THE USE OF AFTER-READING CARD GAME TO IMPROVE STUDENTS' VOCABULARY

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Abstract : The aim of the research is to find out the effectiveness of the After-Reading Card Game in improving students' vocabulary. This research is quantitative research with a pre-experimental design (One Group Pretest and Posttest design). This research is conducted at SMA Negeri 1 Remboken with 25 10th grade students as the subject. Pretest and posttest are used as the instrument to collect the data. The data are analyzed using the SPSS 22(Statistical Product and Service Solutions). The result of the data shows that the pre-test (22.88) is lower than the post-test (52.28). The result of the research leads to the conclusion that Reading Card Game has a significant effect for students' vocabulary improvement and students more active on learning process. It means that the use of the after-reading card game can give contribution in improving the quality of English language teaching and learning, especially in improving students' vocabulary.

Keywords : *Vocabulary, After-Reading Card Game, SMA Negeri 1 Remboken*

INTRODUCTION

Language is human's communication tool in social life that cannot be separated from human beings. Without language, humans will find difficulties in doing social interaction. It causes of human can express their feeling, idea, and another thing by language. One of the languages that is used widely in the world is English. According to Mogea (2019), "English is an international language used all over the world, for education, technology, political and commercial purpose." In Indonesia, English is regarded as a foreign language and it is compulsory subject from the elementary school up to the university that has states in educational curriculum. According to Hampp P.L. (2019:16) "English teaching should be introduced to Indonesian children early on." Moreover, Palenkahu (2017) states, "Studying English is one of the requirements for someone to perform verbal and non-verbal communication (especially, written communication)." The objective of teaching English is able to communicate in English orally; written accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components they are pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering four language skills; listening, speaking, reading and writing.

The students are expected to be master in four language skills above. However, it is difficult to be master of the other competences without mastering the vocabulary, because vocabulary is the basic competence. It is supported by Hatch and Brown (1995), "Vocabulary is the foundation to build languages, which plays a fundamental role in communication." It means that vocabulary as the word of certain language, which is used by language speaker in using language as the one of components that English that must be taught. Vocabulary is more important than grammar.

In fact, many students show that they more difficult in learning grammar than vocabulary. They do not recognize that vocabulary is also their problem in learning English. According to Auliya (2016), "students' difficulties are differentiating the form of word grammatically such as part of speech; noun, verb, adjective and adverb." Another one said by Surmanov & Azimova (2020), there are some problems in mastering vocabulary such as: "1) difficult to pronounce the words, 2) difficult in spelling, 3) length and complexity, 4) grammatical of words, 5) meaning of words, 6) range, connotation and idiomatic."

In learning English, students' lacking of interest can be an obstacle to their developing. It is triggered by the teacher's way in teaching. Based on the writer's experience when studying in high school, the teacher was monotonous learning English. The focus is only on the materials in the lesson book. This leaves less room for students to express themselves in class. And the thing on learning English first is does not pay attention to enrich the students' vocabulary. According to Tahrin, Wowor, & Liando (2008:2), "In practice vocabulary is difficult for students to comprehend. They feel so hard to memorize that because the teachers still use the old method for teaching it through only writing down on the white board and asked them to translate and memorize the words." In this case, teachers have an important role in increasing learning process for more exciting and fun. It attracts the students' attention in learning English. They will be more active in class. In learning English as foreign language, there are many things that can do to support the learning process. As mentioned by Liando (2009), that one of the three key themes of success in learning English as a foreign language is family and community that include the support of family members and the media. Where the media is mentioned have an influence on the students learning process.

The media of card game can be a good solution for language learning especially vocabulary. The students will be more interested in learning process. The teaching vocabulary using games can be used to avoid boring situation. According to Chirandon, *et al*. (2010), "the After-Reading Card Game is a learning strategy with games that aims to activate students in reviewing vocabulary from previously learned texts, chapters, units, or topics." It can be inferred that game is one of the fun strategy that recommended to be used in learning process. After-Reading Card Game can make the students interest and more active in learning new vocabulary. Help them easier to understand a text, chapter, or unit by clarification the new vocabulary. So, the aim of the research is to find out the effectiveness of the After-Reading Card Game in improving students' vocabulary.

After-Reading Card Game

After Reading purposes to avoid boring situation if the game only follows the procedure below, they are:

- Share 11 cards to students randomly, and have several students volunteer to choose a card.
- Keep the 12th card (containing defenses and star tags) that will be used to start the game.
- Read the definition of the 12th card, and the student carrying a card containing the word according to the definition read by the teacher came to the front of the class and read the word.
- Ask the student to flip the card, and read a definition on that side. The student who has the card with the word that matches the definition goes to the front and reads the word, then is followed by turning the card on the other side containing the definition and

reading the definition. Continue the same process for the other cards.

Meanwhile, Ratminingsih (2017) said that the After-Reading Card Game have strengths and weakness. The Strengths of After-Reading Card Game, as follows:

- Helping student in studying vocabulary.
- Students can learn a new vocabulary pleasantly through the game because they are directly involved in finding words that fit their definition by interactive and interesting learning processes.
- Through learning activities while playing, students can learn optimum in a stress-free atmosphere.
- Students can longer remember the words and definitions, as self-discovery exercises their ability to think.
- The weakness of the After-Reading Card Game, as follows:
- This activity is not effective used in a big class.
- Maximum one card is used by two students. If more than that the game becomes unchallenging.
- Preparing cards with the definition requires creativity and financial support, including preparation time.

RESEARCH METHOD

This research uses the quantitative approach with pre-experimental that used one group pre- posttest design. Its purpose was to describe the effect of the After-Reading Card Game in improving students' vocabulary. This research tried to verify a cause-effect relationship between the after-reading card game as the independent variable and vocabulary as the dependent variable (Gay, *et al.,* 2012).
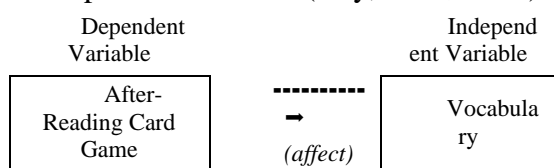
Dependent Variable		Independent Variable
After-Reading Card Game	---------- ➡ *(affect)*	Vocabulary

Figure 1. Relation between variables

This research is classified as pre-experimental research. Since there is only one group of students that involves, then the pre-experimental design used is one group pre- posttest design. The design used is visually shown below (Dane, 2018):
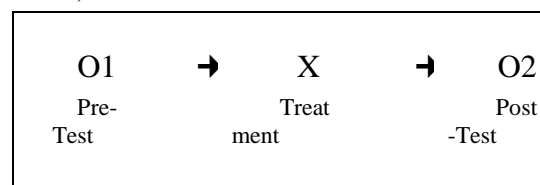
O1	➔	X	➔	O2
Pre-Test		Treatment		Post-Test

Figure 2. One group pre & posttest design

This research is conducted at SMA Negeri 1 Remboken in the academic year of 2021-2022. The first grade is the subject of the experiment. The class is consisted of 25 students.

The instruments of the test are in objective test type which are multiple-choice and matching the words. The test is developed based on the text. Multiple-choice is consisted of 15 items with four options per item and three (3) scores for each correct answer. Matching the words consisted of 15 items with two types of scores, which are easy and hard tests. 10 items are hard and 5 items are easy tests. The score of the hard tests are four (4) and the easy tests are three (3) scores for every correct answer. The total of both tests are 30 items and students got 100 scores if all items are correct. The data are collected by pre-test that given before treatment and Post-test given after doing the treatment.

The research procedure is divided into three parts, they are:

The first stage

- Observe on the research subject.
- Arrange learning strategy using the After-Reading Card Game.
- Prepare the media and auxiliary tool to sustain the learning process.
- Prepare the instrument of the pre-test and post-test.

Execution stage

- Aske the students what they know about descriptive text.
- A text descriptive read by them one by one per sentence.
- Aske them a new vocabulary they got, or their difficulties to understand the text.
- The pre-test given to know the early abilities of students.
- Implement the learning proses using the After-Reading Card Game.
- Post-test given after applying the after-reading card game.

The last stage

- To administer the data based on research already implemented.
- Review the research data.
- Conclude the result of the research.

The data are analyzed using descriptive statistics to calculate frequency distribution, the mean and standard deviation scores of pretest and posttest. Its purpose is to understand the data easier. The data was analyzed by using SPSS 22 (Statistical Product and Service Solutions on 22 editions).

FINDINGS AND DISCUSSION

The researchers conduct research at SMA Negeri 1 Remboken. There are two meetings. The learning processes are done both online and offline. The first meeting is online. The researchers ask the students to read the text one sentence for one student. Then, the researchers ask the students about the text, like a new vocabulary or the students difficulties in understanding the text. Furthermore, the researchers give the pre-test containing 15 vocabularies based on the text descriptive, which is Borobudur Temple. Its purposes are to know the students' understanding about the text that has been read. The time given to work on 10 questions of vocabulary on a text description is 10 minutes. After collecting the test, the researchers teach the students about Description text material. Then, the researchers explain the procedures of playing the After-Reading Card Game and invited a friend to the meeting to show them how to play the game. The game is given by using an application of Power Point. After collecting the test, the researchers teach the students about Description text material. After checking the pre-test, the researchers find out that students do not read the text immediately and answer the questions by dictionary. It means that the students do not understand the text clearly.

The second meetings are offline. As in the first meeting, the researchers ask students to read the text entitled *Prambanan Temple* alternately. After confirming, the students understood the text about, the researchers continue giving the pre-test with the time given is 30 minutes. After collecting the pre-test, the researchers begin to treat the after reading card game as before. On this second meeting, in several times of one step play just give one of them the eleven (11) cards, twelve (12) cards, or both. Another way, asked 11 or 12 who wanted as the volunteer to play the game in one step. It is shared to them a card and choose which one they want. The rules are made to make the students do not get boring while playing the game. The researchers still ask them just enjoying the game without any pressure or fear. In every step of game, the researchers help students to remember the meaning of each vocabulary easier by giving a clue. After playing the after reading card game, the post-test given to know the result of before and after treatment is given. The time given is same as pre-test namely 30 minutes. In post-test, the students finish the test faster than the time given. After conducting the second research, the researchers have collected the pre-test and post-test data given to students. The data referred are presented in table. 1.

Table.1 The result of Pre & Post-tests.

Respondent	Pre-test	Post-test
1	14	44
2	10	28
3	35	95
4	16	29
5	34	75
6	17	97
7	4	78
8	26	34
9	24	57
10	7	48
11	13	40
12	24	36
13	28	32
14	11	43
15	14	56
16	41	70
17	20	28
18	56	64
19	28	73
20	23	29
21	14	21
22	22	34
23	25	59
24	46	82
25	20	55
Total	572	1307

The descriptive statistics is used to make the reader easier in understanding the data. As mentioned on Chapter 3, the data analysis is to find out the descriptive statistics, which is the mean, standard deviation, and frequency distribution that helped by using SPSS 22. The mean and standard deviation of the pre-test and post-test are presented on the table 2 below:

Table 2. Descriptive statistics

	N	Min	Max	Sum	Mean	Std. Deviation
Pretest	25	4	56	572	22.88	12.330
Posttest	25	21	97	1307	52.28	22.141

Valid N (listwise)	25				

The frequency distribution is the data calculated as a frequency based on the number appearances of the data. On the table frequency below consisted of 5 tables. First table is the respondents' score. The table shows that no one is missing. The second is frequency of each score. The third and fourth are frequency percentage of each score. The fifth are cumulative percent calculated from the valid percent. Table 3 shows that no one data missing. The result of pre-test is presented on the table 3.

Table 3 Frequencies of pre-test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	4.0	4.0	4.0
	7	1	4.0	4.0	8.0
	10	1	4.0	4.0	12.0
	11	1	4.0	4.0	16.0
	13	1	4.0	4.0	20.0
	14	3	12.0	12.0	32.0
	16	1	4.0	4.0	36.0
	17	1	4.0	4.0	40.0
	20	2	8.0	8.0	48.0
	22	1	4.0	4.0	52.0
	23	1	4.0	4.0	56.0
	24	2	8.0	8.0	64.0
	25	1	4.0	4.0	68.0
	26	1	4.0	4.0	72.0
	28	2	8.0	8.0	80.0
	34	1	4.0	4.0	84.0
	35	1	4.0	4.0	88.0
	41	1	4.0	4.0	92.0
	46	1	4.0	4.0	96.0
	56	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

The result of the post-test frequencies was presented on the table 4.

Table 4. Frequency of Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	4.0	4.0	4.0
	28	2	8.0	8.0	12.0
	29	2	8.0	8.0	20.0
	32	1	4.0	4.0	24.0
	34	2	8.0	8.0	32.0
	36	1	4.0	4.0	36.0
	40	1	4.0	4.0	40.0
	43	1	4.0	4.0	44.0
	44	1	4.0	4.0	48.0
	48	1	4.0	4.0	52.0
	55	1	4.0	4.0	56.0
	56	1	4.0	4.0	60.0
	57	1	4.0	4.0	64.0
	59	1	4.0	4.0	68.0
	64	1	4.0	4.0	72.0
	70	1	4.0	4.0	76.0
	73	1	4.0	4.0	80.0
	75	1	4.0	4.0	84.0
	78	1	4.0	4.0	88.0
	82	1	4.0	4.0	92.0
	95	1	4.0	4.0	96.0
	97	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

This research finds out that After-Reading Card Game improves students' vocabulary in SMA N 1 Remboken. The subject of this research was X IPA 1 consisted of 25 students. The researchers give a pre-test before doing the treatment then post-test. The result of this study shows that the subjects have a higher score in post-test (52.28) than pre-test (22.88). The result of the standard deviation is 12.330 of pre-test and 22.141 of post-test. The result of the frequency distribution is three frequencies of the scores on pre-test and two frequencies of the score on post-test.

CONCLUSION

Based on the discussions, it can be concluded that using the After-Reading Card Game as a kind of card game can improving students' vocabulary. It can be seen that the students' score before treatment (pre-test) is lower than after treatment (post-test). the after-reading Card Game is effective and applicable to use in teaching-learning process for more fun and made students more active in learning process. The students are more active in teaching-learning. Another one, this kind of card game is also recommended for the other researchers to do research in another school.

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