *Kodak* to name any kind of camera.

- h. Functional Shift: The process derives new words by moving the part of speech of a word and no changing of its form. For instance, the word *run* can be used as noun and as verb.
- i. Morphological Misanalysis: The process derives new words by introducing new words taken from similar words. This can be because of actual misunderstanding, or intentional (creative) extension of morphemes. For instance, the word *workaholic* derives from *alcoholic*.
- j. Proper Names: The process derives new words from names of persons connected with them. For example the word *watt* from *James Watt* the name of the person who invented electricity.

These processes of words formation can be introduced to students in order to give them the rule of deriving new words that they can apply and to improve their vocabularies. The knowledge of words and words formation processes is beneficial to help the students in learning vocabularies. First, they can learn the principles in forming words. Then, the knowledge leads them to be productive and creative that is by applying the principles in order to ‘create’ words. As the result, they may improve their vocabularies.

C. Relevant Research

There are some related studies that had been done by some researchers that related to the use of word card in teaching vocabulary. First, “The Effectiveness of Using Random Card Games to Increase Vocabulary Mastery at the First Year of MTs Desa Kualu Kampar Regency” by Nirmala Astuti. This research was

experimental research on July 2009. The subject of the research was the first year of MTs Desa Kualu Kampar Regency. They consisted of 48 student.

Second, “the Use of Flash Cards to Improve the Vocabulary Mastery of the Fourth Year Students of SD 07 Rambah Pasir Pengaraian – Rokan Hulu by Tati. This research was classroom action research. The formulation of the research was: does the teaching of vocabulary by using flash card give better result on the English vocabulary achievement by the fourth year students of SD 07 Rambah. The research findings of the research are:

1. The result was found that the students who were taught by random card game have good vocabulary mastery than who were taught by using conventional one
2. The research implementation was successful; in the second cycle.
3. The result was made the students enjoyed and interested in learning vocabulary

Finally, based on the researcher’s findings, the result was found that the students who were taught by random card game have good vocabulary mastery than who were taught by using conventional one.¹³

From some studies above, it can be concluded that cards is one of media that can be used to increase the students’ vocabulary mastery. It makes the students enjoyed and interested in learning vocabulary. Thus, the researcher will use media especially English playing word card to solve the students’ problem in the classroom related to their vocabulary mastery in classroom action research.

¹³ Nirmala Astuti Uska, *The Effect of Random Card Game in Increasing Vocabulary Mastery at the First Year of MTs Desa Kualu Kampar Regency*, (UIN SUSKA: Unpublished Thesis, 2009).

The researcher wants to find out whether or not English playing word card increases students' vocabulary mastery at the grade VB of SDN 012 Maredan Barat Siak.

D. Hypothesis of the Research

Hypothesis of this research is English Words Playing Cards (EWPC) can increase students' vocabulary mastery at grade VB of SDN 012 Maredan Barat Siak.

E. Indicators of the Research

1. Teacher's Activity

- a. Teacher sets two kinds of cards: word cards + definition/picture cards.
- b. Teacher divides the class into small groups.
- c. Teacher gives students a set of cards which are spread out on the table face-down.
- d. Teacher orders students to turn pick up a card, turn it over, and try to match it.
- e. Teacher returns to their original place on the table and play passes to the next student. if there is no match.
- f. Teacher keeps the students in the pair and tries to make another match if a match is made.
- g. Teacher tells the winner if all the cards are matched.

2. Students' Activity

- a. The students gave attention to the teacher's explanation how to make cards.
- b. The students chose their group.
- c. The students collected the cards.
- d. The student turned pick up a card, turned it over, and tried to match it.
- e. The student said what the vocabulary word was when turned pick up a card, and turned it over.
- f. The student said the definition of vocabulary word when matching the card.
- g. The student played the cards seriously.

3. Students' Vocabulary Mastery

- a. The students are able to find the meaning of the words.
- b. The students are able to translate words into Indonesia.
- c. The students are able to pronounce the words correctly.

From the indicators above, this research can be said success if the students' vocabulary score get 65 (the criteria of minimum passing sore) above 80% of the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Subject and Object of the Research

The design of this research is *A Classroom Action Research (CAR)*. Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, (c) the situations in which the practice are carried out.¹

Relating to explanation above, classroom action research is the way to apply theories or method in the social real or teaching process. The aim is to improve the condition of social fact or teaching process become well than before. In this research, it is used to improve students' vocabulary mastery.

This research consisted of two variables; the independent variable was *English Words Playing Cards (EWPC)* and the dependent one referred to the students' vocabulary mastery.

The subject of this research was all the students of grade VB of SDN 012 Maredan Barat Siak, which consisted of 26 students. In addition, the object of this research was the students' vocabulary mastery through *English Words Playing Cards (EWPC)*.

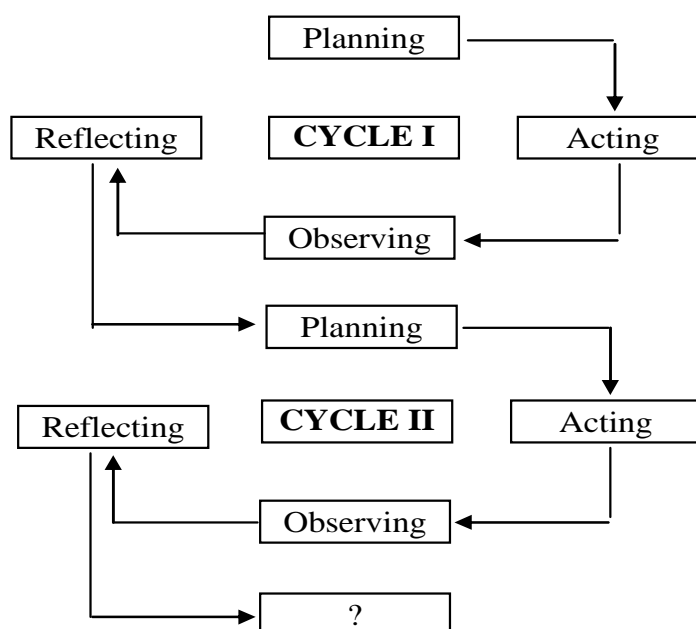
¹Hopkins, David, *A Teacher's Guide to Classroom Research*, (Buckingham: University Press, 1993), p. 44.

B. Location and Time of the Research

The research was conducted at SDN 012 Marejan Barat Siak. This research was conducted on July 2011 in the first semester.

C. Procedure of the Research

The procedure of this research can be seen in the following diagram:²



1. Planning

In this stage, the researcher prepared everything needed to be done in the research. In this stage, the researcher did the following:

- a. Making lesson plan relates to syllabus
- b. Making students' and teacher observation sheets
- c. Determining observer of the research

² Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 92.

2. Action

In this step, the researcher did the step as follows:

- a. Teacher sets two kinds of cards: word cards + definition/picture cards.
- b. Teacher divides the class into small groups.
- c. Teacher gives students a set of cards which are spread out on the table face-down.
- d. Teacher orders students to turn pick up a card, turn it over, and try to match it.
- e. Teacher returns to their original place on the table and play passes to the next student. if there is no match.
- f. Teacher keeps the students in the pair and tries to make another match if a match is made.
- g. Teacher tells the winner if all the cards are matched

3. Observation

In this observation, the researcher gathered evidence to decide whether the students were enjoyed and fun that used the observation table to observe the students' activity and teaching and learning process. The researcher was helped by an observer as collaborator that observed the teacher and students' interaction during teaching and learning process. In observation activity, the collaborator used observation sheet.

4. Reflection

In this term, the researcher and collaborator analyzed the result, feedback of action, and interpreted the data to make decision for revised plan in the next cycle or not.

D. Data Collection Technique

In collecting the data, the researcher used two kinds of instruments. They were test and observation

1. Test

The test was taken from the students' English books. The topics were things in the classroom, time (month), and Time (day). The kind of test was multiple choices. It consists of twenty-five questions. It was used to know students' vocabulary mastery. It could be seen from the blueprint as follows:

Table III.1
Blueprint of Research Instrument

No	Aspects of the Test	Number of Items	Number of the Tests
1	Things in the classroom	9	1,2,3,4,5,6,7,8,9,
2	Time (month)	8	11,12,13,14,15,16,17
3	Time (day)	8	18,19,20,21,22,23,24,25
Total		25	25

2. Observation

The observation was used to know researcher's activities in applying English playing word card and students' participation during teaching and learning process. The observation used checklist. The indicators of using English playing English playing word card are as follows:

Table III.2
Observation Checklist of Student's Activity
by Using English Playing Word Card

No	Indicators	Yes	No
1	The student gives attention to the teacher's explanation how to make cards		
2	The students choose their group		
3	The students collect the cards		
4	The student turns pick up a card, turn it over, and try to match it		
5	The student says what the vocabulary word is when turns pick up a card, and turn it over		
6	The student says the definition of vocabulary word when matching the card		
7	The student plays the cards seriously		

Table III.3
Observation Checklist of Teacher's Activity
by Using English Playing Word Card

No	Indicators	Yes	No
1	Teacher makes up of two kinds of cards: word cards + definition/picture cards		
2	Teacher divides the class into small groups		
3	Teacher gives each group a set of cards that are spread out on the table facedown		
4	Teacher asks the students to turn pick up a card, turn it over, and try to match it		
5	Teacher asks the students to return the cards to their original place on the table and play passes to the next student		
6	If a match is made, the teacher asks the student to keep the pair and tries to make another match		
7	Once all the cards are matched, the teacher tells the winner is the player who has matched the most number of cards		

3. Field Note

Field not was used to record the detailed of action which the teacher and students in teaching and learning activities. Here was the form of the field note which was used by the teacher in this research.

Table III.4
Field Note of the Teacher and Students' Activities

Meeting	Date	Notes	
		Teacher	Students
1			
2			
3			
Etc.			

E. Data Analysis

The data found were qualitatively and quantitatively. Qualitative means the data was presented in the form of verbal report and described in the graphic forms. In this case the data were gotten from the observation sheet. Some techniques in analyzing the data as follows:³

1. Data Managing: Data are gotten from the data observation and interview will manage in order to get good result and easy to analyze.
2. Reading the Notes: Here, the researcher reads all observation sheet that will be found during teaching and learning process deeply.
3. Description: It aims to describe a true setting of English playing word card. Therefore, the researcher and reader had and understand about the result.
4. Classifying: The data are categorized into small unit bases on the data found during research.

³ Gay, L.R and Peter Airasian, *Educational Research*, (New Jersey: Prentice-Hall Inc, 2000), p. 239.

5. Interpreting: In this step, the data will be interpreted into general conclusion or general understanding.
6. Representing the findings in a written report: Finally, the data will be presented in a written report.

After that, the data were analyzed quantitatively. Quantitative means the data were presented in form of numerical report of percentage and described on the graphic form. Furthermore, to analyze the data and to find out the students' progress in vocabulary taught by using word card.

1. Teacher's Activity

After the data was gathered from observation, it is analyzed by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

F = Number of Cases

P = Number of Percentage. ⁴

After getting percentage score, it was consulted to:

- a. 76% - 100% can be categorized "Good"
- b. 56% - 75% can be categorized "Enough"

⁴ Haris, D.P, *Testing English as a Second Language*, (New York: Mc Grew Book Company, 1974), p. 79

- c. 40% - 55% can be categorized “Less”
- d. < 40% can be categorized “Bad”.⁵

2. Students’ Activity

After the data was gathered from observation, it is analyzed by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

F = Number of Cases

P = Number of Percentage.⁶

After getting percentage score, it was consulted to:

- a. 76% - 100% can be categorized “Good”
- b. 56% - 75% can be categorized “Enough”
- c. 40% - 55% can be categorized “Less”
- d. < 40% can be categorized “Bad”.⁷

3. Students’ Vocabulary Mastery

After getting the data, it was analyzed by using:

- a. Individual score (KI) can be calculated by using:

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 246.

⁶Haris. D.P, *Op. Cit.*, p. 79.

⁷Suharsimi Arikunto, *Op. Cit.*, p. 246.

$$KI = \frac{\text{students' score}}{\text{total score}} \times 100\%$$

b. Clasical score (KK) can be calculated by using:

$$KK = \frac{JT}{JS} \times 100\%$$

KK = Clasical complete

JT = total students of complete

JS = total studetns

Table III.5
Classifications of Students' Score

No	Value	Category
1	80-100	Good to Excellent
2	60 - 79	Average to Good
3	50 - 59	Poor to Average
4	0 - 49	Poor

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Setting of the Research Location

1. History of the School

SDN 012 Maredan Barat Siak is one of the government schools in Siak regency, Riau province. It was built in 1995. It is located on Alamsyah street, Maredan Barat village. The school has change the name for three times, the first is SDN 024 Maredan Barat in 1995 – 2001 year, SDN 023 Maredan Barat in 2002 – 2005 year and SDN 012 Maredan Barat in 2006 year until now.

2. Vision and Mission of the School

To create the students of SDN 012 Maredan Barat become students those have disciplined, knowledge, morality and cultured.

3. Amount of the Students and Group Learning

Table IV.1
Amount of the Students

No	Academic Year	Gender		Total
		Male	Female	
1.	2007/2008	228	205	433
2	2008/2009	270	241	511
3.	2009/2010	300	273	573
4	2010/2011	170	145	315
5	2011/2012	176	160	336

Table IV.2
Group Learning

Class	Academic Year			
	2008/2009	2009/ 2010	2010/2011	2011/2012
I	4	4	2	2
II	3	4	2	2
III	3	3	2	2
IV	3	3	2	2
V	3	3	2	2
VI	3	3	2	2
Total	19	20	12	12

4. Data of the Teachers

Table IV.3
Data of the Teachers

NO	NAMA	NP	NPTK	TEMPAT LAHIR	TANGGAL LAHIR	JENSKELAMIN LP	AGAMA	JABATAN	PANGKAT/ GURUJANG TERAKHIR	TMT	NOMOR DAN TGL SK PANGKAT TERAKHIR	GAJI POKOK	TANGGAL MULAI BERTUGAS PADA SD INI	LAZAH TERTINGGATAHUN	AKTA
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	ZURMA NOFRIDA, S.Pd	1984.1104.1985.06.2001	9438742944300033	PADANG	04 Nopember 1994	PR	Islam	Yep. Sekolah	IV/A	1985	821/BKD.2009/04	2.431.000	03 Mei 2009	S1/2004	IV
2	AMIRUDDIN, S.Pd	1968.0604.1991.03.1003	0444748648200022	RUMBO	04 Juni 1968	LK	Islam	Guru Bid. Studi Paris	III/C	1991	823/KP.2006/01		27 April 2001	S1/2009	IV
3	MUHAMMAD NASIR, S.Pd	1970.1111.2008.01.1039	3443748651200033	PEKANBARU	11 Nopember 1999	LK	Islam	Guru Kelas II B	III/A	1991	821.13/BKD/002	1.738.100	16 Des 2008	S1/1995	IV
4	MARKHAMAH, S.Pd	1977.0308.2007.01.2008	5640755657300012	KEDABU RAPAT	08 Maret 1977	PR	Islam	Guru PAI	II/B	2000	SK.813.2/KP.2007/426		15 Juli 2002	S.1/2010	IV
5	NINA KARYAWATI, A.Ma	1982.0502.2007.01.2003	3834780662300042	CIANJUR	02 Mei 1982	PR	Islam	Guru Kelas I A	II/B	2002	SK.813.2/KP.2007/300		10 Okt 2002	D-2/2004	
6	NASIATIK	1972.0220.2007.01.2005	2582750653300012	PANGORAN	20 Februari 1972	PR	Islam	Guru Kelas II A	I/C	1995	SK.813.1/KP.2007/609		20 Agust 1995	SMA/2005	
7	SUPARDI	1967.0315.2007.01.1050	5647745656200002	AEK PAMINGKE	15 Maret 1967	LK	Islam	Perjaga Sekolah	I/C	1995	SK.813.1/KP.2007/797		03 Jan 2003	SMA/2005	
8	OMELIS	1984.1012.2010.01.2019	5344782648300033	BUNGARAYA	12 Oktober 1994	PR	Islam	Guru Kelas II A	II/A	2004	SK.813.2/BKD.2009/0400		20 Des 2004	SMA/2003	
9	NATAL GEMBIRA, A.Md	1971.1220.2008.01.1035	8552748651200030	BATANG SERANG	20 Desember 1971	LK	Kristen	Guru Kelas IV A	II/C	2002	SK.821.12/BKD/002		01 Jan 2010	A.Md/1993	
10	KUSMAWADI, A.Ma		543775165420003	KERASAAN	05 Nopember 1999	LK	Islam	Guru Kelas V A		1996			30 April 1996	D-2/2008	
11	TUTI JULITA, A.Ma		1048755657300043	SIDOMLYO	16 Juli 1977	PR	Islam	Guru Kelas IV A		1996			05 Des 1996	D-2/2007	
12	TENGGU ETTY WAHYUNI		5842755657300032	BANGUN PURBA	10 Mei 1977	PR	Islam	Guru Kelas I B		1996			08 Juni 1996	SMA/1996	
13	RISWAN TARIGAN SIBERO, S.Th		616175154200003	BULLHINPS	29 Agustus 1999	LK	Kristen	Guru PKK		1998			10 Maret 2000	S1/2009	
14	REFIDA MURNI, A.Ma		6735753655300032	PEKANBARU	03 April 1975	PR	Islam	Guru Kelas VA		2002			18 Maret 2002	D-2/2008	
15	ERMLIA, S.Pd		4546780061300023	PERAWANG	13 Desember 1999	PR	Islam	Guru Arnel		2004			12 Jan 2004	s-1/2010	
16	RIKANAH, A.Ma		0081758661300033	KEDIRI	29 Juli 1981	PR	Islam	Guru Kelas II B		2002			18 Maret 2002	D-2/2004	
17	MARYATI, S.Pd		6653748653300033	KURAITAJI	31 Maret 1970	PR	Islam	Guru Kelas VB		2004			15 Maret 2004	S1/2009	
18	APRI WAHYUDI		9743757658200012	TEBINGTINGGI	11 April 1979	LK	Islam	Gr. B. Inggris		1999			20 Juli 2006	MAN/1998	
19	HARIYANTO, A.Ma		1542755658200013	KAMPUNG DAMAI	10 Desember 1999	LK	Islam	Guru Kelas VI B		2001			05 Juli 2007	D-2/2006	
20	MARWAN		8862755658200012	SENGGORO	30 Maret 1977	LK	Islam	Tata Usaha		2008			01 Maret 2010	SMK	
21	ALUS Br Tarigan S.Th		3148743844200013	GUNUNG LAWAS	14 Agustus 1999	PR	Katolik	Guru Agama Katolik		2004			19 Juli 2004	SMA	
22	SISKA ANGGRAIN		Belum ada	PINANG SERATANG	01 Maret 1980	PR	Islam	Guru SMK		2009			19 Des 2009	SMK	

5. Facilities and Infrastructures

Table IV.4
Facilities of the School

No	Ruang	Ada	Tidak	Kondisi			Ket
				Baik	Rusak ringan	Rusak berat	
A	RUANG PENDIDIKAN						
1.	Ruang Teori / Kelas	11		7	2	2	
2.	ruang Lab. IPA	-	-	-	-	-	-
3.	Ruang Lab. Komputer	-	-	-	-	-	-
4.	Ruang Lab. Bahasa	-	-	-	-	-	-
5.	Ruang Perpustakaan	-	-	-	-	-	-
6.	Ruang Serbaguna	-	-	-	-	-	-
7.	Ruang Olahraga / UKS	1	-	1	-	-	-
8.	Ruang Multimedia Pembelajaran	-	-	-	-	-	-
9.	Ruang Kesenian	-	-	-	-	-	-
10.	Ruang bimbingan	-	-	-	-	-	-
B.	RUANG ADMINISTRASI	-	-	-	-	-	-
1.	Ruang kepala sekolah	1		1			
2.	Ruang wakil kepala sekolah	-	-	-	-	-	-
3.	Ruang guru	-	-	-	-	-	-
4.	Ruang tata usaha	-	-	-	-	-	-
5.	Gudang	-	-	-	-	-	-
C.	RUANG PENUNJANG						
1.	Ruang Ibadah / Mushalla	-	-	-	-	-	-
2.	Ruang Koperasi sekolah	-	-	-	-	-	-
3.	Ruang serbaguna	-	-	-	-	-	-
4.	Ruang kamar mandi / WC						
5.	a. Kepala sekolah.	-	-	-	-	-	-
	b. Majelis guru	2	-	2	-	-	-
	c. Siswa	2				2	
6.	Ruang UKS	1	-	1	-	-	-
7.	Ruang kantin / kafeteria	-	-	-	-	-	-
8.	Lapangan olahraga	-	-	-	-	-	-

Table IV.5
Infrastructures of the School

No	Ruang	Ada	Tidak	Kondisi			Ket
				Baik	Rusak ringan	Rusak berat	
A	PERABOT / MEUBELER						
1.	Meja kursi murid	240	-	160	20	60	-
2.	Meja kursi kepala sekolah	1	-	1	-	-	-
3.	Meja kursi wakil kepala sekolah	-	-	-	-	-	-
4.	Meja kursi guru / pegawai	13	-	8	2	3	-
5.	Lemari / rak buku	4	-	4	-	-	-
6.	Rak penyimpanan	2	-	2	-	-	-
7.	Filing kabinet	-	-	-	-	-	-
8.	Brankas	-	-	-	-	-	-
B.	ALAT PERAGA / PRAKTIK						
1.	Alat praktik IPA	2	-	1	1	-	-
2.	Alat praktik IPS	-	-	-	-	-	-
3.	Alat Praktik Bahasa	-	-	-	-	-	-
4.	Alat olahraga	6	-	4	2	-	-
5.	Alat kesenian	2	-	2	-	-	-
6.	Alat kantor	-	-	-	-	-	-
	a. Mesin stensil	-	-	-	-	-	-
	b. Mesin ketik	-	-	-	-	-	-
	c. printer	1	-	1	-	-	-
7.	Komputer	2	-	1	-	1	-
8.	Laptop / Note Book	-	-	-	-	-	-
9.	OHP	-	-	-	-	-	-
10.	In fokus / LCD Proyektor	-	-	-	-	-	-
11.	TV 14i inch	1	-	-	-	-	-
12.	DVD / VCD / VCR	2	-	1	1	-	-
13.	Stabilizer	-	-	-	-	-	-

B. Pre – Test Score

Before giving treatment, the researcher did pre-test to see the ability of students' vocabulary mastery before the learning process by using English words playing cards. The result of pre-test can be seen from the table below:

Table IV.6
The Students' Score in Pre Test

No	Name	Correct Answer	Score	Classification
1	Student 01	18	72	Average to Good
2	Student 02	18	72	Average to Good
3	Student 03	17	68	Average to Good
4	Student 04	17	68	Average to Good
5	Student 05	16	64	Average to Good
6	Student 06	16	64	Average to Good
7	Student 07	16	64	Average to Good
8	Student 08	16	64	Average to Good
9	Student 09	15	60	Average to Good
10	Student 10	15	60	Average to Good
11	Student 11	15	60	Average to Good
12	Student 12	15	60	Average to Good
13	Student 13	15	60	Average to Good
14	Student 14	15	60	Average to Good
15	Student 15	14	56	Poor to Average
16	Student 16	14	56	Poor to Average
17	Student 17	14	56	Poor to Average
18	Student 18	14	56	Poor to Average
19	Student 19	14	56	Poor to Average
20	Student 20	13	52	Poor to Average
21	Student 21	13	52	Poor to Average
22	Student 22	13	52	Poor to Average
23	Student 23	12	48	Poor
24	Student 24	12	48	Poor
25	Student 25	12	48	Poor
26	Student 26	12	48	Poor
Total		381	1524	
Average		14.65	58.62	Poor to Average

Based on the table IV.6, it can be seen that the total of the students' score in pre-test was 1524 with average score was 58.62 in *poor to average category*. To know the percentage of the students' score can be seen from the table below:

Table IV.7
The Percentage of the Students' Score in the Pre-test

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	0	0%
2	60 - 79	Average to Good	14	53.85%
3	50 - 59	Poor to Average	8	30.77%
4	0 - 49	Poor	4	15.38%
Total			26	100%

Based on the table IV.7, it can be seen that there were no one of the students who got *good to excellent category*, 14 students (53.85%) who got *average to good category*, 8 students (30.77%) who got *poor to average category*, and 4 students (15.38%) who got *poor category*.

C. Cycle I

a. Planning

In this step, the researcher prepared some tools of teaching and learning by using English words playing cards. They are as follows:

- 1) Making lesson plans for three meetings.
- 2) Making observation sheets to observe students' progress particularly in teaching and learning process for three meetings
- 3) Making post-test and answers key
- 4) Choosing the materials that were being taught
- 5) Determining collaborator

b. Action

1) Meeting 1

Cycle I, meeting 1 was conducted on Wednesday, July 13, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the first meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior knowledge, the researcher gave the students a topic and asked the students to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students' ways in understanding the topic, the researcher introduced English words playing cards to the students. Teacher made up of two kinds of cards: word cards + definition/picture cards. Teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

2) Meeting 2

Cycle I, meeting 2 was conducted on Friday, July 15, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by

greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and tried to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

3) Meeting 3

Cycle I, meeting 2 was conducted on Monday, July 18, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the

table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

c. Observation

1) The Result of Teacher's Observation Sheet

As long as the teacher did the treatment, the collaborator observed the teacher's activities. The result of the teacher's observation is presented below:

Table IV.8
The Result of Teacher's Observation

No	Teacher's Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher made up of two kinds of cards: word cards + definition/picture cards		-		-		-	3	0
2	Teacher divided the class into small groups		-		-		-	3	0
3	Teacher gave each group a set of cards that were spread out on the table facedown		-		-		-	3	0
4	Teacher asked the students to turn pick up a card, turn it over, and try to match it		-		-		-	3	0
5	Teacher asked the students to return the cards to their original place on the table and play passes to the next student		-		-		-	3	0
6	If a match was made, the teacher asked the student to keep the pair and try to make another match	-			-		-	2	1
7	Once all the cards were	-		-			-	1	2

	matched, the teacher told the winner who has matched the most number of cards								
	Total	5	2	6	1	7	0	18	3
	Percentage	71.43	28.57	85.71	14.29	100	0	85.71	14.29
	Category							Good	

Based on table IV.8, the result of teacher's observation can be explained that at the first meeting at first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards was done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer "Yes".

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer "Yes".

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer "Yes".

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students' motivation. Therefore, the observer gave the score by using

alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the sixth and seventh indicators, the teacher asked the student to keep the pair and try to make another match if a match was made and once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did not do this indicator because the time is over. Therefore, the observer gave the score by using alternative answer “No” for both indicators.

In addition, at the second meeting at first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards was done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer “Yes”.

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students’ motivation. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students’ motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made. The teacher ordered it clearly. The students keep the pair and try to make another match if a match was made and. They were very fun. It was built up the students’ motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did not do this

indicator because the time is over and it is planned will be given in the third meeting. Therefore, the observer gave the score by using alternative answer “No” for this indicator.

Furthermore, at the third meeting at first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards were done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer “Yes”.

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students’ motivation. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer "Yes".

At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made. The teacher ordered it clearly. The students keep the pair and try to make another match if a match was made and. They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer "Yes".

At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did this indicator perfectly. The teacher gave reward by saying good, well, god job and giving the students present like candy etc. Therefore, the observer gave the score by using alternative answer "Yes".

Finally, at cycle I, in the first meeting, the teacher did the activities about 5 (71.43%), in the second meeting, the teacher did the activities about 6 (85.71%) and in the third meeting, the teacher did the all the activities 7 (100%). Total score of the cycle I was 18 (85.71%) can be categorized good.

2) The Result of Students' Observation Sheet

As long as the teacher did the treatment, the collaborator observed not only the teacher's activities but also the students' activities. The result of the students' observation is presented below:

Table IV.9
The Result of Students' Observation

No	Students' Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The students gave attention to the teacher's explanation how to make cards	22	4	22	4	22	4	66	12
2	The students chose their group	24	2	24	2	26	0	74	4
3	The students collected the cards	22	4	22	4	22	4	66	12
4	The student turned pick up a card, turned it over, and tried to match it	18	8	18	8	20	6	56	22
5	The student said what the vocabulary word was when turned pick up a card, and turned it over	18	8	18	8	19	7	55	23
6	The student said the definition of vocabulary word when matching the card	18	8	18	8	18	8	54	24
7	The student played the cards seriously	18	8	18	8	18	8	54	24
Total		140	42	140	42	145	37	425	121
Percentage		76.92	23.08	76.92	23.08	79.67	20.23	77.84	22.16
Category								Good	

Based on table IV.9, the result of students' activities after observing for three times can be explained as follow:

- 1) At the indicator 1, the students gave attention to the teacher's explanation how to make cards after observing for three times, it was gotten score 66 (84.62%) with good category.
- 2) At the indicator 2, the students chose their group after observing for three times, it was gotten score 74 (94.87%) with good category.
- 3) At the indicator 3, the students collected the cards after observing for three times, it was gotten score 66 (84.62%) with good category
- 4) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times, it was gotten score 56 (71.79%) with enough category.
- 5) At the indicator 5, the student said what the vocabulary word was when turned pick up a card, and turned it over after observing for three times, it was gotten score 55 (70.51%) with enough category.
- 6) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times, it was gotten score 54 (69.23%) with enough category.
- 7) At the indicator 7, the student played the cards seriously after observing for three times, it was gotten score 54 (69.23%) with enough category.

In addition, from the table IV.8 also showed that in the first, second meetings found that the students did the activities about 140 (76.92%), and in the

third meeting, the students did the activities about 145 (79.67%). Finally, the students' activity in the cycle I got score 425 (77.84%) can be categorized good.

3) The Result of Post-Test

After giving the treatment for three meetings, the researcher gave post-test to the students. It was done to know the result of the students' vocabulary mastery after applying English words playing cards. The result can be seen in table below:

Table IV.10
The Students' Score in Post Test of Cycle I

No	Name	Correct Answer	Score	Classification
1	Student 01	20	80	Good to Excellent
2	Student 02	20	80	Good to Excellent
3	Student 03	20	80	Good to Excellent
4	Student 04	19	76	Average to Good
5	Student 05	18	72	Average to Good
6	Student 06	18	72	Average to Good
7	Student 07	17	68	Average to Good
8	Student 08	17	68	Average to Good
9	Student 09	17	68	Average to Good
10	Student 10	16	64	Average to Good
11	Student 11	16	64	Average to Good
12	Student 12	16	64	Average to Good
13	Student 13	16	64	Average to Good
14	Student 14	15	60	Average to Good
15	Student 15	15	60	Average to Good
16	Student 16	15	60	Average to Good
17	Student 17	15	60	Average to Good
18	Student 18	14	56	Poor to Average
19	Student 19	14	56	Poor to Average
20	Student 20	14	56	Poor to Average
21	Student 21	14	56	Poor to Average
22	Student 22	13	52	Poor to Average
23	Student 23	13	52	Poor to Average

24	Student 24	13	52	Poor to Average
25	Student 25	12	48	Poor
26	Student 26	12	48	Poor
Total		409	1636	
Average		15.73	62.92	Average to Good

Based on the table IV.10, it can be seen that the total of the students' score in pre-test was 1636 with average score was 62.92 in *average to good category*. To know the percentage of the students' score can be seen from the table below:

Table IV.11
The Percentage of the Students' Score in the Post-test of Cycle I

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	3	11.54%
2	60 - 79	Average to Good	14	53.85%
3	50 - 59	Poor to Average	7	26.92%
4	0 - 49	Poor	2	7.69%
Total			26	100%

Based on the table IV.11, it can be seen that there were 3 students (11.54%) who got *good to excellent category*, 14 students (53.85%) who got *average to good category*, 7 students (26.92%) who got *poor to average category*, and 2 students (7.69%) who got *poor category*.

d. Reflection

In this stage, the researcher analyzes the teaching and learning process in the cycle I to know the weakness. After analyzing the cycle I, it can be known that the weakness of cycle I can be explained as follows:

1. The improvement of cycle I can be explained

- a) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times was categorized enough.
- b) At the indicator 5, the student said what the vocabulary word was when turned pick up a card, and turned it over after observing for three times was categorized enough.
- c) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times was categorized enough.
- d) At the indicator 7, the student played the cards seriously after observing for three times was categorized enough.

2. The weakness of cycle I can be explained

- a) At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made because the teacher did not do this indicator in the first meeting.
- b) At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards because the teacher did not do this indicator in the first and second meetings.

1) The students' Score

Classically, the average of students' vocabulary mastery score was 62.92 in the range score 60 - 79 with average to good category. It means that the students' vocabulary mastery score was lower than the criteria of minimum passing score (65).

Based on the research findings above, it can be known that the teacher's activity in the first and second meetings did not apply all yet while the students' activities were also still below 80%. In addition, the average of the students' vocabulary mastery score did not reach the criteria of minimum passing score (65) yet. Furthermore, from the results, the researcher considered to continue the research into cycle II.

e. Field Note

Table IV.12
Field Note of the Teacher and Students' Activities in Cycle I

Meeting	Date	Notes	
		Teacher	Students
I	Wednesday, July 13, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	Students give attention to the teacher but some of the students make noisy
		Teacher divided the class into small groups	Students choose their group fast but some of the students have difficulties to find their groups
		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards but some of the students did not collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match it but some of them still confuse how to match the cards
		Teacher asked the students to return the cards to their original place on the table and play passes	Student says what the vocabulary word is when turns pick up a card, and turn it over

		to the next student	but some of them did not say the words in the cards
II	Friday, July 15, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	Students give attention to the teacher
		Teacher divided the class into small groups	Students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards but some of the students did not collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match it but some of them still confuse how to match the cards
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over but some of them did not say the words in the cards
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match but some of them did not do it
III	Monday, July 18, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	Students give attention to the teacher
		Teacher divided the class into small groups	Students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards but some of the students did not collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over but some of them did not say the words in the cards
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match but some of them did not do it
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner

D. Cycle II

a. Planning

In this step, the researcher prepared some tools of teaching and learning by using English words playing cards. They are as follows:

1. Making lesson plans for three meetings.
2. Making observation sheets to observe students' progress particularly in teaching and learning process for three meetings
3. Making post-test and answers key
4. Choosing the materials that were being taught
5. Determining collaborator

b. Action

1. Meeting 1

Cycle II, meeting 1 was conducted on Wednesday, July 20, 2011. All the students at grade VB of SDN 012 Mareadan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words

playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the first meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying “good morning” to the students who were still fresh because the class was held in the morning. Then the researcher built up the students’ condition by asking “how are you today?”, then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students’ motivation and to have good attitude when teaching and learning process.

After asking the students’ prior knowledge, the researcher gave the students a topic and asked the students to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students’ ways in understanding the topic, the researcher introduced English words playing cards to the students. Teacher made up of two kinds of cards: word cards + definition/picture cards. Teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first

meeting, the researcher summarized the material and did evaluation.

2. Meeting 2

Cycle II, meeting 2 was conducted on Friday, July 22, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

3. Meeting 3

Cycle I, meeting 2 was conducted on Monday, July 25, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying “good morning” to the students who were still fresh because the class was held in the morning. Then the researcher built up the students’ condition by asking “how are you today?”, then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students’ motivation and to have good attitude when teaching and learning process.

After asking the students’ prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

c. Observation

1. The Result of Teacher’s Observation Sheet

As long as the teacher did the treatment, the collaborator observed the teacher’s activities. The result of the teacher’s observation is presented below:

Table IV.13
The Result of Teacher's Observation

No	Teacher's Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher made up of two kinds of cards: word cards + definition/picture cards		-		-		-	3	0
2	Teacher divided the class into small groups		-		-		-	3	0
3	Teacher gave each group a set of cards that were spread out on the table facedown		-		-		-	3	0
4	Teacher asked the students to turn pick up a card, turn it over, and try to match it		-		-		-	3	0
5	Teacher asked the students to return the cards to their original place on the table and play passes to the next student		-		-		-	3	0
6	If a match was made, the teacher asked the student to keep the pair and try to make another match		-		-		-	3	0
7	Once all the cards were matched, the teacher told the winner who has matched the most number of cards		-		-		-	3	0
Total		7	0	7	0	7	0	21	0
Percentage		100	0	100	0	100	0	100	0
Category								Good	

Based on the table IV.13, it can be known that the teacher's activities at the first, second and third meetings can be explained as follows:

At first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards were done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer "Yes".

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer “Yes”.

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students’ motivation. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students’ motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made. The teacher ordered it clearly. The students keep the pair and try to make another match if a match was made and.

They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer "Yes".

At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did this indicator perfectly. The teacher gave reward by saying good, well, god job and giving the students present like candy etc. Therefore, the observer gave the score by using alternative answer "Yes".

Finally, at cycle II, in the first meeting, the teacher did the activities about 7 (100%), in the second meeting, the teacher did the activities about 7 (100%) and in the third meeting, the teacher did the all the activities 7 (100%). Total score of the cycle II was 21 (100%) can be categorized good.

2. The Result of Students' Observation Sheet

As long as the teacher did the treatment, the collaborator observed not only the teacher's activities but also the students' activities. The result of the students' observation is presented below:

Table IV.14
The Result of Students' Observation

No	Students' Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The students gave attention to the teacher's explanation how to make cards	22	4	24	2	26	0	72	6
2	The students chose their group	26	0	26	0	26	0	78	0

3	The students collected the cards	22	4	24	2	26	0	72	6
4	The student turned pick up a card, turned it over, and tried to match it	20	6	20	6	24	2	64	14
5	The student said what the vocabulary word was when turned pick up a card, and turned it over	19	7	22	4	24	2	65	13
6	The student said the definition of vocabulary word when matching the card	18	8	22	4	24	2	64	14
7	The student played the cards seriously	18	8	22	4	24	2	64	14
Total		145	37	160	22	174	8	479	67
Percentage		79.67	20.33	87.91	12.09	95.60	4.40	87.73	12.27
Category								Good	

Based on table IV.14, the result of students' activities after observing for three times can be explained as follow:

- 1) At the indicator 1, the students gave attention to the teacher's explanation how to make cards after observing for three times, it was gotten score 72 (92.31%) with good category.
- 2) At the indicator 2, the students chose their group after observing for three times, it was gotten score 78 (100%) with good category.
- 3) At the indicator 3, the students collected the cards after observing for three times, it was gotten score 72 (92.31%) with good category
- 4) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times, it was gotten score 64 (82.05%) with good category.
- 5) At the indicator 5, the student said what the vocabulary word was

when turned pick up a card, and turned it over after observing for three times, it was gotten score 65 (83.33%) with good category.

- 6) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times, it was gotten score 64 (82.05%) with good category.
- 7) At the indicator 7, the student played the cards seriously after observing for three times, it was gotten score 64 (82.05%) with good category.

In addition, from the table IV.11 also showed that in the first meeting found that the students did the activities about 145 (79.67%), in the second meeting, the students did the activities about 160 (87.91%), and in the third meeting, the students did the activities about 174 (95.60%). Finally, the students' activity in the cycle II got score 479 (87.73%) can be categorized good.

3. The Result of Post-Test

After giving the treatment for three meetings, the researcher gave post-test for cycle II. The result can be seen in table below:

Table IV.15
The Students' Score in Post Test of Cycle II

No	Name	Correct Answer	Score	Classification
1	Student 01	23	92	Good to Excellent
2	Student 02	22	88	Good to Excellent
3	Student 03	22	88	Good to Excellent
4	Student 04	21	84	Good to Excellent
5	Student 05	20	80	Good to Excellent
6	Student 06	20	80	Good to Excellent
7	Student 07	20	80	Good to Excellent

8	Student 08	20	80	Good to Excellent
9	Student 09	19	76	Average to Good
10	Student 10	19	76	Average to Good
11	Student 11	19	76	Average to Good
12	Student 12	18	72	Average to Good
13	Student 13	18	72	Average to Good
14	Student 14	18	72	Average to Good
15	Student 15	17	68	Average to Good
16	Student 16	17	68	Average to Good
17	Student 17	16	64	Average to Good
18	Student 18	16	64	Average to Good
19	Student 19	15	60	Average to Good
20	Student 20	15	60	Average to Good
21	Student 21	15	60	Average to Good
22	Student 22	14	56	Poor to Average
23	Student 23	14	56	Poor to Average
24	Student 24	13	52	Poor to Average
25	Student 25	13	52	Poor to Average
26	Student 26	13	52	Poor to Average
Total		457	1828	
Average		17.58	70.31	Average to Good

Based on the table IV.15, it can be seen that the total of the students' score in pre-test was 1828 with average score was 70.31 in *average to good category*. To know the percentage of the students' score can be seen from the table below:

Table IV.16
The Percentage of the Students' Score in the Pos-test of Cycle II

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	8	30.77%
2	60 - 79	Average to Good	13	50%
3	50 - 59	Poor to Average	5	19.23%
4	0 - 49	Poor	0	0%
Total			26	100%

Based on the table IV.16, it can be seen that there were 8 students (30.77%) who got *good to excellent category*, 13 students (50%) who got *average*

to good category, 5 students (19.23%) who got *poor to average category*, and no one of the students who got *poor category*.

d. Reflection

In this stage, the researcher analyzes the teaching and learning process in the cycle I to know the improvement of teaching and learning process in the cycle I. After analyzing the cycle II, it can be known that the improvement at cycle II as follows:

- 1) The Teacher's Activities
 - a) At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made, it has been done by the teacher in all meetings.
 - b) At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards, it has been done by the teacher in all meetings.
- 2) The Students' Activities
 - a) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times was categorized good.
 - b) At the indicator 5, the student said what the vocabulary word was when turned pick up a card, and turned it over after observing for three times was categorized good.

- c) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times was categorized good.
- d) At the indicator 7, the student played the cards seriously after observing for three times was categorized good.

3) The students' Score

Classically, the average of students' vocabulary mastery score was 70.31 in the range score 60 - 79 with *average to good category*. It means that the students' vocabulary mastery score was higher than the criteria of minimum passing score (65).

Based on the research findings above, it can be known that the teacher in cycle II could apply all the activities, while the students' activity also was higher than 80%. In addition, the average of the students' vocabulary mastery score reached higher than the criteria of minimum passing score (65). Furthermore, from these results, the researcher considered to finish the research in cycle II and would not be continued to the next cycle.

e. Field Note

Table IV.17
Field Note of the Teacher and Students' Activities in Cycle II

Meeting	Date	Notes	
		Teacher	Students
I	Wednesday, July 20, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	All students give attention to the teacher
		Teacher divided the class into small groups	All students choose their group fast

		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match it
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner
II	Friday, July 15, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	All students give attention sto the teacher
		Teacher divided the class into small groups	All students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	All students collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	All students turn pick up a card, turn it over, and try to match
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner
III	Monday, July 18, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	All students give attention to the teacher
		Teacher divided the class into small groups	All students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	All students collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	All students turn pick up a card, turn it over, and try to match
		Teacher asked the students to return the cards to their original place on the table and play passes	All students says what the vocabulary word is when turns pick up a card, and turn it over

		to the next student	
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match but some of them did not do it
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner

E. Data Analysis

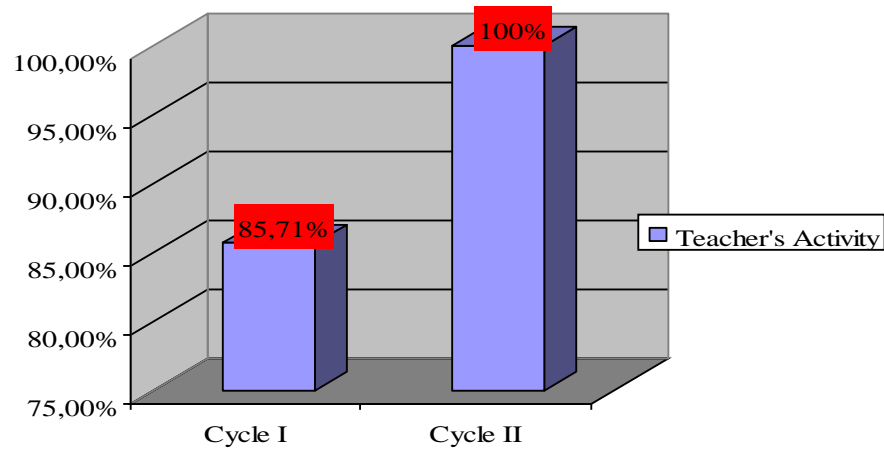
In this step, the descriptions of the results above were analyzed. The result of teacher's activities can be analyzed below:

Table IV.18
The Recapitulation of Teacher's Observation

No	Teacher's Activities	Cycle I		Cycle II		Percentage	
		Yes	No	Yes	No	Yes	No
1	Teacher made up of two kinds of cards: word cards + definition/picture cards	3	0	3	0	100%	0%
2	Teacher divided the class into small groups	3	0	3	0	100%	0%
3	Teacher gave each group a set of cards that were spread out on the table facedown	3	0	3	0	100%	0%
4	Teacher asked the students to turn pick up a card, turn it over, and try to match it	3	0	3	0	100%	0%
5	Teacher asked the students to return the cards to their original place on the table and play passes to the next student	3	0	3	0	100%	0%
6	If a match was made, the teacher asked the student to keep the pair and try to make another match	2	1	3	0	83.33%	16.67%
7	Once all the cards were matched, the teacher told the winner who has matched the most number of cards	1	2	3	0	66.67%	33.33%
Total		18	2	21	0	92.86%	7.14%
Percentage		85.71%	14.29%	100%	0%		

Based on table IV.18, it can be seen that the result of teacher's observation in cycle I showed that the teacher did 18 (85.71%) of the activities. While in cycle II, the teacher did all the activities 21 (100%). From the result, the increasing of teacher's activities can be seen from the graphic below:

Graphic IV.1
The Increasing of Teacher's Activity



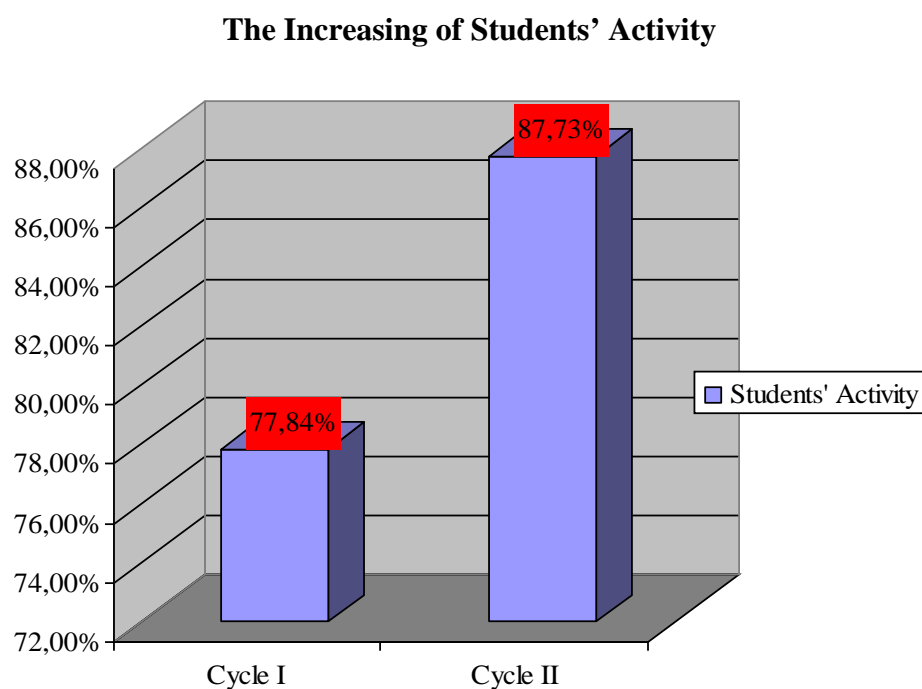
Based on the graphic IV.1, cycle I showed that the teacher did 18 (85.71%) of the activities. While in cycle II, the teacher did all the activities 21 (100%). From the result, the teacher's activity improved 3 (14.29%) from cycle I to cycle II. In addition, to know the increasing of students' activities can be seen from the table below:

Table IV.19
The Recapitulation of Students' Observation

No	Students' Activities	Cycle I		Cycle II		Percentage	
		Yes	No	Yes	No	Yes	No
1	The students gave attention to the teacher's explanation how to make cards	66	12	72	6	86.46%	11.54%
2	The students chose their group	74	4	78	0	97.44%	2.56%
3	The students collected the cards	66	12	72	6	88.46%	11.54%
4	The student turned pick up a card, turned it over, and tried to match it	56	22	64	14	76.92%	23.08%
5	The student said what the vocabulary word was when turned pick up a card, and turned it over	55	23	65	13	76.92%	23.08%
6	The student said the definition of vocabulary word when matching the card	54	24	64	14	75.64%	24.36%
7	The student played the cards seriously	54	24	64	14	75.64%	24.36%
Total		425	121	479	67	82.78%	17.22%
Percentage		77.84%	22.16%	87.73%	12.27%		

Based on the table IV.18, the students' activity score in the cycle I was 425 (77.84%), in the cycle II, the students' activities score was 479 (87.73%). From the result, the increasing of students' activities can be seen from the graphic below:

Graphic IV.2



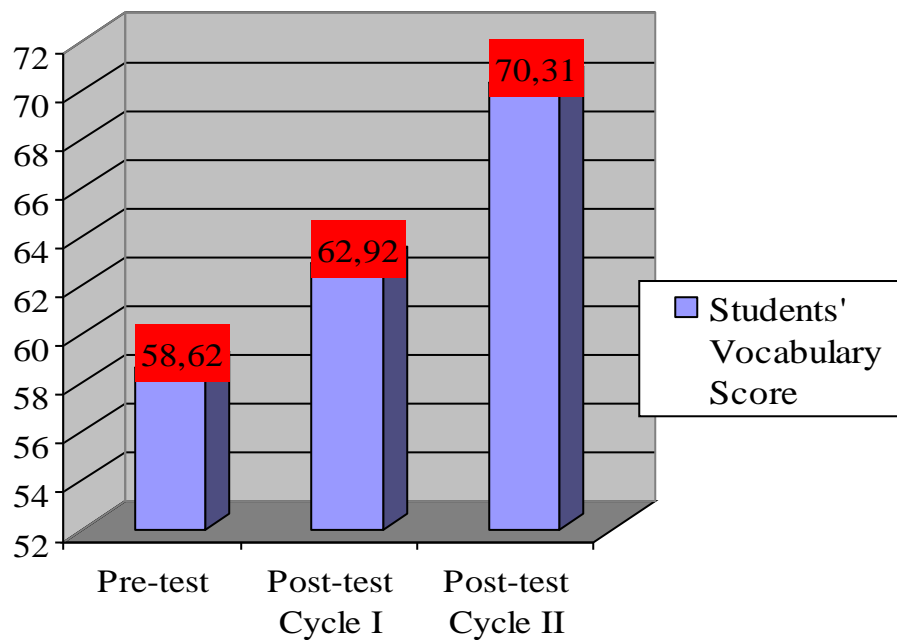
Based on the graphic IV.2, cycle I showed that the students did 425 (77.84%), in the cycle II, the students' activities score was 479 (87.73%). From the result, the students' activity improved 54 (9.89%) from cycle I to cycle II. In addition, to know the increasing of students' vocabulary mastery score can be seen from the table below:

Table IV.20
The Increasing of Students' Score in Pre-test,
Post-test I and Post-test II

Pre-test	Post-test I	Post test II	Increase from Pre-test to Post-test I	Increase from Post-test I to Post-test II
58.62	62.92	70.31	4.3	7.39

Based on the table IV.20, it can be seen that the average of students' vocabulary mastery score in pretest was 56.67, in posttest in cycle I was 62.17 and in posttest in cycle II was 78. Furthermore, to know the increasing of the students' vocabulary mastery score can be seen from graphic below:

Graphic IV.3
The Increasing of Students' Vocabulary Mastery Score



Based on the table IV.19 and graphic IV.3, it can be seen that the average of students' vocabulary mastery score increased 4.3 from pretest to cycle and 7.39 from cycle I to cycle II. From the result above, it can be seen that the students' vocabulary mastery at grade VB of SDN 012 Mareadan Barat Siak can be increased by using English words playing cards.

F. The Strength and Weakness of the Strategy

After doing all steps in this research, the writer found some strengths and weaknesses during the treatment by using English words playing cards. The strengths were as in the follow:

1. By using English words playing cards, the students can reach the vocabularies as much as possible.
2. By using English words playing cards, the students have feeling or strong opinions
3. By using English words playing cards, students are motivated and enjoy in learning

However, the writer also found some weaknesses as in the following:

1. Some of the students still confuse in matching the card correctly.
2. Some students were noisy, so the other students had difficulty to concentrate in when teaching and learning process run way.
3. The teaching and learning by using English words playing cards need a lot of time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the researcher conclude that the use of English words playing cards could increase the students' vocabulary mastery at grade VB of SDN 012 Maredan Barat Siak. It is also motivated the students to learn English seriously.

B. Implications

The implications of using English words playing cards are not only for the students but also for the teacher, school and for other researchers. For the students, as explained above, using English words playing cards could improve the students' vocabulary mastery and influenced many aspects such as the students' motivation in learning vocabualry, the students felt that the English words playing cards was helpful to improve their vocabualry mastery.

For the teacher, English words playing cards could improve the English teachers' knowledge and share experiences in improving the students' vocabualry mastery. For the school, English words playing cards gave some inputs for SDN 012 Maredan Barat Siak especially in reaching percentage of the criteria of minimum passing. For other researchers, English words playing cards gave any contribution to other researchers to expand further research about improving students' vocabulary mstery by using English words playing cards.

C. Suggestions

Based on the conclusions above, there are some suggestions that might be helpful for teacher and students, they are:

1. For the teachers: the teachers should give their best efforts to increase their ability and quality of teaching, especially in teaching vocabulary mastery. In addition, It is better for the teacher to use English words playing cards to improve student's vocabulary mastery and create comfortable conditions in the classroom.
2. For the students: the students may be aware that vocabulary is very important in learning English. In addition, they may practice their vocabulary in or outside the classroom.

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Yuliana, The Use of Card Game to Increase Students' Vocabulary Mastery at the Fourth Grade Students of SDN 009 Teluk Nilap Rokan Hilir, UNRI, Unpublished Thesis, 2009

**INCREASING STUDENTS' VOCABULARY MASTERY THROUGH
ENGLISH WORDS PLAYING CARDS (EWPC) AT GRADE VB OF
SDN 012 MAREDAN BARAT SIAK**



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1433 H/2012 M**

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Thesis

**Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education**



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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the English components besides grammar, pronunciation, phonology, and spelling. According to Suyanto, vocabulary is one of the English components to link the four skills of listening, reading, speaking, and writing. In listening, students hear word, in speaking, they speak word, in reading, they face words; and in writing, they use word.¹

Vocabulary is central to language and of critical importance to the typical language learner. Lack of vocabulary knowledge will result in lack of meaningful communication. A large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels.

Vocabulary is an important component of acquiring a new language system. It is used to understand forms, phrases, and sentences to convey the meaning of the words in text. That is why the function of vocabulary is very crucial in comprehending the spoken and written language because it is the total number of words which rules for making up a language. As River in Nunan, the acquisition of the adequate vocabulary is essential for successful foreign language

¹ Kasihani Suyanto K.E, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 5.

use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication.²

Vocabulary mastery is one of important aspects in understanding a text, conversation, or written. Without vocabulary mastery, we cannot achieve the purpose of conversation, reading and we cannot write any thing. Teacher should help their students in learning new vocabularies. The teacher should use many strategies, methods, and approaches to help students in memorizing new vocabularies. The teacher should combine the strategies, methods and approaches to make students have fun in memorizing new vocabularies because remembering words make the students are boring and easy to forget.

Teaching vocabulary in elementary school should be able to reach base competence that has been stated, they are differing noun, verb and adjective, and finding the synonym or antonym of the word. Teaching English to students of elementary school is presenting vocabulary since they meet English for the first time. The students are introduced with simple things around them, which are familiar to them. Meanwhile, the curriculum of elementary school also contain a number of vocabularies to learn beside expression and simple sentences about things around the children, family, school, geography, and their communication to the environment.³

Based on the researcher's experience in teaching English especially in teaching new vocabularies at grade VB of SDN 012 Tualang Siak, the researcher applied true or false strategy. This strategy is collaborative activity in which

² Nunan, David, *Language Teaching Methodology*, (Britain: Prentice Hall, 1991), p. 36.

³ Depdiknas, *Standar Kompetensi dan Kompetensi Dasar Tingkat SD/MI*, (Pekanbaru: Dinas Dikpora, 2006), p. 16.

students are invited to discuss the material immediately. This strategy builds group work, sharing information and learning directly.⁴ By using this strategy, the researcher hoped the students would be able to increase their vocabulary mastery. Nevertheless, in fact, the students learn word “peach”. The researcher orders the students to memorize this word. They can memorize this word today but if they are ordered to repeat it next week, they lost it. This technique also makes the students are not only boring in learning English, but also ease to forget the new vocabularies. The students’ problem in mastering vocabulary can be seen from the symptoms below:

1. Based on base data, it is found only 12 (46.2 %) students of 26 students able to memorize new vocabularies well and can reach the criteria of minimum passing score that has been satisfied that is 65.
2. There are 14 students or 54.8 % of 26 students who are not able to find out the meaning of English vocabulary yet.
3. Some of the students are not able to differ between noun, verb and adjective
4. Some of the students are not able to translate the English words into Indonesian.
5. Some of the students are not able to find the synonym or antonym of the word

Based on the symptoms above, it can be seen that most of the students are low in mastering new English vocabulary. The students’ problem above should be

⁴Hisyam Zaini, *et. al.*, *Srategy Pembelajaran Aktif*, (Yogyakarta: Pustaka Insan Madani, 2008), p. 24.

overcome. There are many ways to be done in solving the students' problem. In this research, the researcher will try to use English Words Playing Cards (EWPC). English Words Playing Cards (EWPC) is a medium to learn language systems (phonology, lexis, grammar, function, vocabulary, discourse) and integrated language skills (listening, reading, speaking and writing). The integration of language systems and language skills through English Words Playing Cards (EWPC) propose a six area development covering (1) orthography development, (2) basic word mastery development, (3) basic English sounds mastery, (4) basic English utterances and grammar development, (5) basic English genre development, and (6) edutainment role.⁵

Finally, the researcher interests in doing a research entitled "*Increasing Students' Vocabulary Mastery through English Words Playing Cards (EWPC) at Grade VB of SDN 012 Maredan Barat Siak*".

B. Identification of The Problem

Mastering vocabulary is not easy. It is needed various strategies. Based on daily test done by the researcher at Grade VB of SDN 012 Maredan Barat Siak, there are some problems found in teaching and learning vocabulary. The problem might come from the researcher, students, and method. The students' problem is the most of them difficult in memorizing the words, such as the students are not able to tell the name of things around the school, sports, and big family. The

⁵Kalayo and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Riau: UIN SUSKA Riau, 2007), p. 92.

students also have low motivation in learning vocabulary. Next, the problem comes from the teacher that the teacher's methods in teaching are not interesting, monotonous, hence the students become bored.

C. Limitation of the Problem

In order to focus the point of discussion in this research, the researcher limits in terms of around the school, and sport .Researcher only deals with the technique that the researcher will use English Words Playing Cards (EWPC) to increase the students' vocabulary mastery.

D. Formulation of the Problem

Dealing with the limitation of the problem, this research can be formulated as: "Can Using *English Words Playing Cards (EWPC)* increase students' vocabulary mastery at grade VB of SDN 012 Maredean Barat Siak?"

E. Purposes of the Research

The purpose of this research is to find out if using English Words Playing Cards (EWPC) can increase the students' vocabulary mastery

F. Needs of the Research

After doing this research, it is hoped that this research will give advantages as follows:

1. To help the students in increasing their vocabulary mastery
2. To help the teacher to find a good technique in teaching English
3. To help the teacher to improve their method in teaching English especially vocabulary
4. To help students to understand English vocabulary.

G. Definition of the Key Terms

1. English Words Playing Cards (EWPC) is a medium to learn language systems (phonology, lexis, grammar, function, vocabulary, discourse) and integrated language skills (listening, reading, speaking and writing).⁶ In this research, the researcher uses English Words Playing Cards (EWPC) to increase students' English vocabulary mastery.
2. Vocabulary is a set of lexeme, including single word, compound words, and idioms.⁷ In addition, mastery is great skill or knowledge that has some one to do something. In this research, vocabulary mastery means the total number of words that students have especially about the terms of around the school, and sports.

⁶Ibid, p. 92

⁷Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: VVP, 1992), p. 400.

CHAPTER II

THEORETICAL FRAMEWORK

A. English Words Playing Cards (EWPC)

1. The Nature of English Words Playing Cards (EWPC)

English Words Playing Cards (EWPC) is one of the strategies to learn language Systems(phonology, lexis, grammer, function, vocabulary, discourse) and it is designed as ELT materials supplement for ELT teachers and learners especially in EFL setting. So that EWPC becomes means for ELT teachers to facilitate learning, that is to adapt suitable materials with the curriculum content and students' learning needs.

The use of English Words Playing Cards (EWPC) has been piloted in Indonesian elementary schools as media to learn language system and integrated language skills (listening, reading, speaking and writing). The integration of language systems and language skills through English Words Playing Cards (EWPC) propose a six area development covering (1) orthography development, (2) basic word mastery development, (3) basic English sounds mastery, (4) basic English utterances and grammar development, (5) basic English genre development, and (6) edutainment role".¹²

To support each development proposed above, the following activities are offered to English language teacher and students and in order to acquire basic English skill as illustrated in the following:

¹²Ibid, p. 92.

1. Spelling and alphabetical order activities are offered for the acquisition of orthography area development. EWPC for autographic development that is to recognize correct spelling of words existing in the card. Learners' ability to spell any words correctly constitutes a vocabulary development. The words each card written vertically is intended to make clearness acquire individual alphabet.
2. Recognizing object with their names. The activities of recognizing object and naming them by matching word with their picture are offered for basic words mastery development in a way that a domino games is played. Equalizing and differentiating sound activities are proposed for Basic English sound mastery. Such activities can be shown as follows:
 - 1) Differentiating alphabet names from vowel sounds
Show pictures:
 - a) Bag, cat
 - b) Car, card
 - c) Bus, cup, umbrella
 - d) Pen
 - e) Bird, head
 - f) Egg, elephant, skirt, guitar, fish, key
 - g) Milk, giraffe, scissors
 - h) Book, shoes, spoon, balloon, ruler
 - i) Torch, doll, crocodile, clock, horse

- j) Eye, lion, iron, kite, ice cream, bicycle, pliers
- k) Plane, snake
- l) Cow
- m) Goat
- n) Guitar-giraffe
- o) Shoes, shovel
- p) Kite, cap, car, carrot, cat, cup

2) Meaningful activities for sound discriminating are shown in the examples below :

Student A : Is this a cup?

Student B : No. It is not a cup but it is a cap

3) Questioning and answering activities are done as follows:

Student A : Is that an umbrella?

Student B : No. It is not an umbrella but it is a skirt

Student A : Is this a plane?

Student B : No.

Student C : So what is it?

Student D : It is a duck

3. Pluralizing utterances and grammar acquisition development activities

1) Pluralizing: matching “be” with subject and complement

a) (is/are) (it/they) books?

b) (is/are) (it/they) a ruler?

c) (is/are) (it/they) pens?

d) (is/are) (it/they) a bag?

2) Grammar acquisition development: using “a/a” to answer a question “what is it”

What is it?

a) It is a/an ruler

b) It is a/an car

c) It is a/an balloon

d) It is a/an apple

e) It is a/an umbrella

3) Using “this/these” to name the following objects

a) (this/these) / (is/are) a bag

b) (this/these) / (is/are) shoes

c) (this/these) / (is/are) bananas

d) (this/these) / (is/are) an apple

e) (this/these) / (is/are) cards

4. The activities as showing and telling, describing and guessing objects (mind mapping), describing ideas: comparing colors, shapes, weight and height through pictures shown for the development of the four language skills are shown as follows:

1) Showing and telling/categorizing/naming

A student picks up a picture among the cards, show, categorize and name it.

a) *This is a kind of animal, it is a duck.*

- 2) Describing and guessing objects/mind mapping
- 3) Describing ideas: comparing colors, shapes, weight and height through pictures shown for the development of the four language skills.
5. Persuading and referring objects are proposed for basic English genre acquisition development
6. English word playing cards activity is offered for edutainment.

2. Advantages of English Playing Word Card (EPWC)

Playing word card has advantages as follows:

- a. Simple –card game is easy for the organizer and the participants.
- b. Cheap – Typically, the cost is a stack of 3×5 card, sticky notes, a pen or printing labels, and your time.
- c. Quick to execute – You can perform several sorts in a short period of time, which provides you with a significant amount of data.
- d. Established – many designers have used the technique for over 10 years.
- e. Involves users – Because the information structure suggested by a card game sort is based on real user input, not the gut feeling or strong opinions of a designer, information architect, or key stakeholder, it should be easier to use.

- f. Provides a good foundation – It is not a silver bullet, but it does provide a good foundation for the structure of a site or product.³

3. The Procedures of Using English Playing Word Card (EPWC)

The ways to use English Playing Word Card to help learning vocabulary as follows:

- a. The sets are made up of two kinds of card: word card + definition/picture card games.
- b. Divide the class into small groups.
- c. Each group is given a set of card that are spread out on the table facedown.
- d. Students in turn pick up a card, turn it over, and try matching it to its corresponding card.
- e. If there is no match, the card are returned to their original place on the table and play passes to the next student.
- f. If a match is made, the student to keep the pair and tries to make another match.
- g. Once all the card games are matched, the winner is the player who has matched the most number of cards.⁴

³Spencer, Donna, *Card Sorting: a Definitive Guide*, (http://www.boxesandarrows.com/view/card_sorting_a_definitive_guide, 2004/04/07).

⁴Silberman, *Active Learning 101 Cara belajar Siswa Aktif*, (Bandung: PT. Nusamedia, 2009), p. 250.

B. Vocabulary

1. The Nature of Vocabulary Mastery

Vocabulary is acquired incidentally through indirect expose to words and intentionally through explicit instruction in specific word and word learning strategies. Vocabulary means the words, which is significant to be known by the learners of language. It can be found in dictionary or other sources, which is relevant. However, to enrich the vocabulary we should precisely know about the context of the language spoken or written.

There are three main principles which appear to underline effective vocabulary teaching. First, learner should be provided with both definitional and contextual information about words. Second, learners should be encouraged to process information about words at deeper level. Finally, for ESL learner they should multiple expose word.⁵

Vocabulary is very important in learning English particularly in vocabulary mastery. The main reason for this is that vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate a foreign language well, students should acquire an adequate number of words and should know how to use them accurately.⁶

⁵Hearly, Deborah, *Approaches of Teaching Vocabulary*, English Language Institute Technology Tip of Moth, (<http://www.oregonstate.edu/dep/eli/feb.2000.htm/>, 2000), p. 4.

⁶Huyen, Nguyen Thi Thanh and Khuat Thi Thu Nga, *Learning Vocabulary Trough Games*, Hanoy University or Foreign Studies, (<http://www.asian-efl-journal.com/march02,sub,htm>, 2003), p. 4.

It is known, that not all of the learners can memorize the words, especially in low frequency words. It all depends on the learner's mastery to understand the vocabulary as an important aspect for the foreign language learners.

Learning vocabulary is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. Learning vocabulary is very important. 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for spoken language, but also written language. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful in improving students' vocabularies. Through the approach students are forced to use the language directly in either spoken or written communication.

The questions related with vocabularies acquisition are what kinds of words one needs to know and how many words he must know. The vocabularies that should be known by a student first are the high frequency words. These are words that he uses most often in communication either in classroom activities or outside classroom. The high frequency words are called the general service vocabulary. Next, he also should know the academic or sub technical words which are not in general service vocabulary but occur frequently over a range of academic texts.

Learning vocabulary of a foreign language presents the learner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended.

2. The Teaching Vocabulary for Young Learners

Teaching vocabulary should be integrated in teaching the four language skills. The integrated teaching is meant to support the students' ability in developing their language skills. Moreover, acquisition of adequate vocabulary is essential for successful second or foreign language use because without an extensive vocabulary it will be impossible to use the structure.

One way to capture their attention is to keep motivation in activities is to supplement the activities with a lot of brightly colored, toys puppets, or object that match the ones used in the story. These also can help to make the language input comprehensible and can be used for follow up activities such as retelling stories and guessing games. Although it takes lot of preparation time to make or provide the media, it is worth the effort if teacher can use them in the future classes.⁷

In elementary school, vocabulary lists are taught weekly to help young learners better understand vocabulary words. Word lists are often theme based in order to help the young learners associate words with objects, and then later to

⁷Shin, *Vocabulary Knowledge and Teaching Young Learners*, (http://ivythesis.typepad.com/term_paper_topics/2008/08/vocabulary-know.html, 2008).

ideas. Such approaches will help them develop their word usage later to communicate effectively.

One way to make the learning more fun is to involve the students in creation of the visuals or relia. Having children involved in creating visuals or relia that are related to the lesson helps engage students in learning process by introducing them to the context as well as relevant vocabulary items. In addition, language related to the arts and crafts activities can be taught while making or drawing the visuals. Certainly students are more likely to feel interested and invested in the lesson and wil probably take better care of the material.⁸

When the teacher plans a variety of acivities, it is important to have them connect to each other in order to support the language learning process. Moving from one activity to others that are related in content and language helps to recycle the language and reinforce students understanding and use it.

A number of technique can be adapted to present new vocabulary items. There are several types of vocabulary presentation techniques:

- a. Visual techniques that pertain to visual memory are considered helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. They help the students associate presented material in a meaningful way and incorporate it into their system of langauge values.
- b. Verbal techniques pertain to the use illustrative situations, synonym, opposites, scales, definition, and categories.

⁸Moon, I.S.P, *Teaching English to Young Learners*, (<http://www.tesol-direct.com/english-young-learners-course-syllabus>, 2000).

- c. The use of dictionary is another technique of finding out meanings of unfamiliar words and expressions.⁹

In order to improve students' vocabulary, teacher should use teaching aids. By using aids, it will ease the students to catch what the teacher means. Using media is expected to motivate learners' interest in studying the language and to overcome the monotone of teaching. Here, the teaching aid that is used is English words playing cards as a visual teaching aid.

3. Word

There are some definitions of the term *word*. Longman dictionary of American English stated that word is written representation of one or more sounds that can be spoken to represent an idea, object, etc. The term *word* is a unit of linguistic analysis which has these characteristics: (1) insolubility, means that words can be pronounced in isolation from other words, (2) mobility, means that words are item which can be moved around within a sentence to form new sentences, and (3) phonological independence which means that words are correspond to the minimal units of phonological analysis.¹⁰

4. Class of Word

The classes of word can be divided into eight different classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and

⁹Uberman, Agneiszka, *the Use of Games: Vocabulary*, (www.techingenglish.org.uk/think/resources/game.html, 1991).

¹⁰ Jumarirati, *Improving the Vocabulary Mastery of EFL Students*. Jumarirati's article, (<http://pbingkipunlam.wordpress.com/2010/01/01/improving-the-vocabulary-mastery-of-efl-students/>, 2010).

determiners. There are two crude divisions of word that is content words (lexical words) and function words (grammatical words). Content words are those that carry high information load such as nouns, verbs, adjectives, and adverbs. The membership is unrestricted and still allow for the addition of new members. Meanwhile function words are words that mainly contribute to the grammatical sentence such as prepositions, conjunctions, determiners, and pronouns. The membership is restricted and definite.¹¹

5. Formation of Word

There are many ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4) back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology, and (10) proper names. Below is the definition of each process.¹²

- a. Derivation: The process derives new words by using prefixes and suffixes. Some common prefixes are *anti-*, *dis-*, *in-*, *pre-*, *post-*, *un-*, and *re-*. Some common suffixes are *-ation*, *-able*, *-al*, *-er*, *-ed*, *-ful*, *-ity*, *-ing*, *-ly*, *-ness*, and *-y*. For instance, from the word *believe* (verb) can be derived into some adjectives by adding prefix and suffix like follow: *believable*, *unbelievable*.

¹¹Jumarirati, *Ibid.*, 2010.

- b. Compounding: The process forms new words by putting together two or more existing words. For instance by combining noun and noun like *girlfriend*, *landlord*, or *mailman*.
- c. Acronyms: The process forms new words by uniting the initial sounds or letters of words then pronounceable as a new separate word. For example the word *laser* from *light amplification through the stimulated emission of radiation* or *UN* from *United Nation*.
- d. Back Formation: The process uses analogy in a rather backwards manner to derive new words. For instance the word *revise* is derived from the word *revision*.
- e. Blending: It is the process that combines parts of two words, usually the initial part of a word and the last part of another word. For example the word *brunch* is the blending from *breakfast* and *lunch*.
- f. Clipping: The process derives new words by shortening the words so it is easy to be pronounced without paying attention to the derivational morphology of the word. For instance the word *dorm* from the word *dormitory* and the word *lab* from *laboratory*.
- g. Coinage: The process derives new words by using no morphological methods but just take the brand of some products to name the things refer. For example the word *aqua* to name all bottled mineral water and the word *Kodak* to name any kind of camera.

- h. Functional Shift: The process derives new words by moving the part of speech of a word and no changing of its form. For instance, the word *run* can be used as noun and as verb.
- i. Morphological Misanalysis: The process derives new words by introducing new words taken from similar words. This can be because of actual misunderstanding, or intentional (creative) extension of morphemes. For instance, the word *workaholic* derives from *alcoholic*.
- j. Proper Names: The process derives new words from names of persons connected with them. For example the word *watt* from *James Watt* the name of the person who invented electricity.

These processes of words formation can be introduced to students in order to give them the rule of deriving new words that they can apply and to improve their vocabularies. The knowledge of words and words formation processes is beneficial to help the students in learning vocabularies. First, they can learn the principles in forming words. Then, the knowledge leads them to be productive and creative that is by applying the principles in order to ‘create’ words. As the result, they may improve their vocabularies.

C. Relevant Research

There are some related studies that had been done by some researchers that related to the use of word card in teaching vocabulary. First, “The Effectiveness of Using Random Card Games to Increase Vocabulary Mastery at the First Year of MTs Desa Kualu Kampar Regency” by Nirmala Astuti. This research was

experimental research on July 2009. The subject of the research was the first year of MTs Desa Kualu Kampar Regency. They consisted of 48 student.

Second, “the Use of Flash Cards to Improve the Vocabulary Mastery of the Fourth Year Students of SD 07 Rambah Pasir Pengaraian – Rokan Hulu by Tati. This research was classroom action research. The formulation of the research was: does the teaching of vocabulary by using flash card give better result on the English vocabulary achievement by the fourth year students of SD 07 Rambah. The research findings of the research are:

1. The result was found that the students who were taught by random card game have good vocabulary mastery than who were taught by using conventional one
2. The research implementation was successful; in the second cycle.
3. The result was made the students enjoyed and interested in learning vocabulary

Finally, based on the researcher’s findings, the result was found that the students who were taught by random card game have good vocabulary mastery than who were taught by using conventional one.¹³

From some studies above, it can be concluded that cards is one of media that can be used to increase the students’ vocabulary mastery. It makes the students enjoyed and interested in learning vocabulary. Thus, the researcher will use media especially English playing word card to solve the students’ problem in the classroom related to their vocabulary mastery in classroom action research.

¹³ Nirmala Astuti Uska, *The Effect of Random Card Game in Increasing Vocabulary Mastery at the First Year of MTs Desa Kualu Kampar Regency*, (UIN SUSKA: Unpublished Thesis, 2009).

The researcher wants to find out whether or not English playing word card increases students' vocabulary mastery at the grade VB of SDN 012 Maredan Barat Siak.

D. Hypothesis of the Research

Hypothesis of this research is English Words Playing Cards (EWPC) can increase students' vocabulary mastery at grade VB of SDN 012 Maredan Barat Siak.

E. Indicators of the Research

1. Teacher's Activity

- a. Teacher sets two kinds of cards: word cards + definition/picture cards.
- b. Teacher divides the class into small groups.
- c. Teacher gives students a set of cards which are spread out on the table face-down.
- d. Teacher orders students to turn pick up a card, turn it over, and try to match it.
- e. Teacher returns to their original place on the table and play passes to the next student. if there is no match.
- f. Teacher keeps the students in the pair and tries to make another match if a match is made.
- g. Teacher tells the winner if all the cards are matched.

2. Students' Activity

- a. The students gave attention to the teacher's explanation how to make cards.
- b. The students chose their group.
- c. The students collected the cards.
- d. The student turned pick up a card, turned it over, and tried to match it.
- e. The student said what the vocabulary word was when turned pick up a card, and turned it over.
- f. The student said the definition of vocabulary word when matching the card.
- g. The student played the cards seriously.

3. Students' Vocabulary Mastery

- a. The students are able to find the meaning of the words.
- b. The students are able to translate words into Indonesia.
- c. The students are able to pronounce the words correctly.

From the indicators above, this research can be said success if the students' vocabulary score get 65 (the criteria of minimum passing sore) above 80% of the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Subject and Object of the Research

The design of this research is *A Classroom Action Research (CAR)*. Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, (c) the situations in which the practice are carried out.¹

Relating to explanation above, classroom action research is the way to apply theories or method in the social real or teaching process. The aim is to improve the condition of social fact or teaching process become well than before. In this research, it is used to improve students' vocabulary mastery.

This research consisted of two variables; the independent variable was *English Words Playing Cards (EWPC)* and the dependent one referred to the students' vocabulary mastery.

The subject of this research was all the students of grade VB of SDN 012 Maredan Barat Siak, which consisted of 26 students. In addition, the object of this research was the students' vocabulary mastery through *English Words Playing Cards (EWPC)*.

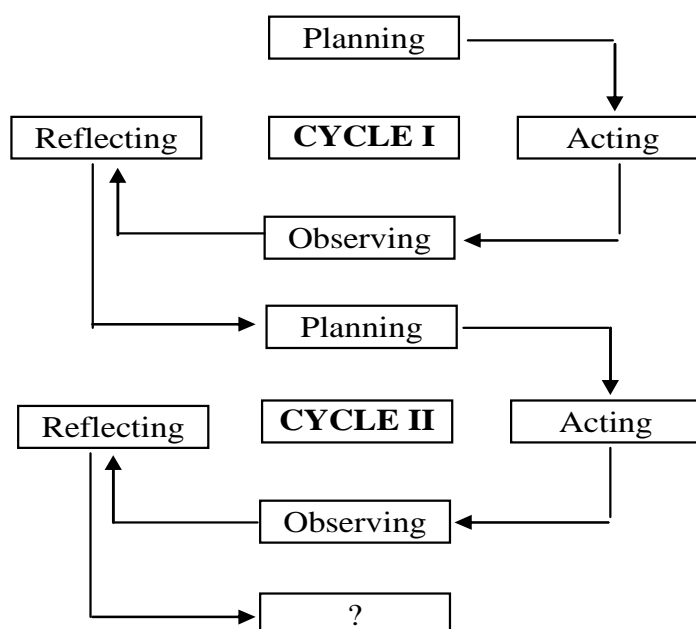
¹Hopkins, David, *A Teacher's Guide to Classroom Research*, (Buckingham: University Press, 1993), p. 44.

B. Location and Time of the Research

The research was conducted at SDN 012 Marejan Barat Siak. This research was conducted on July 2011 in the first semester.

C. Procedure of the Research

The procedure of this research can be seen in the following diagram:²



1. Planning

In this stage, the researcher prepared everything needed to be done in the research. In this stage, the researcher did the following:

- a. Making lesson plan relates to syllabus
- b. Making students' and teacher observation sheets
- c. Determining observer of the research

² Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 92.

2. Action

In this step, the researcher did the step as follows:

- a. Teacher sets two kinds of cards: word cards + definition/picture cards.
- b. Teacher divides the class into small groups.
- c. Teacher gives students a set of cards which are spread out on the table face-down.
- d. Teacher orders students to turn pick up a card, turn it over, and try to match it.
- e. Teacher returns to their original place on the table and play passes to the next student. if there is no match.
- f. Teacher keeps the students in the pair and tries to make another match if a match is made.
- g. Teacher tells the winner if all the cards are matched

3. Observation

In this observation, the researcher gathered evidence to decide whether the students were enjoyed and fun that used the observation table to observe the students' activity and teaching and learning process. The researcher was helped by an observer as collaborator that observed the teacher and students' interaction during teaching and learning process. In observation activity, the collaborator used observation sheet.

4. Reflection

In this term, the researcher and collaborator analyzed the result, feedback of action, and interpreted the data to make decision for revised plan in the next cycle or not.

D. Data Collection Technique

In collecting the data, the researcher used two kinds of instruments. They were test and observation

1. Test

The test was taken from the students' English books. The topics were things in the classroom, time (month), and Time (day). The kind of test was multiple choices. It consists of twenty-five questions. It was used to know students' vocabulary mastery. It could be seen from the blueprint as follows:

Table III.1
Blueprint of Research Instrument

No	Aspects of the Test	Number of Items	Number of the Tests
1	Things in the classroom	9	1,2,3,4,5,6,7,8,9,
2	Time (month)	8	11,12,13,14,15,16,17
3	Time (day)	8	18,19,20,21,22,23,24,25
Total		25	25

2. Observation

The observation was used to know researcher's activities in applying English playing word card and students' participation during teaching and learning process. The observation used checklist. The indicators of using English playing English playing word card are as follows:

Table III.2
Observation Checklist of Student's Activity
by Using English Playing Word Card

No	Indicators	Yes	No
1	The student gives attention to the teacher's explanation how to make cards		
2	The students choose their group		
3	The students collect the cards		
4	The student turns pick up a card, turn it over, and try to match it		
5	The student says what the vocabulary word is when turns pick up a card, and turn it over		
6	The student says the definition of vocabulary word when matching the card		
7	The student plays the cards seriously		

Table III.3
Observation Checklist of Teacher's Activity
by Using English Playing Word Card

No	Indicators	Yes	No
1	Teacher makes up of two kinds of cards: word cards + definition/picture cards		
2	Teacher divides the class into small groups		
3	Teacher gives each group a set of cards that are spread out on the table facedown		
4	Teacher asks the students to turn pick up a card, turn it over, and try to match it		
5	Teacher asks the students to return the cards to their original place on the table and play passes to the next student		
6	If a match is made, the teacher asks the student to keep the pair and tries to make another match		
7	Once all the cards are matched, the teacher tells the winner is the player who has matched the most number of cards		

3. Field Note

Field not was used to record the detailed of action which the teacher and students in teaching and learning activities. Here was the form of the field note which was used by the teacher in this research.

Table III.4
Field Note of the Teacher and Students' Activities

Meeting	Date	Notes	
		Teacher	Students
1			
2			
3			
Etc.			

E. Data Analysis

The data found were qualitatively and quantitatively. Qualitative means the data was presented in the form of verbal report and described in the graphic forms. In this case the data were gotten from the observation sheet. Some techniques in analyzing the data as follows:³

1. Data Managing: Data are gotten from the data observation and interview will manage in order to get good result and easy to analyze.
2. Reading the Notes: Here, the researcher reads all observation sheet that will be found during teaching and learning process deeply.
3. Description: It aims to describe a true setting of English playing word card. Therefore, the researcher and reader had and understand about the result.
4. Classifying: The data are categorized into small unit bases on the data found during research.

³ Gay, L.R and Peter Airasian, *Educational Research*, (New Jersey: Prentice-Hall Inc, 2000), p. 239.

5. Interpreting: In this step, the data will be interpreted into general conclusion or general understanding.
6. Representing the findings in a written report: Finally, the data will be presented in a written report.

After that, the data were analyzed quantitatively. Quantitative means the data were presented in form of numerical report of percentage and described on the graphic form. Furthermore, to analyze the data and to find out the students' progress in vocabulary taught by using word card.

1. Teacher's Activity

After the data was gathered from observation, it is analyzed by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

F = Number of Cases

P = Number of Percentage. ⁴

After getting percentage score, it was consulted to:

- a. 76% - 100% can be categorized "Good"
- b. 56% - 75% can be categorized "Enough"

⁴ Haris, D.P, *Testing English as a Second Language*, (New York: Mc Grew Book Company, 1974), p. 79

- c. 40% - 55% can be categorized “Less”
- d. < 40% can be categorized “Bad”.⁵

2. Students' Activity

After the data was gathered from observation, it is analyzed by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

F = Number of Cases

P = Number of Percentage.⁶

After getting percentage score, it was consulted to:

- a. 76% - 100% can be categorized “Good”
- b. 56% - 75% can be categorized “Enough”
- c. 40% - 55% can be categorized “Less”
- d. < 40% can be categorized “Bad”.⁷

3. Students' Vocabulary Mastery

After getting the data, it was analyzed by using:

- a. Individual score (KI) can be calculated by using:

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 246.

⁶Haris. D.P, *Op. Cit.*, p. 79.

⁷Suharsimi Arikunto, *Op. Cit.*, p. 246.

$$KI = \frac{\text{students' score}}{\text{total score}} \times 100\%$$

b. Clasical score (KK) can be calculated by using:

$$KK = \frac{JT}{JS} \times 100\%$$

KK = Clasical complete

JT = total students of complete

JS = total studetns

Table III.5
Classifications of Students' Score

No	Value	Category
1	80-100	Good to Excellent
2	60 - 79	Average to Good
3	50 - 59	Poor to Average
4	0 - 49	Poor

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. Setting of the Research Location

1. History of the School

SDN 012 Maredan Barat Siak is one of the government schools in Siak regency, Riau province. It was built in 1995. It is located on Alamsyah street, Maredan Barat village. The school has change the name for three times, the first is SDN 024 Maredan Barat in 1995 – 2001 year, SDN 023 Maredan Barat in 2002 – 2005 year and SDN 012 Maredan Barat in 2006 year until now.

2. Vision and Mission of the School

To create the students of SDN 012 Maredan Barat become students those have disciplined, knowledge, morality and cultured.

3. Amount of the Students and Group Learning

Table IV.1
Amount of the Students

No	Academic Year	Gender		Total
		Male	Female	
1.	2007/2008	228	205	433
2	2008/2009	270	241	511
3.	2009/2010	300	273	573
4	2010/2011	170	145	315
5	2011/2012	176	160	336

Table IV.2
Group Learning

Class	Academic Year			
	2008/2009	2009/ 2010	2010/2011	2011/2012
I	4	4	2	2
II	3	4	2	2
III	3	3	2	2
IV	3	3	2	2
V	3	3	2	2
VI	3	3	2	2
Total	19	20	12	12

4. Data of the Teachers

Table IV.3
Data of the Teachers

NO	NAMA	NP	NPTK	TEMPAT LAHIR	TANGGAL LAHIR	JENSKELAMIN LP	AGAMA	JABATAN	PANGKAT/ GURUJANG TERAKHIR	TMT	NOMOR DAN TGL SK PANGKAT TERAKHIR	GAJI POKOK	TANGGAL MULAI BERTUGAS PADA SD INI	LAZAH TERTINGGATAHUN	AKTA
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	ZURMA NOFRIDA, S.Pd	1984.1104.1985.06.2001	9438742944300033	PADANG	04 Nopember 1994	PR	Islam	Yep. Sekolah	IV/A	1985	821/BKD.2009/04	2.431.000	03 Mei 2009	S1/2004	IV
2	AMIRUDDIN, S.Pd	1968.0604.1991.03.1003	0444748648200022	RUMBO	04 Juni 1968	LK	Islam	Guru Bid. Studi Pariwisata	III/C	1991	823/KP.2006/01		27 April 2001	S1/2009	IV
3	MUHAMMAD NASIR, S.Pd	1970.1111.2008.01.1039	3443748651200033	PEKANBARU	11 Nopember 1999	LK	Islam	Guru Kelas II B	III/A	1991	821.13/BKD/002	1.738.100	16 Des 2008	S1/1995	IV
4	MARKHAMAH, S.Pd	1977.0308.2007.01.2008	5640755657300012	KEDABU RAPAN	08 Maret 1977	PR	Islam	Guru PAI	II/B	2000	SK.813.2/KP.2007/426		15 Juli 2002	S.1/2010	IV
5	NINA KARYAWATI, A.Ma	1982.0502.2007.01.2003	3834780662300042	CIANJUR	02 Mei 1982	PR	Islam	Guru Kelas I A	II/B	2002	SK.813.2/KP.2007/300		10 Okt 2002	D-2/2004	
6	NASIATIK	1972.0220.2007.01.2005	2582750653300012	PANGORAN	20 Februari 1972	PR	Islam	Guru Kelas II A	I/C	1995	SK.813.1/KP.2007/609		20 Agust 1995	SMA/2005	
7	SUPARDI	1967.0315.2007.01.1050	5647745656200002	AEK PAMINGKE	15 Maret 1967	LK	Islam	Perjaga Sekolah	I/C	1995	SK.813.1/KP.2007/797		03 Jan 2003	SMA/2005	
8	OMELIS	1984.1012.2010.01.2019	5344782648300033	BUNGARAYA	12 Oktober 1994	PR	Islam	Guru Kelas II A	II/A	2004	SK.813.2/BKD.2009/0400		20 Des 2004	SMA/2003	
9	NATAL GEMBIRA, A.Md	1971.1220.2008.01.1035	8552748651200030	BATANG SERANG	20 Desember 1971	LK	Kristen	Guru Kelas IV A	II/C	2002	SK.821.12/BKD/002		01 Jan 2010	A.Md/1993	
10	KUSMAWADI, A.Ma		543775165420003	KERASAAN	05 Nopember 1999	LK	Islam	Guru Kelas V A		1996			30 April 1996	D-2/2008	
11	TUTI JULITA, A.Ma		1048755657300043	SIDOMULYO	16 Juli 1977	PR	Islam	Guru Kelas IV A		1996			05 Des 1996	D-2/2007	
12	TENGGU ETTY WAHYUNI		5842755657300032	BANGUN PURBA	10 Mei 1977	PR	Islam	Guru Kelas I B		1996			08 Juni 1996	SMA/1996	
13	RISWAN TARIGAN SIBERO, S.Th		616175154200003	BULLHINIPS	29 Agustus 1999	LK	Kristen	Guru PKK		1998			10 Maret 2000	S1/2009	
14	REFIDA MURNI, A.Ma		6735753655300032	PEKANBARU	03 April 1975	PR	Islam	Guru Kelas VA		2002			18 Maret 2002	D-2/2008	
15	ERMLIA, S.Pd		4546780061300023	PERAWANG	13 Desember 1999	PR	Islam	Guru Aml		2004			12 Jan 2004	s-1/2010	
16	RIKANAH, A.Ma		0081758661300033	KEDIRI	29 Juli 1981	PR	Islam	Guru Kelas II B		2002			18 Maret 2002	D-2/2004	
17	MARYATI, S.Pd		6653748653300033	KURATAJI	31 Maret 1970	PR	Islam	Guru Kelas VB		2004			15 Maret 2004	S1/2009	
18	APRI WAHYUDI		9743757658200012	TEBINGTINGGI	11 April 1979	LK	Islam	Gr. B. Inggris		1999			20 Juli 2006	MAN/1998	
19	HARIYANTO, A.Ma		1542755658200013	KAMPUNG DAMAI	10 Desember 1999	LK	Islam	Guru Kelas I B		2001			05 Juli 2007	D-2/2006	
20	MARWAN		8862755658200012	SENGGORO	30 Maret 1977	LK	Islam	Tata Usaha		2008			01 Maret 2010	SMK	
21	ALUS Br Tarigan S.Th		3148743844200013	GUNUNG LAWAS	14 Agustus 1999	PR	Katolik	Guru Agama Katolik		2004			19 Juli 2004	SMA	
22	SISKA ANGGRAIN		Belum ada	PINANG SERATANG	01 Maret 1980	PR	Islam	Guru SMK		2009			19 Des 2009	SMK	

5. Facilities and Infrastructures

Table IV.4
Facilities of the School

No	Ruang	Ada	Tidak	Kondisi			Ket
				Baik	Rusak ringan	Rusak berat	
A	RUANG PENDIDIKAN						
1.	Ruang Teori / Kelas	11		7	2	2	
2.	ruang Lab. IPA	-	-	-	-	-	-
3.	Ruang Lab. Komputer	-	-	-	-	-	-
4.	Ruang Lab. Bahasa	-	-	-	-	-	-
5.	Ruang Perpustakaan	-	-	-	-	-	-
6.	Ruang Serbaguna	-	-	-	-	-	-
7.	Ruang Olahraga / UKS	1	-	1	-	-	-
8.	Ruang Multimedia Pembelajaran	-	-	-	-	-	-
9.	Ruang Kesenian	-	-	-	-	-	-
10.	Ruang bimbingan	-	-	-	-	-	-
B.	RUANG ADMINISTRASI	-	-	-	-	-	-
1.	Ruang kepala sekolah	1		1			
2.	Ruang wakil kepala sekolah	-	-	-	-	-	-
3.	Ruang guru	-	-	-	-	-	-
4.	Ruang tata usaha	-	-	-	-	-	-
5.	Gudang	-	-	-	-	-	-
C.	RUANG PENUNJANG						
1.	Ruang Ibadah / Mushalla	-	-	-	-	-	-
2.	Ruang Koperasi sekolah	-	-	-	-	-	-
3.	Ruang serbaguna	-	-	-	-	-	-
4.	Ruang kamar mandi / WC						
5.	a. Kepala sekolah.	-	-	-	-	-	-
	b. Majelis guru	2	-	2	-	-	-
	c. Siswa	2				2	
6.	Ruang UKS	1	-	1	-	-	-
7.	Ruang kantin / kafetaria	-	-	-	-	-	-
8.	Lapangan olahraga	-	-	-	-	-	-

**Table IV.5
Infrastructures of the School**

No	Ruang	Ada	Tidak	Kondisi			Ket
				Baik	Rusak ringan	Rusak berat	
A	PERABOT / MEUBELER						
1.	Meja kursi murid	240	-	160	20	60	-
2.	Meja kursi kepala sekolah	1	-	1	-	-	-
3.	Meja kursi wakil kepala sekolah	-	-	-	-	-	-
4.	Meja kursi guru / pegawai	13	-	8	2	3	-
5.	Lemari / rak buku	4	-	4	-	-	-
6.	Rak penyimpanan	2	-	2	-	-	-
7.	Filing kabinet	-	-	-	-	-	-
8.	Brankas	-	-	-	-	-	-
B.	ALAT PERAGA / PRAKTIK						
1.	Alat praktik IPA	2	-	1	1	-	-
2.	Alat praktik IPS	-	-	-	-	-	-
3.	Alat Praktik Bahasa	-	-	-	-	-	-
4.	Alat olahraga	6	-	4	2	-	-
5.	Alat kesenian	2	-	2	-	-	-
6.	Alat kantor	-	-	-	-	-	-
	a. Mesin stensil	-	-	-	-	-	-
	b. Mesin ketik	-	-	-	-	-	-
	c. printer	1	-	1	-	-	-
7.	Komputer	2	-	1	-	1	-
8.	Laptop / Note Book	-	-	-	-	-	-
9.	OHP	-	-	-	-	-	-
10.	In fokus / LCD Proyektor	-	-	-	-	-	-
11.	TV 14i inch	1	-	-	-	-	-
12.	DVD / VCD / VCR	2	-	1	1	-	-
13.	Stabilizer	-	-	-	-	-	-

B. Pre – Test Score

Before giving treatment, the researcher did pre-test to see the ability of students' vocabulary mastery before the learning process by using English words playing cards. The result of pre-test can be seen from the table below:

Table IV.6
The Students' Score in Pre Test

No	Name	Correct Answer	Score	Classification
1	Student 01	18	72	Average to Good
2	Student 02	18	72	Average to Good
3	Student 03	17	68	Average to Good
4	Student 04	17	68	Average to Good
5	Student 05	16	64	Average to Good
6	Student 06	16	64	Average to Good
7	Student 07	16	64	Average to Good
8	Student 08	16	64	Average to Good
9	Student 09	15	60	Average to Good
10	Student 10	15	60	Average to Good
11	Student 11	15	60	Average to Good
12	Student 12	15	60	Average to Good
13	Student 13	15	60	Average to Good
14	Student 14	15	60	Average to Good
15	Student 15	14	56	Poor to Average
16	Student 16	14	56	Poor to Average
17	Student 17	14	56	Poor to Average
18	Student 18	14	56	Poor to Average
19	Student 19	14	56	Poor to Average
20	Student 20	13	52	Poor to Average
21	Student 21	13	52	Poor to Average
22	Student 22	13	52	Poor to Average
23	Student 23	12	48	Poor
24	Student 24	12	48	Poor
25	Student 25	12	48	Poor
26	Student 26	12	48	Poor
Total		381	1524	
Average		14.65	58.62	Poor to Average

Based on the table IV.6, it can be seen that the total of the students' score in pre-test was 1524 with average score was 58.62 in *poor to average category*. To know the percentage of the students' score can be seen from the table below:

Table IV.7
The Percentage of the Students' Score in the Pre-test

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	0	0%
2	60 - 79	Average to Good	14	53.85%
3	50 - 59	Poor to Average	8	30.77%
4	0 - 49	Poor	4	15.38%
Total			26	100%

Based on the table IV.7, it can be seen that there were no one of the students who got *good to excellent category*, 14 students (53.85%) who got *average to good category*, 8 students (30.77%) who got *poor to average category*, and 4 students (15.38%) who got *poor category*.

C. Cycle I

a. Planning

In this step, the researcher prepared some tools of teaching and learning by using English words playing cards. They are as follows:

- 1) Making lesson plans for three meetings.
- 2) Making observation sheets to observe students' progress particularly in teaching and learning process for three meetings
- 3) Making post-test and answers key
- 4) Choosing the materials that were being taught
- 5) Determining collaborator

b. Action

1) Meeting 1

Cycle I, meeting 1 was conducted on Wednesday, July 13, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the first meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior knowledge, the researcher gave the students a topic and asked the students to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students' ways in understanding the topic, the researcher introduced English words playing cards to the students. Teacher made up of two kinds of cards: word cards + definition/picture cards. Teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

2) Meeting 2

Cycle I, meeting 2 was conducted on Friday, July 15, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by

greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and tried to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

3) Meeting 3

Cycle I, meeting 2 was conducted on Monday, July 18, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the

table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

c. Observation

1) The Result of Teacher's Observation Sheet

As long as the teacher did the treatment, the collaborator observed the teacher's activities. The result of the teacher's observation is presented below:

Table IV.8
The Result of Teacher's Observation

No	Teacher's Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher made up of two kinds of cards: word cards + definition/picture cards		-		-		-	3	0
2	Teacher divided the class into small groups		-		-		-	3	0
3	Teacher gave each group a set of cards that were spread out on the table facedown		-		-		-	3	0
4	Teacher asked the students to turn pick up a card, turn it over, and try to match it		-		-		-	3	0
5	Teacher asked the students to return the cards to their original place on the table and play passes to the next student		-		-		-	3	0
6	If a match was made, the teacher asked the student to keep the pair and try to make another match	-			-		-	2	1
7	Once all the cards were	-		-			-	1	2

	matched, the teacher told the winner who has matched the most number of cards								
	Total	5	2	6	1	7	0	18	3
	Percentage	71.43	28.57	85.71	14.29	100	0	85.71	14.29
	Category							Good	

Based on table IV.8, the result of teacher's observation can be explained that at the first meeting at first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards was done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer "Yes".

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer "Yes".

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer "Yes".

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students' motivation. Therefore, the observer gave the score by using

alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the sixth and seventh indicators, the teacher asked the student to keep the pair and try to make another match if a match was made and once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did not do this indicator because the time is over. Therefore, the observer gave the score by using alternative answer “No” for both indicators.

In addition, at the second meeting at first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards was done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer “Yes”.

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students’ motivation. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students’ motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made. The teacher ordered it clearly. The students keep the pair and try to make another match if a match was made and. They were very fun. It was built up the students’ motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did not do this

indicator because the time is over and it is planned will be given in the third meeting. Therefore, the observer gave the score by using alternative answer “No” for this indicator.

Furthermore, at the third meeting at first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards were done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer “Yes”.

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students’ motivation. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer "Yes".

At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made. The teacher ordered it clearly. The students keep the pair and try to make another match if a match was made and. They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer "Yes".

At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did this indicator perfectly. The teacher gave reward by saying good, well, god job and giving the students present like candy etc. Therefore, the observer gave the score by using alternative answer "Yes".

Finally, at cycle I, in the first meeting, the teacher did the activities about 5 (71.43%), in the second meeting, the teacher did the activities about 6 (85.71%) and in the third meeting, the teacher did the all the activities 7 (100%). Total score of the cycle I was 18 (85.71%) can be categorized good.

2) The Result of Students' Observation Sheet

As long as the teacher did the treatment, the collaborator observed not only the teacher's activities but also the students' activities. The result of the students' observation is presented below:

Table IV.9
The Result of Students' Observation

No	Students' Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The students gave attention to the teacher's explanation how to make cards	22	4	22	4	22	4	66	12
2	The students chose their group	24	2	24	2	26	0	74	4
3	The students collected the cards	22	4	22	4	22	4	66	12
4	The student turned pick up a card, turned it over, and tried to match it	18	8	18	8	20	6	56	22
5	The student said what the vocabulary word was when turned pick up a card, and turned it over	18	8	18	8	19	7	55	23
6	The student said the definition of vocabulary word when matching the card	18	8	18	8	18	8	54	24
7	The student played the cards seriously	18	8	18	8	18	8	54	24
Total		140	42	140	42	145	37	425	121
Percentage		76.92	23.08	76.92	23.08	79.67	20.23	77.84	22.16
Category								Good	

Based on table IV.9, the result of students' activities after observing for three times can be explained as follow:

- 1) At the indicator 1, the students gave attention to the teacher's explanation how to make cards after observing for three times, it was gotten score 66 (84.62%) with good category.
- 2) At the indicator 2, the students chose their group after observing for three times, it was gotten score 74 (94.87%) with good category.
- 3) At the indicator 3, the students collected the cards after observing for three times, it was gotten score 66 (84.62%) with good category
- 4) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times, it was gotten score 56 (71.79%) with enough category.
- 5) At the indicator 5, the student said what the vocabulary word was when turned pick up a card, and turned it over after observing for three times, it was gotten score 55 (70.51%) with enough category.
- 6) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times, it was gotten score 54 (69.23%) with enough category.
- 7) At the indicator 7, the student played the cards seriously after observing for three times, it was gotten score 54 (69.23%) with enough category.

In addition, from the table IV.8 also showed that in the first, second meetings found that the students did the activities about 140 (76.92%), and in the

third meeting, the students did the activities about 145 (79.67%). Finally, the students' activity in the cycle I got score 425 (77.84%) can be categorized good.

3) The Result of Post-Test

After giving the treatment for three meetings, the researcher gave post-test to the students. It was done to know the result of the students' vocabulary mastery after applying English words playing cards. The result can be seen in table below:

Table IV.10
The Students' Score in Post Test of Cycle I

No	Name	Correct Answer	Score	Classification
1	Student 01	20	80	Good to Excellent
2	Student 02	20	80	Good to Excellent
3	Student 03	20	80	Good to Excellent
4	Student 04	19	76	Average to Good
5	Student 05	18	72	Average to Good
6	Student 06	18	72	Average to Good
7	Student 07	17	68	Average to Good
8	Student 08	17	68	Average to Good
9	Student 09	17	68	Average to Good
10	Student 10	16	64	Average to Good
11	Student 11	16	64	Average to Good
12	Student 12	16	64	Average to Good
13	Student 13	16	64	Average to Good
14	Student 14	15	60	Average to Good
15	Student 15	15	60	Average to Good
16	Student 16	15	60	Average to Good
17	Student 17	15	60	Average to Good
18	Student 18	14	56	Poor to Average
19	Student 19	14	56	Poor to Average
20	Student 20	14	56	Poor to Average
21	Student 21	14	56	Poor to Average
22	Student 22	13	52	Poor to Average
23	Student 23	13	52	Poor to Average

24	Student 24	13	52	Poor to Average
25	Student 25	12	48	Poor
26	Student 26	12	48	Poor
Total		409	1636	
Average		15.73	62.92	Average to Good

Based on the table IV.10, it can be seen that the total of the students' score in pre-test was 1636 with average score was 62.92 in *average to good category*. To know the percentage of the students' score can be seen from the table below:

Table IV.11
The Percentage of the Students' Score in the Post-test of Cycle I

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	3	11.54%
2	60 - 79	Average to Good	14	53.85%
3	50 - 59	Poor to Average	7	26.92%
4	0 - 49	Poor	2	7.69%
Total			26	100%

Based on the table IV.11, it can be seen that there were 3 students (11.54%) who got *good to excellent category*, 14 students (53.85%) who got *average to good category*, 7 students (26.92%) who got *poor to average category*, and 2 students (7.69%) who got *poor category*.

d. Reflection

In this stage, the researcher analyzes the teaching and learning process in the cycle I to know the weakness. After analyzing the cycle I, it can be known that the weakness of cycle I can be explained as follows:

1. The improvement of cycle I can be explained

- a) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times was categorized enough.
- b) At the indicator 5, the student said what the vocabulary word was when turned pick up a card, and turned it over after observing for three times was categorized enough.
- c) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times was categorized enough.
- d) At the indicator 7, the student played the cards seriously after observing for three times was categorized enough.

2. The weakness of cycle I can be explained

- a) At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made because the teacher did not do this indicator in the first meeting.
- b) At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards because the teacher did not do this indicator in the first and second meetings.

1) The students' Score

Classically, the average of students' vocabulary mastery score was 62.92 in the range score 60 - 79 with average to good category. It means that the students' vocabulary mastery score was lower than the criteria of minimum passing score (65).

Based on the research findings above, it can be known that the teacher's activity in the first and second meetings did not apply all yet while the students' activities were also still below 80%. In addition, the average of the students' vocabulary mastery score did not reach the criteria of minimum passing score (65) yet. Furthermore, from the results, the researcher considered to continue the research into cycle II.

e. Field Note

Table IV.12
Field Note of the Teacher and Students' Activities in Cycle I

Meeting	Date	Notes	
		Teacher	Students
I	Wednesday, July 13, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	Students give attention to the teacher but some of the students make noisy
		Teacher divided the class into small groups	Students choose their group fast but some of the students have difficulties to find their groups
		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards but some of the students did not collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match it but some of them still confuse how to match the cards
		Teacher asked the students to return the cards to their original place on the table and play passes	Student says what the vocabulary word is when turns pick up a card, and turn it over

		to the next student	but some of them did not say the words in the cards
II	Friday, July 15, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	Students give attention to the teacher
		Teacher divided the class into small groups	Students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards but some of the students did not collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match it but some of them still confuse how to match the cards
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over but some of them did not say the words in the cards
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match but some of them did not do it
III	Monday, July 18, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	Students give attention to the teacher
		Teacher divided the class into small groups	Students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards but some of the students did not collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over but some of them did not say the words in the cards
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match but some of them did not do it
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner

D. Cycle II

a. Planning

In this step, the researcher prepared some tools of teaching and learning by using English words playing cards. They are as follows:

1. Making lesson plans for three meetings.
2. Making observation sheets to observe students' progress particularly in teaching and learning process for three meetings
3. Making post-test and answers key
4. Choosing the materials that were being taught
5. Determining collaborator

b. Action

1. Meeting 1

Cycle II, meeting 1 was conducted on Wednesday, July 20, 2011. All the students at grade VB of SDN 012 Mareadan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words

playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the first meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying “good morning” to the students who were still fresh because the class was held in the morning. Then the researcher built up the students’ condition by asking “how are you today?”, then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students’ motivation and to have good attitude when teaching and learning process.

After asking the students’ prior knowledge, the researcher gave the students a topic and asked the students to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students’ ways in understanding the topic, the researcher introduced English words playing cards to the students. Teacher made up of two kinds of cards: word cards + definition/picture cards. Teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first

meeting, the researcher summarized the material and did evaluation.

2. Meeting 2

Cycle II, meeting 2 was conducted on Friday, July 22, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

3. Meeting 3

Cycle I, meeting 2 was conducted on Monday, July 25, 2011. All the students at grade VB of SDN 012 Maredan Barat Siak followed teaching and learning process. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting, asking the students about condition, checking students' attendance, and submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using English words playing cards. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using English words playing cards can be described that in pre-activities, the lesson started by saying “good morning” to the students who were still fresh because the class was held in the morning. Then the researcher built up the students’ condition by asking “how are you today?”, then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students’ motivation and to have good attitude when teaching and learning process.

After asking the students’ prior material, teacher divided the class into small groups. Teacher gave each group a set of cards that were spread out on the table facedown. Teacher asked the students to turn pick up a card, turn it over, and try to match it. Teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher asked the student to keep the pair and try to make another match if a match was made. Once all the cards were matched, the teacher told the winner who has matched the most number of cards. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

c. Observation

1. The Result of Teacher’s Observation Sheet

As long as the teacher did the treatment, the collaborator observed the teacher’s activities. The result of the teacher’s observation is presented below:

Table IV.13
The Result of Teacher's Observation

No	Teacher's Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher made up of two kinds of cards: word cards + definition/picture cards		-		-		-	3	0
2	Teacher divided the class into small groups		-		-		-	3	0
3	Teacher gave each group a set of cards that were spread out on the table facedown		-		-		-	3	0
4	Teacher asked the students to turn pick up a card, turn it over, and try to match it		-		-		-	3	0
5	Teacher asked the students to return the cards to their original place on the table and play passes to the next student		-		-		-	3	0
6	If a match was made, the teacher asked the student to keep the pair and try to make another match		-		-		-	3	0
7	Once all the cards were matched, the teacher told the winner who has matched the most number of cards		-		-		-	3	0
Total		7	0	7	0	7	0	21	0
Percentage		100	0	100	0	100	0	100	0
Category								Good	

Based on the table IV.13, it can be known that the teacher's activities at the first, second and third meetings can be explained as follows:

At first indicator shows that teacher made up of two kinds of cards: word cards + definition/picture cards were done perfectly by the teacher. The teacher prepared two kinds of cards: word cards + definition/picture cards for every topics. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer "Yes".

At the second indicator shows that teacher divided the class into small groups was done perfectly by the teacher because this way always did by the teacher in teaching and learning process. The teacher could manage the time exactly. In short, the students have their small groups. Therefore, the observer gave the score by using alternative answer “Yes”.

At the third indicator, teacher gave each group a set of cards that were spread out on the table facedown. It was done by the teacher perfectly. The students also were motivated to collect the cards. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fourth indicator, teacher asked the students to turn pick up a card, turn it over, and try to match it. The teacher ordered it clearly. The students turn pick up a card, turn it over, and try to match it. They were very fun. It was built up the students’ motivation. Therefore, the observer gave the score by using alternative answer “Yes”.

At the fifth indicator, teacher asked the students to return the cards to their original place on the table and play passes to the next student. The teacher ordered it clearly. The students return the cards to their original place on the table and play passes to the next student. They were very fun. It was built up the students’ motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer “Yes”.

At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made. The teacher ordered it clearly. The students keep the pair and try to make another match if a match was made and.

They were very fun. It was built up the students' motivation and cooperation in teamwork. Therefore, the observer gave the score by using alternative answer "Yes".

At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards. The teacher did this indicator perfectly. The teacher gave reward by saying good, well, god job and giving the students present like candy etc. Therefore, the observer gave the score by using alternative answer "Yes".

Finally, at cycle II, in the first meeting, the teacher did the activities about 7 (100%), in the second meeting, the teacher did the activities about 7 (100%) and in the third meeting, the teacher did the all the activities 7 (100%). Total score of the cycle II was 21 (100%) can be categorized good.

2. The Result of Students' Observation Sheet

As long as the teacher did the treatment, the collaborator observed not only the teacher's activities but also the students' activities. The result of the students' observation is presented below:

Table IV.14
The Result of Students' Observation

No	Students' Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The students gave attention to the teacher's explanation how to make cards	22	4	24	2	26	0	72	6
2	The students chose their group	26	0	26	0	26	0	78	0

3	The students collected the cards	22	4	24	2	26	0	72	6
4	The student turned pick up a card, turned it over, and tried to match it	20	6	20	6	24	2	64	14
5	The student said what the vocabulary word was when turned pick up a card, and turned it over	19	7	22	4	24	2	65	13
6	The student said the definition of vocabulary word when matching the card	18	8	22	4	24	2	64	14
7	The student played the cards seriously	18	8	22	4	24	2	64	14
Total		145	37	160	22	174	8	479	67
Percentage		79.67	20.33	87.91	12.09	95.60	4.40	87.73	12.27
Category								Good	

Based on table IV.14, the result of students' activities after observing for three times can be explained as follow:

- 1) At the indicator 1, the students gave attention to the teacher's explanation how to make cards after observing for three times, it was gotten score 72 (92.31%) with good category.
- 2) At the indicator 2, the students chose their group after observing for three times, it was gotten score 78 (100%) with good category.
- 3) At the indicator 3, the students collected the cards after observing for three times, it was gotten score 72 (92.31%) with good category
- 4) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times, it was gotten score 64 (82.05%) with good category.
- 5) At the indicator 5, the student said what the vocabulary word was

when turned pick up a card, and turned it over after observing for three times, it was gotten score 65 (83.33%) with good category.

- 6) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times, it was gotten score 64 (82.05%) with good category.
- 7) At the indicator 7, the student played the cards seriously after observing for three times, it was gotten score 64 (82.05%) with good category.

In addition, from the table IV.11 also showed that in the first meeting found that the students did the activities about 145 (79.67%), in the second meeting, the students did the activities about 160 (87.91%), and in the third meeting, the students did the activities about 174 (95.60%). Finally, the students' activity in the cycle II got score 479 (87.73%) can be categorized good.

3. The Result of Post-Test

After giving the treatment for three meetings, the researcher gave post-test for cycle II. The result can be seen in table below:

Table IV.15
The Students' Score in Post Test of Cycle II

No	Name	Correct Answer	Score	Classification
1	Student 01	23	92	Good to Excellent
2	Student 02	22	88	Good to Excellent
3	Student 03	22	88	Good to Excellent
4	Student 04	21	84	Good to Excellent
5	Student 05	20	80	Good to Excellent
6	Student 06	20	80	Good to Excellent
7	Student 07	20	80	Good to Excellent

8	Student 08	20	80	Good to Excellent
9	Student 09	19	76	Average to Good
10	Student 10	19	76	Average to Good
11	Student 11	19	76	Average to Good
12	Student 12	18	72	Average to Good
13	Student 13	18	72	Average to Good
14	Student 14	18	72	Average to Good
15	Student 15	17	68	Average to Good
16	Student 16	17	68	Average to Good
17	Student 17	16	64	Average to Good
18	Student 18	16	64	Average to Good
19	Student 19	15	60	Average to Good
20	Student 20	15	60	Average to Good
21	Student 21	15	60	Average to Good
22	Student 22	14	56	Poor to Average
23	Student 23	14	56	Poor to Average
24	Student 24	13	52	Poor to Average
25	Student 25	13	52	Poor to Average
26	Student 26	13	52	Poor to Average
Total		457	1828	
Average		17.58	70.31	Average to Good

Based on the table IV.15, it can be seen that the total of the students' score in pre-test was 1828 with average score was 70.31 in *average to good category*. To know the percentage of the students' score can be seen from the table below:

Table IV.16
The Percentage of the Students' Score in the Pos-test of Cycle II

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	8	30.77%
2	60 - 79	Average to Good	13	50%
3	50 - 59	Poor to Average	5	19.23%
4	0 - 49	Poor	0	0%
Total			26	100%

Based on the table IV.16, it can be seen that there were 8 students (30.77%) who got *good to excellent category*, 13 students (50%) who got *average*

to good category, 5 students (19.23%) who got *poor to average category*, and no one of the students who got *poor category*.

d. Reflection

In this stage, the researcher analyzes the teaching and learning process in the cycle I to know the improvement of teaching and learning process in the cycle I. After analyzing the cycle II, it can be known that the improvement at cycle II as follows:

- 1) The Teacher's Activities
 - a) At the sixth indicator, the teacher asked the student to keep the pair and try to make another match if a match was made, it has been done by the teacher in all meetings.
 - b) At the seventh indicator, once all the cards were matched, the teacher told the winner who has matched the most number of cards, it has been done by the teacher in all meetings.
- 2) The Students' Activities
 - a) At the indicator 4, the student turned pick up a card, turned it over, and tried to match it after observing for three times was categorized good.
 - b) At the indicator 5, the student said what the vocabulary word was when turned pick up a card, and turned it over after observing for three times was categorized good.

- c) At the indicator 6, the student said the definition of vocabulary word when matching the card after observing for three times was categorized good.
- d) At the indicator 7, the student played the cards seriously after observing for three times was categorized good.

3) The students' Score

Classically, the average of students' vocabulary mastery score was 70.31 in the range score 60 - 79 with *average to good category*. It means that the students' vocabulary mastery score was higher than the criteria of minimum passing score (65).

Based on the research findings above, it can be known that the teacher in cycle II could apply all the activities, while the students' activity also was higher than 80%. In addition, the average of the students' vocabulary mastery score reached higher than the criteria of minimum passing score (65). Furthermore, from these results, the researcher considered to finish the research in cycle II and would not be continued to the next cycle.

e. Field Note

Table IV.17
Field Note of the Teacher and Students' Activities in Cycle II

Meeting	Date	Notes	
		Teacher	Students
I	Wednesday, July 20, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	All students give attention to the teacher
		Teacher divided the class into small groups	All students choose their group fast

		Teacher gave each group a set of cards that were spread out on the table facedown	Students collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	Students turn pick up a card, turn it over, and try to match it
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner
II	Friday, July 15, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	All students give attention sto the teacher
		Teacher divided the class into small groups	All students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	All students collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	All students turn pick up a card, turn it over, and try to match
		Teacher asked the students to return the cards to their original place on the table and play passes to the next student	Student says what the vocabulary word is when turns pick up a card, and turn it over
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner
III	Monday, July 18, 2011	Teacher made up of two kinds of cards: word cards + definition/picture cards	All students give attention to the teacher
		Teacher divided the class into small groups	All students choose their group fast
		Teacher gave each group a set of cards that were spread out on the table facedown	All students collect the cards
		Teacher asked the students to turn pick up a card, turn it over, and try to match it	All students turn pick up a card, turn it over, and try to match
		Teacher asked the students to return the cards to their original place on the table and play passes	All students says what the vocabulary word is when turns pick up a card, and turn it over

		to the next student	
		If a match was made, the teacher asked the student to keep the pair and try to make another match	Student keep to the pair and try to make another match but some of them did not do it
		Once all the cards were matched, the teacher told the winner who has matched the most number of cards	The students did the best one to be a winner

E. Data Analysis

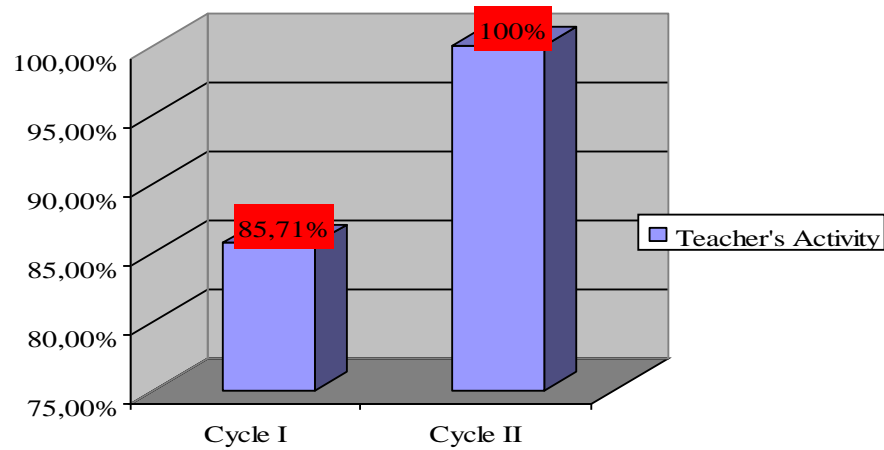
In this step, the descriptions of the results above were analyzed. The result of teacher's activities can be analyzed below:

Table IV.18
The Recapitulation of Teacher's Observation

No	Teacher's Activities	Cycle I		Cycle II		Percentage	
		Yes	No	Yes	No	Yes	No
1	Teacher made up of two kinds of cards: word cards + definition/picture cards	3	0	3	0	100%	0%
2	Teacher divided the class into small groups	3	0	3	0	100%	0%
3	Teacher gave each group a set of cards that were spread out on the table facedown	3	0	3	0	100%	0%
4	Teacher asked the students to turn pick up a card, turn it over, and try to match it	3	0	3	0	100%	0%
5	Teacher asked the students to return the cards to their original place on the table and play passes to the next student	3	0	3	0	100%	0%
6	If a match was made, the teacher asked the student to keep the pair and try to make another match	2	1	3	0	83.33%	16.67%
7	Once all the cards were matched, the teacher told the winner who has matched the most number of cards	1	2	3	0	66.67%	33.33%
Total		18	2	21	0	92.86%	7.14%
Percentage		85.71%	14.29%	100%	0%		

Based on table IV.18, it can be seen that the result of teacher's observation in cycle I showed that the teacher did 18 (85.71%) of the activities. While in cycle II, the teacher did all the activities 21 (100%). From the result, the increasing of teacher's activities can be seen from the graphic below:

Graphic IV.1
The Increasing of Teacher's Activity



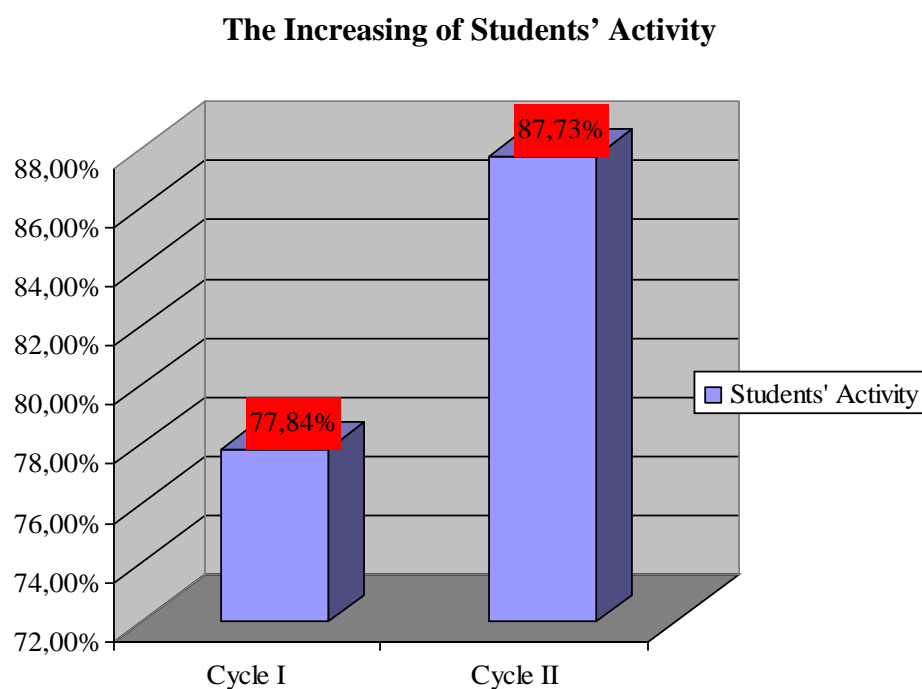
Based on the graphic IV.1, cycle I showed that the teacher did 18 (85.71%) of the activities. While in cycle II, the teacher did all the activities 21 (100%). From the result, the teacher's activity improved 3 (14.29%) from cycle I to cycle II. In addition, to know the increasing of students' activities can be seen from the table below:

Table IV.19
The Recapitulation of Students' Observation

No	Students' Activities	Cycle I		Cycle II		Percentage	
		Yes	No	Yes	No	Yes	No
1	The students gave attention to the teacher's explanation how to make cards	66	12	72	6	86.46%	11.54%
2	The students chose their group	74	4	78	0	97.44%	2.56%
3	The students collected the cards	66	12	72	6	88.46%	11.54%
4	The student turned pick up a card, turned it over, and tried to match it	56	22	64	14	76.92%	23.08%
5	The student said what the vocabulary word was when turned pick up a card, and turned it over	55	23	65	13	76.92%	23.08%
6	The student said the definition of vocabulary word when matching the card	54	24	64	14	75.64%	24.36%
7	The student played the cards seriously	54	24	64	14	75.64%	24.36%
Total		425	121	479	67	82.78%	17.22%
Percentage		77.84%	22.16%	87.73%	12.27%		

Based on the table IV.18, the students' activity score in the cycle I was 425 (77.84%), in the cycle II, the students' activities score was 479 (87.73%). From the result, the increasing of students' activities can be seen from the graphic below:

Graphic IV.2



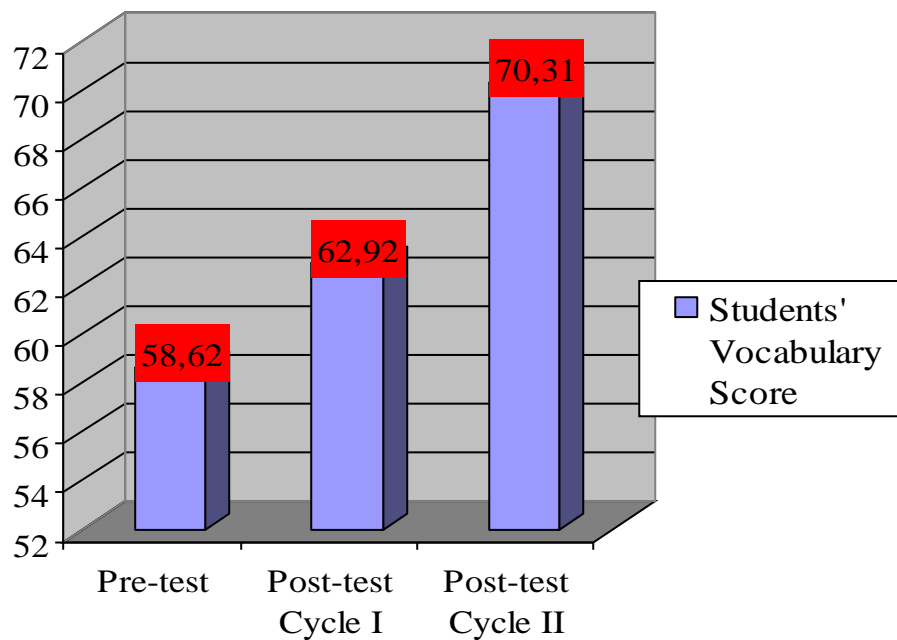
Based on the graphic IV.2, cycle I showed that the students did 425 (77.84%), in the cycle II, the students' activities score was 479 (87.73%). From the result, the students' activity improved 54 (9.89%) from cycle I to cycle II. In addition, to know the increasing of students' vocabulary mastery score can be seen from the table below:

Table IV.20
The Increasing of Students' Score in Pre-test,
Post-test I and Post-test II

Pre-test	Post-test I	Post test II	Increase from Pre-test to Post-test I	Increase from Post-test I to Post-test II
58.62	62.92	70.31	4.3	7.39

Based on the table IV.20, it can be seen that the average of students' vocabulary mastery score in pretest was 56.67, in posttest in cycle I was 62.17 and in posttest in cycle II was 78. Furthermore, to know the increasing of the students' vocabulary mastery score can be seen from graphic below:

Graphic IV.3
The Increasing of Students' Vocabulary Mastery Score



Based on the table IV.19 and graphic IV.3, it can be seen that the average of students' vocabulary mastery score increased 4.3 from pretest to cycle and 7.39 from cycle I to cycle II. From the result above, it can be seen that the students' vocabulary mastery at grade VB of SDN 012 Mareadan Barat Siak can be increased by using English words playing cards.

F. The Strength and Weakness of the Strategy

After doing all steps in this research, the writer found some strengths and weaknesses during the treatment by using English words playing cards. The strengths were as in the follow:

1. By using English words playing cards, the students can reach the vocabularies as much as possible.
2. By using English words playing cards, the students have feeling or strong opinions
3. By using English words playing cards, students are motivated and enjoy in learning

However, the writer also found some weaknesses as in the following:

1. Some of the students still confuse in matching the card correctly.
2. Some students were noisy, so the other students had difficulty to concentrate in when teaching and learning process run way.
3. The teaching and learning by using English words playing cards need a lot of time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the researcher conclude that the use of English words playing cards could increase the students' vocabulary mastery at grade VB of SDN 012 Maredan Barat Siak. It is also motivated the students to learn English seriously.

B. Implications

The implications of using English words playing cards are not only for the students but also for the teacher, school and for other researchers. For the students, as explained above, using English words playing cards could improve the students' vocabulary mastery and influenced many aspects such as the students' motivation in learning vocabualry, the students felt that the English words playing cards was helpful to improve their vocabualry mastery.

For the teacher, English words playing cards could improve the English teachers' knowledge and share experiences in improving the students' vocabualry mastery. For the school, English words playing cards gave some inputs for SDN 012 Maredan Barat Siak especially in reaching percentage of the criteria of minimum passing. For other researchers, English words playing cards gave any contribution to other researchers to expand further research about improving students' vocabulary mstery by using English words playing cards.

C. Suggestions

Based on the conclusions above, there are some suggestions that might be helpful for teacher and students, they are:

1. For the teachers: the teachers should give their best efforts to increase their ability and quality of teaching, especially in teaching vocabulary mastery. In addition, It is better for the teacher to use English words playing cards to improve student's vocabulary mastery and create comfortable conditions in the classroom.
2. For the students: the students may be aware that vocabulary is very important in learning English. In addition, they may practice their vocabulary in or outside the classroom.

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Thesis

**Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education**



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