

The Differences Between Key Words-Pictorial and After Reading Card Methods in English Vocabulary Mastery

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ABSTRACT

This study aimed at determining the differences in English vocabulary skills of students using the Keywords-Pictorial learning method with students who use the After Reading Card Game learning method. This study used a quasi-experimental research method with the study of Nonequivalent Control Group Design. The population subjects in this study were all of the fifth-grade students of MI Al-Istiqomah, Tangerang City, which numbered 50 students, taking a sample of 25 students in the first experimental class and 25 students in the second experimental class. The technique of collecting data using test questions instruments describing vocabulary skills consists of 20 valid and realistic questions. Based on the results of the study, testing the post-test hypothesis from the results of the t-test obtained t-count = 29.05 and table = 2.02, it can be concluded that there are significant differences between the post-test grade values of the first experimental class and the second experimental class. This can be interpreted that the English vocabulary abilities of students using the After Reading Card Game learning method are higher with students who use the Keywords-Pictorial learning method.

Keywords: pictorial method, after reading card game, mastery of vocabulary

INTRODUCTION

As a government policy on English subjects in elementary schools, one of the ways the government in responding to challenges in the era of globalization is to introduce English from an early age, namely starting from elementary school (Decree of Minister of Education and Culture, 1994). In addition, in the Education Unit Level Curriculum (KTSP) in 2006 it was stated that English is an oral and written communication tool. Based on National Education Minister Number 23 Year

2006 concerning Graduates Competency Standards, English is a mandatory local content for all elementary school students from class I to class VI.

Officially, the policy is to include English language subjects in elementary schools in accordance with the policies of the Republic of Indonesia Ministry of Education and Culture No.0487 / 1992, Chapter VIII which states that elementary schools can add subjects in the curriculum, provided that these subjects do not conflict with the objectives of national education. In this case, the school is authorized to include English subjects based on the consideration and needs of the situation. This policy has a positive impact on schools that participate in implementing English language teaching programs starting from Elementary School.

This situation also occurred in Tangerang's Ibtidaiyah Al Istiqomah Madrasah. Information obtained from an English subject teacher in class V, she said that there were still many students who were not interested in English subjects, so students did not pay attention to what the teacher said. Even students are less enthusiastic in learning. This is very disruptive to the learning process and will not reach the learning goals, and the students' low ability to practice English in daily communication. Students feel stiff in speaking English, there is dissatisfaction in students when they have to use English in communication that is done.

Therefore, it is necessary for the teacher to hold training and learning that are fundamental in learning English from an early age, including introducing vocabulary and making simple sentences, through various methods that can motivate students to love the language English with the aim of improving language skills.

One of the methods that can motivate and provide broad opportunities for students to master English in the classroom is the Key Words - Pictorial method. By using keywords, students are interested in connecting keywords with new vocabulary and arranging them into sentences and even stories.

Another method is the After Reading Card Game method. With this method, students can review the terms of the text or topics they have learned. Activities are arranged in such a way that a game is fun and students play an active role.

1. Vocabulary Mastery

Vocabulary is a collection or list of words that have elements of language that are interconnected with one another so useful as a communication tool. Vocabulary is related to words that are constructed phonologically by language sounds and have meaning to convey information. There are two types of vocabulary, namely receptive and productive vocabulary. Vocabulary has become the foundation of four language skills (listening, speaking, writing, and reading).

That is why every student must develop their vocabulary in order to improve language skills.

The dependent variable in this study is vocabulary. Vocabulary as a word is correlated with each other and the meaning relies on the circumstances (Astuti, 2014). That is, vocabulary is words that are related to one another. The meaning depends on the context of the sentence. In connection with this, the assessment of language learning must be continuous. Vocabulary is a very important element of language because someone's thoughts can only be clearly understood by others if expressed using vocabulary (Miranti, Engliana, & Hapsari, 2015). Vocabulary is a number of words that students know in a language. Vocabulary continues to grow in line with increasing age which is very useful as a communication tool, (Komachali et al, 2012).

There are several steps that can be applied in vocabulary learning, namely: 1) listening to words, 2) saying words, 3) understanding meaning, 4) making illustrations in sentence form, 5) doing exercises in expressing meaning, 6) saying the word out loud, and 7) write the words (Mardika, 2008).

2. Key Words-Pictorial Method

The definition of Key Words-Pictorial learning method according to three theories, namely this learning strategy presents through keywords and images without text. It can help students analyze sentences, find keywords and explore their imaginative abilities in describing stories. It is a learning strategy that uses keywords and images as media without text. This strategy serves to analyze sentences, find keywords, and develop students' imagination in describing stories (Ratminingsih, 2017).

The procedure for implementing the Key Word-Pictorial method is as follows: 1) Students are divided into groups with 3 or 4 members; 2) Each group is given one paragraph of a story and each member must read, analyze, discuss and find two-paragraph keywords (keywords: the most inspiring words); 3) After 10 minutes, the keywords from each group are written on the board; 4) Randomly, the teacher selects each of the 2 groups to play the game; 5) In each of the two groups, each member of each group will read the paragraph for the other group, and the other group must think about, describe the situation in the paragraph and then guess the two keywords delivered in the paragraph by pointing the two words on the board; 6) After one group has finished guessing the keyword, is given tasked by reading the paragraph for the rival group and the group also does the same; 7) In the final activity, all groups are ordered to arrange paragraphs into a single story.

Some advantages of the Key Words-Pictorial method are among other as follows: 1) students can practice using imaginative thinking skills to describe how

a situation occurs as part of a story, 2) vocabulary is presented and studied in a simple way, 3) this method is not only good for training the process thinking but also practicing connecting what is thought into verbal descriptions through the given keywords.

In addition to the advantages, this method also has several disadvantages, namely the need for monitoring and management of teachers to ensure that the key words delivered by students are correct and appropriate and each student in the group may have different imaginative descriptions so that it can cause confusion (Ratminingsih, 2017).

3. After Reading Card Game Method

Understanding After reading Card Game learning methods according to three theories, namely After reading card game is a learning method with games that aim to activate students in revisiting vocabulary from texts, chapters, units or topics that have been studied before (Amonrat Chirandon & Laohawiriyanon, 2010). After reading card game is a student-centered learning method through games to relearn vocabulary contained in previous topics (Ratminingsih, 2017, p.178). This game may refer to an activity that is amusing and engrossing, often challenging, and an activity in which the students play and usually collaborate with others." (Wright et al., 2006).

The procedure for implementing the After reading card game method is as follows: preparing a set of cards: 1) Using 12 cards per set to play the game in 5 to 10 minutes; 2) Write a vocabulary on a side of 10 cards; 3) On the other side of each card, write definitions and certain words that do not define the word on the front side. So, the word on one side of the card is the definition of the word contained in the other card (Ratminingsih, 2017).

The game steps are as follows: 1) Distribute 11 cards to students randomly, and have several students voluntarily choose a card; 2) Save the 12th card (which contains definitions and asterisks) that will be used to start the game; 3) Read the definition of the 12th card, and students who carry the card containing the word according to the definition read by the teacher to the front of the class and read the word; 4) Ask the student to reverse the card, and read the definition on the card. Students who have cards with words that match their definitions come forward and read the word, then proceed with reversing the card on the other side containing the definition and reading the definition.

The strategy for after reading card games has several advantages, among others: 1) Can help students learn vocabulary; 2) Students can learn new vocabulary in a fun way through games because they are directly involved in finding the words that match their definition through an interactive and interesting learning process; 3) Through learning while playing, students can learn optimally in a stress-free atmosphere; 4) Students can remember their words and definitions

longer, because the activity of discovering themselves trains their ability to think (Ratminingsih, 2017).

This strategy also has disadvantages, namely: 1) The activity of this game is not effectively used in large classes; 2) The maximum number of cards used by 2 students, if more than that the game becomes not challenging; 3) Preparing the definition card demands creativity and financial support including preparation time.

METHOD

This research was conducted with quasi-experimental methods. The study was conducted at MI Al-Istiqomah Kota Tangerang 2017/2018 Academic Year. The study population was class V which amounted to 50 students, while the study sample consisted of two classes, namely the VA and VB classes, each class consisted of 25 students. The sampling technique uses saturated samples where all the populations are sampled (Sugiono, 2014). The class chosen as the research sample is the VB class as the first experimental class and VA class as the second experimental class.

The data in this study are quantitative data. Quantitative data in the form of vocabulary essay skills test results. (Purwanto, 2014) explains that the test is a set of items which is a sample and population of items that measure certain behaviors in the form of skills, knowledge, intelligence, talents and so on where students are encouraged to provide maximum take. In this study tests were used to measure a person's achievement after learning something. The test used to measure students' vocabulary mastery is a 20-questions essay test. The tests carried out are divided into 2 parts, namely: a. The pre-test is the test given before doing the learning without giving treatment, the pre-test is used to find out the initial ability of the class; b. Post-test is the test given after carrying out learning by giving treatment (using the Key Words-Pictorial method and the After Reading Card Game method). The results of the research data were then analyzed by descriptive and inferential statistics. Testing of the difference in average posttest results is by using the t-test test statistical technique.

DISCUSSION

The following are indicators derived from the English learning syllabus can be seen in Table 1.

Table 1. Distribution of Vocabulary Skills Indicators on fifth grades students

Variable	Basic Competence	Indicator
English Vocabulary	3.1 Read aloud by reciting the correct alphabet and speech involving very simple words, phrases, and sentences	1. Students can spell letters in words
		2. Read words with the right pronunciation
	3.2 Understanding sentences and written messages is very simple	Students can identify various information contained in the reading

Table 2. Summary of the value of the pretest and posttest

Class	Average of pretest score	Average of posttest score
First experiment	50,22	62,83
Second experiment	73,5	92,2

In Table 2, it shows that the first experimental class is higher than the second experimental class, both classes belong to the high category. Based on the results of t-test analysis on vocabulary variables. Between the first experimental group and the second experimental group are shown in Table 3.

**Tabel 3. T-Test Final Vocabulary Test
First Experiment Class and Second Experiment Class**

Class	N	T _{count}	t _{table}	Conclusion
First experiment	23	29,05	2,02	H ₀ rejected
Second experiment	23			H ₁ accepted

The results of t-test calculations, which are displayed in the table of t-test results show that $t = 29.05 > 2.02 = t_{table}$ then reject H₀ and accept H₁ meaning there are differences in English vocabulary learning between the Keywords-Pictorial method and students given the After Reading Card method. Game.

After the assessment of English vocabulary learning in the first experimental class and the second experiment was carried out and was declared to have passed the requirements test, then the t-test was carried out to determine the acceptance and rejection of the hypothesis. The results of the pretest hypothesis testing using the t-test were obtained t-count < t_{table}, which is -38.21

<2.02. this shows the difference between the pretest of the first experimental class and the second experiment because there is no treatment from the two classes. While the results of the posttest hypothesis testing by using the t-test are obtained $t\text{-count} > t\text{ table}$ which is $29.05 > 2.02$. This shows that students' English vocabulary learning using the After Reading Card Game method is greater than the results of learning English students who use the Keywords-Pictorial method at a significant level of 0.05, namely the second experimental average value is higher than the average value first experimental class. This means that there are differences in English vocabulary learning outcomes of students who are given the After Reading Card method with students who are given the Keywords-Pictorial method.

Based on the explanation above, it can be concluded that the results of the study show that the value of the pretest hypothesis testing is -38.21 while the post-test testing results are 29.05, which means that the English vocabulary learning results using the After Reading Card Game method are greater than English learning outcomes of students using the Keywords-Pictorial method. Reading games has several advantages, namely helping students learn vocabulary in a fun way through games because they are involved in an interactive and interesting learning process. Through learning while playing, students can learn optimally in a stress-free atmosphere. In addition students can remember their words and definitions longer, because activities find themselves exercising their ability to think (Ratminingsih, 2017). This shows that there are differences in English vocabulary learning using the Keywords-Pictorial method with students given the After Reading Card Game method for fifth grade students of MI Al-Istiqomah, Tangerang City.

CONCLUSION

The results of this study describe the results of post-test averages from both groups, namely the first and second experiments. The class post-test given the Keywords-Pictorial method treatment was 62.83, and the class average given the After Reading Card Game method was 92.17. the results of the t-test show that $t\text{ count} = 29.05 > 2.02 = \text{table}$ then reject H_0 and accept H_1 . This shows that there are differences in the English-language vocabulary learning Keywords-Pictorial method with students given the After Reading Card Game method in fifth-grade students of MI Al-Istiqomah, Tangerang City.

Based on the results of research that has been done shows that the learning method After Reading Card Game can help students in learning vocabulary. Students can learn new vocabulary in a fun way through games because they are directly involved in finding words that match their definition through an interactive and interesting learning process. Students can remember

their words and definitions longer because the activity of finding themselves trains their ability to think.

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