

Developing English Vocabulary Mastery of Students at SMPIT Ibnu Sina Makassar through Word Card Games

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Abstract

This study is to describe two main points, namely (1) the development of English vocabulary mastery of 7th-grade students of SMPIT Ibnu Sina, Makassar using word card games, and (2) the aspects of vocabulary that hinder their English vocabulary development. Pre-experimental research method with pre and post-test design was used to quantitatively describe the impact of the treatment given through the use of word card games in developing students' vocabulary mastery comprising three aspects, namely (1) vocabulary forms in spelling and pronunciation, (2) denotative meaning of vocabulary, and (3) vocabulary usage focusing on the use of Present and Past Tense sentence patterns both in oral and written forms and the hindering aspects of their vocabulary mastery development which are then described qualitatively. The grade 7 students of SMPIT Ibnu Sina, Makassar totalling 28 students were the population of this study using the census sampling technique. To collect data, a vocabulary test was administered in three forms of questions, namely (1) spelling and pronunciation, (2) matching for vocabulary meaning, and (3) multiple choice and making simple sentences. The results showed that (1) the word cards could develop the English vocabulary mastery of students in terms of vocabulary form, vocabulary meaning, and vocabulary use empirically indicated by the mean score of pre-tests as 58.13 taken into an average category and post-tests is 79.72 classified into a good category and (2) the aspect that hinders students' vocabulary mastery is pronunciation and sentence construction. These findings are simply considered that word card games can be implemented to bridge the development of students' vocabulary mastery coming along with teaching English structures.

Keywords: *vocabulary mastery, vocabulary aspects, word card games.*

INTRODUCTION

Vocabulary in every language is the main element playing an important role in speakers' communication both in oral and written forms. Having a huge number of vocabularies, language speakers can express ideas, desires, hopes, and feelings in various scopes of life through varied social interactions. Regarding the role of vocabulary, Ur (1996:60) says that a language without vocabulary is like a rootless tree. a tree cannot stand firm without the support of strong roots. with strong roots, the tree will certainly thrive with branches, twigs and leaves that are green and wide. The condition of a tree that grows in such a way, for instance mango tree, will produce

dense fruit and is certainly healthy for consumption and can even bring in money that benefits the owner. It takes into account that vocabulary is the main foundation used as a meaning carrier both in oral and written communication which is assembled into phrases, sentences/expressions, statements, questions, and so on.

In relation to the teaching of English as a foreign language compulsory subject at secondary levels of education, vocabulary comprises a determining element of students' ability to understand the four skills of language, namely listening, speaking, reading and writing skills. With adequate vocabulary, students are able to listen to various kinds of information, express ideas or express thoughts orally and in writing, read both textbooks and other materials in English as well (Harmer, 1992 and Thornbury, 2002). Thus, students' understanding of these four skills is largely determined by how much vocabulary they master.

The mastery of vocabulary including 3 main aspects, namely vocabulary form, vocabulary meaning, and vocabulary use, is largely determined by the teacher's ability to package learning materials that are integrated in the teaching materials for the four skills mentioned above (Nation, 2005). Basically, vocabulary that is packaged in meaningful activity-based learning materials leads students to recognize English phonemes to spell and pronounce words properly, correctly, and precisely; use the word grammatically with a meaning that matches the intended context. It obviously means that the materials provided mediate students knowing and understanding what they will learn or do in some sequences of learning activities designed. In addition, teachers are well aware that learning materials designed and arranged differently from one another must have a different impact on each student. This is due to the factors that influence the design and preparation of learning and teaching materials that vary greatly. One of these factors is the individual differences that each student has such as attitudes, motivation, interests, learning strategies and styles and so on.

Several studies conducted in the last 3-4 years have shown that one of the factors of students' failure in using English communicatively is their lack of vocabulary. This situation causes students to always feel afraid and embarrassed to express their thoughts, feelings, questions and so on. They tend to choose silence rather than saying something in the process of learning and teaching English revealing their active participation in the classroom. Based on the results of the researchers' observation, the 7th grade students of SMPIT Ibnu Sina, one of Islamic Junior High Schools in Makassar, South Sulawesi, Indonesia, have limited vocabulary making them unable to understand the material taught. This inability is very evident when they will express ideas both in spoken and writing forms. Basically, the ideas or concepts they have are less able to be communicated due to several things, such as (1) the incorrect and unprecise pronunciation of vocabulary, (2) the meaning of words is not contextual, and (3) the use of sentences does not meet with the rules of English grammar, and so forth.

Therefore, English teachers at SMPIT Ibnu Sina need to have a vocabulary learning and teaching model that adequately enables students to master English vocabulary, channelling the development of both productive and receptive English skills of theirs. There are many learning models that they can apply in developing their teaching materials and one of them is the word card games. Berger in Dananjaya (2010:165) confirms that games as learning media involve students in the process of experience by living the challenge, being inspired, encouraged to be more creative and interacting in learning activities with their classmates. Thus, word card games provide opportunities for students to exchange ideas, experiences and combine them wisely to

reach a conclusion that is closer to the truth. Behavior in a word card game illustrates an inner process that each student can feel and express in the form of words and behaviour which then becomes material for observation to understand the process of developing each other's potential and forming a more qualified personality of students in the classroom.

The description above clearly shows that the 7th grade students of SMPIT Ibnu Sina have limited vocabulary reflecting their inability of mastering vocabulary forms in terms of spelling and pronunciation, vocabulary meaning, and correct and appropriate use of vocabulary contextually and grammatically. Therefore, the researchers are getting interested in implementing one of the alternative ways, namely word card games that are assumed to make the students easier to learn and master vocabulary they are learning at their level. With regard to this issue, the researchers addressed two research questions as follows:

1. Do word card games develop the students' English vocabulary mastery at SMPIT Ibnu Sina, Makassar?
2. What are the hindering aspects of the students' English vocabulary mastery development at SMPIT Ibnu Sina, Makassar?

LITERATURE REVIEW

This part covers some fundamental theories underlying this research, namely definition of vocabulary, its types and importance, vocabulary selection criteria, principles and techniques of vocabulary teaching, and word card games in English teaching described in the following lines.

How Vocabulary is Defined?

The definition of vocabulary can be seen in the following sections:

- a. Dictionary of Education: vocabulary is defined as (1) the content or function of words making up a language that is learned and becomes part of children's understanding, speech material, and then they use in reading and writing, and (2) words that have meaning when heard or seen even though they are not produced by the individual himself.
- b. Cambridge Learner's Dictionary (2001:708): vocabulary is (a) all the words a person knows in particular languages, (b) all the words found in a language and used when discussing something in that language, and (c) a list of words and their meanings.
- c. Webster (1983:304) defines vocabulary as follows (1) A list or collection of words that are usually arranged alphabetically and then explained and defined, (2) A number of words used by an individual, society, ethnicity or a group of certain professions, (3) A list of nonverbal symbols, (4) A form of expression of feelings used in art, and (5) A set of tools through which a person can understand an experience by expressing his ideas or feelings.

Based on the above definitions, the researchers consider that vocabulary is a collection of words used by a person as an individual and a group to express thoughts and feelings in various scopes of life.

Types of Vocabulary

Some understanding experts categorize vocabulary into several parts with similar terms as described in the following sections:

- a. Harmer (1991:159) distinguishes two types of vocabulary namely, (1) Active vocabulary; i.e. words known by students and they can use them, and (2) Passive vocabulary; i.e. words known by students but cannot be used.
- b. Smith (1998:236) divides vocabulary into two groups, namely (1) active vocabulary is words that can be used in speaking and writing (active vocabulary is made up or used in speaking and writing), and (2) passive vocabulary is words used during reading and listening (a passive or receptive vocabulary consists of words understood through reading and listening).
- c. Rasyid et al (1997:107) classifies vocabulary into two types, namely (1) passive vocabulary (receptive vocabulary) are words that students can recognize when they are reading or listening, but they are not able to use them when speaking or writing, and (2) active vocabulary (productive vocabulary) are words that students can identify when writing and reading and are also able to pronounce when speaking or listening.

With regard to this study, active vocabulary is the focus of mastery of English vocabulary development of the 7th grade students of SMPIT Ibnu Sina, Makassar which focuses on three aspects, namely vocabulary form, vocabulary meaning, and vocabulary usage leading to the development of their English both productive and receptive skills due to the appearance of above mentioned English learning problems.

The Importance of Vocabulary

Vocabulary has an important role in the process of learning a first, second or foreign language coming along with three considerable logical reasons briefly described as follows:

- a. Vocabulary is a tool for reading comprehension in any text. Comprehension will be significantly improved by knowing the meaning of the words in the text and comprehension is the main purpose of reading.
- b. Vocabulary is the core of communication. Mastery of vocabulary will develop all forms of communication, both in listening, speaking, reading and writing skills.
- c. If children and adults have a relatively large vocabulary, their level of education, confidence and competence will also increase (Alexander: 1998:1).

The three reasons mentioned above are the basis for the importance of vocabulary teaching as the main element in improving the understanding, competence, and performance of English learners as a main fundamental pillar of communicative language component in an effort to build self-confidence and expression of theirs to achieve the quality target of teaching English as a foreign language learning in Indonesia.

Criteria for selecting vocabulary to be taught

Power (2001:3) describes several criteria in noticeably ways of selecting vocabulary to be taught in the process of teaching and learning English as a foreign language, namely (a) the frequency of use of the words, (b) the function of the words both in spoken and written language, (c) the words must be at the level of the students and be acceptable in the students' memory, (d) pedagogical value, namely the usefulness of the words in accordance with the learning and teaching contract in the syllabus, and (e) fulfil the function and needs of language as a means of communication.

The criteria mentioned above become a reference in applying word cards to develop students' mastery of English for the 7th grade students of SMPIT Ibnu Sina, Makassar. It

explicitly means that the vocabulary to be taught must be considered the frequency of its use adjusted to the function of the word and the level of students' abilities in both spoken and written language. Thus, the pedagogical function of teaching vocabulary through this technique can be achieved in a conducive and enjoyable learning atmosphere especially for students as EFL learners.

Principles and Techniques of Vocabulary Teaching

Wallace (1989) proposes nine principles of vocabulary teaching described in the following lines:

- a. **Objective:** In teaching vocabulary, teachers must determine the objectives that students are expected to be able to master. If this principle is neglected, the teacher will have difficulties, especially in assessing the success of the vocabulary learning that has been taught.
- b. **Quantity:** After determining the vocabulary learning objectives oriented, the next principle is to determine the quantity of vocabulary to be taught, which is between 5 to 7 words that are expected to become part of the students' active vocabulary. In other words, the number of words taught depends on the affecting factors of the students' learning process. This is very important for teachers to consider because when too many new words are taught, students can become confused, discouraged, and even frustrated following the learning activities designed in such a way.
- c. **Necessity:** In selecting the vocabulary to be taught, the teacher uses a guidebook that is adjusted to the syllabus. The words must be related to the learning objectives and lesson plan. In other words, the teacher can choose the right method to be used in selecting the vocabulary to be taught to students. Thus, students are placed in a situation where they can communicate with the words.
- d. **Repetition:** In vocabulary learning, students should be given an opportunity to repeat the learned words until they are mastered in detail which will eventually become part of the students' productive vocabulary. The simplest way to assess it is to see if they can identify the words they have learned and know their contextual meaning within accepted, correct and appropriate pronunciation.
- e. **Presentation:** In teaching vocabulary, students must clearly and specifically understand what the word means. Consequently, the words must be taught in an appropriate way, so that the denotation of their meaning is not ambiguous. Presentation is one of the appropriate ways to check students' understanding.
- f. **Situation:** The words should be appropriate to the situation of the students where a learning classroom is qualified as a place making them find a pleasant room and feel comfortable to learn in the frame of an appropriate and meaningful teaching methods or techniques applied by their professional teachers.
- g. **Context-appropriate presentation:** Words are not often used in the singular or alone. Therefore, it is very important for students to know the collocations in which the words are usually used. Thus, they should be used in appropriate contexts so that students will place the appropriate use of the word in the context in which the interaction and communication takes place.

- h. Inference: Making inferences is also one of the strategies in learning vocabulary in which the students draw conclusions about the meaning of a word by listening to or reading the words based on the context and specific situation.

Word Card Games in English Teaching

Games are facts that can be analysed to understand a behavioural process, choose a decision in saying or acting which ultimately becomes a conclusion as self-producing learning. Lewin in Dananjaya (2010:166) states that people learn from structured experiences that begin with doing, expressing, analysing, and concluding which are described, namely (a) the implementation phase is the phase of carrying out tasks in the form of individual or group games that encourage students to play the game by exerting all their potential both physically and non-physically. Motorically, the game involves the emotions and knowledge they have to interact with other students who give them an experience, (b) the disclosure phase is the phase of systematizing experiences in a coherent and logical manner in the form of scientific experiences, both physical, psychological, and emotional experiences concerning themselves or their friends who are expected to be able to unravel the strengths and weaknesses of each, (c) the analysis phase is the phase of assessing the relationship between experiences, between behavior and reference values, between emotions and ratios and interpersonal relationships of participants which is the answer to a question "Why did it happen that way?" or why am I like this while you are like that? " or why am I like this while you are like that?", and (d) the conclusion phase is the experience phase that begins through a process of discussion, reflection until the awareness of the weaknesses and strengths of the self that are owned to achieve success and encourage the desire to make a change to build a new image.

One of the games that reflects the phases mentioned above is the word card game, especially in English teaching because students can do a reflection by telling their experiences and impressions of doing English vocabulary games that lead to mastery of vocabulary covering 3 aspects, namely form, meaning and contextual use of vocabulary based on English grammatical rules. In addition, the purpose of word card games is to train students to develop ideas from a word and to train students' English skills, especially speaking and writing.

In teaching English based on word card games, teachers must pay attention to two (2) things, namely (a) equipment: The teacher provides word cards for the number of students in the class, and (b) The process of implementing this game is (a) The teacher distributes word cards to students, (b) Students are asked to read their word cards, (c) Students are asked to choose two words from their cards, (d) Students are asked to make logical phrases and sentences from the words they choose, (e) The teacher asks 3 students to tell their stories with the two words they chose, (f) The teacher asks the three students to turn around after they reveal their stories, (g) The other students choose who is the first, second, and third best, (h) The teacher asks the three people who feels they are in the first, second, and third positions, and (i) Involving his/her peers and himself/herself is an authentic assessment. In the event that none of the students positioned themselves in the first best position, the teacher should find out what the cause is to find out further whether it is lack of self-confidence, simply being modest, or other things. The aforementioned process can mediate students' mastery of vocabulary that summarizes its three aspects, namely vocabulary form, vocabulary meaning, and vocabulary usage using present and past tense sentence patterns. These two sentence patterns are expected that students are able to

use them both orally and in writing which will lead to the development of their communication competence in English. Thus, it is assumed that the word card game becomes one of the alternative methods of teaching English in an integrative manner, especially in the development of speaking and writing skills of the 7th grade students of SMPIT Ibnu Sina, Makassar.

METHOD

Pre-experimental research method with pre and post-test design was implemented in this study to quantitatively describe the impact of the treatment given through the use of word card games in developing vocabulary mastery of the 7th grade students of SMPIT Ibnu Sina, Makassar which covers three (3) aspects, namely (1) vocabulary forms, (2) vocabulary meaning, and (3) vocabulary usage. The population of this study was the 7th grade students of Ibnu Sina, Makassar consisting of 28 students. Based on this relatively small number of students, the census sampling technique was applied to this study.

This research has two variables, namely the dependent variable and the independent variable. The dependent variable is the development of English vocabulary mastery of grade 7 students of SMPIT Ibnu Sina, Makassar which includes the form of vocabulary in terms of spelling and pronunciation, denotative meaning of vocabulary, and the use of vocabulary focusing on the use of Present and Past Tense sentence patterns both in spoken and writing as one of the foundations for developing their productive and receptive skills, and the independent variable is the use of word card games.

Vocabulary tests, questionnaires, and interviews are the sources of data regarding the development of English vocabulary mastery of students through vocabulary games. The vocabulary test designed in the pre and post-test was to determine the initial vocabulary of students and post-test to determine the positive impact of the application of word card games. It had 45 numbers consisting of a reading test on vocabulary forms, and a matching test for vocabulary meaning, and a multiple-choice test and making simple sentences in the Simple Present Tense and Simple Present Continuous Tense sentence patterns; Questionnaires in semi-open form was to find out the hindering aspects of the students' vocabulary mastery development; and Interview was to support the data obtained through questionnaires. The techniques of data collected analysis were (a) collecting the data from the test and questionnaire quantitatively, (b) scoring the students' mastery of English vocabulary according to the assessment standards of the Ministry of Education and Culture, (c) categorizing the data, (d) calculating the average value and t-test of students' mastery of English vocabulary, and (e) data obtained through questionnaires and interviews will be analysed qualitatively.

FINDINGS AND DISCUSSIONS

This section discusses the results of data analysis of the two (2) research problems listed in the previous chapter, namely (1) Do word cards develop mastery of English vocabulary of the 7th students of SMPIT Ibnu Sina, Makassar? and (2) What are the hindering aspects of the students' English vocabulary mastery development at SMPIT Ibnu Sina, Makassar?. The description of the answers to these two research questions can be seen as follows:

The development of Students' English vocabulary Mastery

The results of data analysis show that the use of word cards develop the English vocabulary mastery of the students the significant difference between the mean score of their pre-test and post-tests as shown in the following table:

Table 1. The Development of Students' Vocabulary Mastery

Tests	Mean Score	Standard deviation
Pre-test	58.13	16.77
Post-test	79.72	8.82

The Table 1 shows that the students got a significant development of their English vocabulary mastery, which is 21.59. It simply means that the use of word card games as one of the alternative techniques was helpful in teaching English vocabulary as a foreign language to the secondary school students. The development of English vocabulary of SMPIT Ibnu Sina students mentioned above can also be seen from the results of frequency and percentage of students' score ranging from the highest to the lowest one they obtained before and after the test that can be seen in the following table:

Table 2. The Frequency and Percentage Scores of Students' Vocabulary Mastery

Range Score	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
96 – 100	Excellent	0	0	1	4
86 – 95	Very Good	1	4	5	20
76 – 85	Good	3	12	12	48
66 – 75	Fairly Good	7	28	5	20
56 – 65	Average	5	20	2	8
36 – 55	Poor	6	24	0	0
0 – 35	Very Poor	3	12	0	0
Total		25	100	25	100

The table 2 shows that in the pre-test there was no (0%) students getting the highest score in excellent category, 1 (4%) obtained higher score in very good category, 3 (12%) gained high scores in good category, 7 (28%) students had medium scores in fairly good category, 5 (20%) students got low scores in average category, 6 (24%) students gained lower score in poor category, and 3 (12%) students obtained the lowest scores in very poor category. These scores simply reveal that they do not have sufficient words in their vocabulary bank. In addition, the students' score in post-test shows that 1 (4%) student got the highest score in excellent category, 5 (20%) students gained higher scores in very good category, 12 (48%) students obtained high scores in good category, 5 (20%) students got medium scores in fairly good category, 2 (8%) gained low scores in average category, and no students got lower scores in poor category and the lowest scores in very poor category. These gained scores for each category simply mean that using word card games in teaching successfully lead them into a slight development of their vocabulary mastery.

Mastery of Vocabulary Forms

The results of data analysis show that the use of word card games develop the students' spelling and pronunciation of English vocabulary forms indicated by the significant difference between the mean score of their pre-test and post-tests as shown in the following table.

Table 3. The Development of Students' Vocabulary Form Mastery

Tests	Mean Score	Standard deviation
Pre-test	51.00	15
Post-test	70.36	13.28

The table 3 shows that there is a significant improvement in the spelling and pronunciation of English, which is 19.36. It slightly means that the use of word card games can be in teaching English spelling and pronunciation as part of vocabulary forms to bridge students' vocabulary mastery development. The development of English vocabulary forms of the students can be seen as well in the results of frequency and the percentage of their scores ranging from the highest to the lowest score before and after the treatments as shown in the following table.

Table 4. The Frequency and Percentage Score of Students' Vocabulary Forms

Tests	Mean Score	Standard deviation
Pre-test	51.00	15
Post-test	70.36	13.28

The table 4 shows that in the pre-test there was no student obtaining the highest score in excellent, higher score in very good category, and medium score in fairly good category, 2 (8%) students got high scores in good category, 8 (32%) students gained low scores in average category, 10 (40%) students got lower scores in poor category, and 5 (20%) gained the lowest scores in very poor category. It simply explicitly means that they have very insufficient English phonological background knowledge so they cannot spell and pronounce the words given appropriately. Furthermore, no students in post-test got the highest and the lowest scores in excellent and very poor category, 5 (20%) students got higher scores in very good category, 2 students (8%) gained high scores in good category, 10 (40%) students got medium scores in fairly good category, and 4 (16%) students got lower scores in poor category. These gained scores for each category slightly mean that the treatments given through the use of word card games contributes to the mastery of students' vocabulary forms in spelling and pronunciation.

Mastery of Vocabulary Meaning

The results of data analysis show that the use of word card games develop the students to match English words with their contextual meanings and choose the right words to complete the given sentences indicated by the significant difference between the mean score of their pre-test and post-tests as shown in the following table:

Table 5. The Development of Students' Vocabulary Meaning Mastery

Tests	Mean Score	Standard deviation
Pre-test	63.00	25.66
Post-test	86.00	10.98

The table 5 shows that the students got a significant development in vocabulary meaning, in which 23.00. It obviously means that the treatment given in the form of word card games is effective in teaching English vocabulary in terms of word meaning. The improvement to catch the meaning of English words can also be seen from the results of frequency and the percentage scores ranging from the highest to the lowest score before and after the treatments as shown in the following table:

Table 6. The Frequency and Percentage Score of Students' Meaning Vocabulary Mastery

Range Score	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
96 – 100	Excellent	1	4	5	20
86 – 95	Very Good	5	20	10	40
76 – 85	Good	4	16	5	20
66 – 75	Fairly Good	5	20	4	16
56 – 65	Average	2	8	1	4
36 – 55	Poor	3	12	0	0
0 – 35	Very Poor	5	20	0	0
Total		25	100	25	100

The table 6 shows that in the pre-test there was 1 (4%) student gaining the highest score in excellent category, 5 (20%) students got higher, medium, and the lowest scores in very good, fairly good, and very poor category, 4 (16%) students gained high scores in good category, 2 (8%) students obtained low scores in average category, and 3 (12%) students obtained lower scores in poor category. These gained scores for each category clearly mean that they have a rather good ability to select contextual appropriate word meanings. In the post-test, moreover, 5 students (20%) obtained the highest scores in excellent category, 10 (40%) students obtained higher scores in very good category, 4 (16%) students gained medium scores in fairly good category, and 1 (4 %) student had low score in average category. These gained scores for each category simply mean that the word card games were applicable to improve the development of students' vocabulary mastery in word meanings as a whole to bridge their speaking performance to express the conveyed meaning contextually.

Mastery of Vocabulary Use

The results of data analysis show that the use of word cards develop the students' mastery to compose simple sentences indicated by the significant difference between the mean score of their pre-test and post-tests as shown in the following table:

Table 7. The Development of Students' Vocabulary Use Mastery

Tests	Mean Score	Standard deviation
Pre-test	55.12	18.58
Post-test	76.60	13.40

The table 7 above shows that the students got a significant development in students' ability to put the words into grammatical sentences, which is 21.48. It implicitly means that students are still unable to organize the words into simple grammatical sentences to convey intended meaning to both the listeners and the readers of their constructed utterances. The inability of students to compose simple grammatical sentences can also be seen from the results of frequency and the percentage scores as shown in the following table:

Table 8. The Frequency and Percentage Score of Students' Vocabulary Use Mastery

Tests	Mean Score	Standard deviation
Pre-test	55.12	18.58
Post-test	76.60	13.40

The table 8 shows that in the pre-test there was no student obtaining the highest and higher scores in excellent and very good category, 2 (8%) students got high scores in good category, 7 (28%) students gained medium and low scores in fairly good and average category, 6 (24%) students got lower scores in poor category, and 3 (12%) students got the lowest scores in very poor category. These gained scores for each category obviously mean that they have no sufficient knowledge making them possess a poor understanding on how the words are grammatically constructed in English sentence patterns. In the post-test, furthermore, there were 3 (12%) students who obtained the highest score in excellent category, 2 (8%) students gained higher scores in very good category, 8 (32%) students got high scores in good category, 4 (16%) students obtained medium scores in fairly good category, 7 (28%) students got low scores in average category, 1 (4%) student got lower score in poor category, and none (0%) student got the lowest score in very poor category. These gained scores for each category simply indicate that the use of word card games facilitated the students' understanding of English grammar to make and put the sentences provided into grammatical sentence construction with a little development as a result.

Coming along with the use of these word card games, the students could gain a significant development on their vocabulary mastery in terms of vocabulary forms, meaning and use. However, it is worth noting here how they gained significant development. The result of the pre-test above (see table 2) explicitly reveals that the students' prior English vocabulary mastery was basically lacking. It might come on the surface since they were not sufficiently equipped with a huge number of vocabulary, theoretical and practical background knowledge on how they use the words within accepted or appropriate spelling and pronunciation, contextual use of word meanings, and of word grammatical sentence construction in the frame of English sentence patterns for both in spoken and written forms through communicative ways of learning and teaching in the classroom. All of these aspects, pronunciation, were a big concern to be paid attention to as many students were unable to produce correctly for certain English phonemes, particularly those that are not available in the students' mother tongue. It plausibly came to the

surface since they were rarely or never taught intensively how to pronounce the English sounds acceptably. Consequently, mispronunciation occurs in their speaking performance and reading activities as in the following examples:

- a. /tʃ/ becomes /c/
teacher /ti: tʃə / becomes /ticer/
- b. /v/ becomes /p/
save //seiv/ becomes /sep/
- c. /f/ becomes /p/
photo /'fəʊ.təʊ/ becomes /poto/
- d. /ʌ/ becomes /ɑ/
cup /kʌp/ becomes /kɑp/
- e. /e/ becomes /ɪ/
perfect /'pɜ:fekt/ becomes /perfik/

The examples above obviously reveal the typical mispronunciation errors of the students are (1) the submission of phonemes, (2) incorrect stress, (3) English words which are commonly spoken in Indonesia. During the treatments, however, those pronunciation errors frequently appeared on the students' utterances. Therefore, they were given some examples other than those on the cards so that they could correct the pronunciation of English words that they might find or use in the process of other English language learning activities, especially speaking skills. Coming along with the procedures of this technique, the students found an integrative way to improve their vocabulary as a language component in which they practiced saying the 5 or 6 words on the card. This limited number of words does not put them into an overloaded burden to their learning memory capacity to pronounce, remember, absorb, and use them in learning activities designed to make their English vocabulary mastery up. These nominal words resulted in a very simple and meaningful pronunciation learning through the simple word card games with or without teacher guidance for their pronunciation and vocabulary development as well. In other words, they were guided to pronounce the words properly and they then were given the opportunity to practice pronouncing the words themselves in order to build their self-confidence and expression to pronounce the words provided on the cards as a result. It was noticeable that the students got reluctant to answer the questions addressed with incorrect pronunciation. Since the students did this consciously and voluntarily, the teacher's intervention in teaching and learning process was reduced in the sense that the teacher was only to monitor the classroom interaction in the frame of learning activities designed within the word card games coming along with the new nuance found around them. This is a positive indication that the students were motivated to study, and were successful in drastically reducing their pronunciation problems.

In addition, the word card games also gives students room to develop the words they have learned and pronounce well into a simple sentence construction in the form of simple present tense and present continuous tense since they have a very low understanding of English sentence patterns (See table 10). Therefore, their sentence constructions are generally not in accordance with the correct English sentence patterns as shown in the following example sentences:

- a. *Nabila phone have connection bad* should be *Nabila's phone has bad connection.*
- b. *I registration my phone number* should be *I register my phone number.*
- c. *I using computer to search some information* should be *I am using computer to search some information.*

Likewise pronunciation, grammar was a secondary concern in developing the students' vocabulary mastery. The main source of the problem stemmed from the students' non-mastery of the English syntactic rules, such as word order and word agreement (concord). The typical grammatical errors on the students' performance shown in the above examples are (1) the omission of –s suffix in predicate as the third person singular indicator, (2) the omission of –s suffix as the indicator of plural form), (3) the omission of –s suffix as possessive indicator, (4) the omission of to be as linking verbs for simple present tense and present continuous tense, and (5) word order. The students, however, could develop their understanding of grammar during the treatments as simply indicated by their ability to put words into simple sentences and they shared their knowledge of English with each other. In other words, the students who have a good understanding of grammar voluntarily guide the others to build up some simple grammatical sentences.

Based on the description above, it can be concluded that the presentation of English vocabulary focusing on its forms, denotative meaning, and use framed by the use of word card games has mediated the students of SMPIT Ibnu Sina to develop their vocabulary mastery. It is considered that the implementation of this technique has met the criteria for presenting English vocabulary, namely purpose, quantity, need, repetition, presentation, situation, and presentation in accordance with the context (Wallace, 1989). Besides, the application of this technique is also in line with the principles of other vocabulary teaching criteria, namely the words should be interesting to students and the words can make students pay attention to the form, meaning, or use of the word in the sentence (Nation, 2005). Thus, this technique will be effective in use as part of the English vocabulary teaching method once it meets the vocabulary teaching criteria mentioned above as well.

The hindering Aspects of students' English vocabulary mastery

Based on the results of the interviews, the researchers found two aspects of vocabulary as language components that hinder the students' mastery of English vocabulary, namely (1) pronunciation, and (2) making grammatical sentences. Pronunciation in the sense of acceptable pronunciation, in English context, seemed to be problematic as indicated by the typical pronunciation problems described in the previous part which occurred on the students' performance during the treatments. Similarly, making grammatical sentences, in the context of sentence-rule governed, seem complicated for the students as well in learning English in general and in developing their vocabulary mastery in particular. The appearance of English rules in sentence construction unconsciously lead the students to build their own sentences in Indonesian as exemplified in the previous part. These noticeable troublesome problem in learning English vocabulary were empirically proved by the following extracts:

Extract 1: Student FA

...cara bacanya karena sulit karena hurufnya biasa beda-beda cara menyebutkannya (...how to read it because it is difficult because the letters are usually different in how to say them)

Extract 2: Student MF

...pengucapannya karena tidak jelas, misalnya kalau di komputer kita dengar tidak jelas (...its' pronunciation because it's not clear, for example, if we hear it on the computer, it's not clear).

Extract 3: Student RI

...cara membaca sama penyebutannya, membuat kalimat juga susah karena banyak tambahan tambahannya misalnya the. Biasa pendek kalimat bahasa Indonesianya tapi panjang kalo bahasa Inggrisnya. Biasa juga panjang bahasa Indonesianya baru pendek bahasa Inggrisnya (...The way to read and the pronunciation, making sentences is also difficult because there are many additions, such as the use of the. Indonesian sentences are usually short but English sentences are long. It is usually long in Indonesian and short in English).

Extract 4: Student MA

...menerjemahkan kalimat, sama pengucapannya karena apa di karena ada sama tulisannya tapi beda pengucapannya. Sama membuat kalimat juga itu paling susah karena nda ku tahu kapan dipakai (...translating sentences, the same pronunciation because of what it is because there is the same writing but different pronunciation. Making sentences is also the hardest because I don't know when to use it).

Extract 5: Student AA

...susah diingat dihafal kata-katanya, susah juga pengucapannya karena beda dengan bahasa Indonesia, cara mengucapkannya (...It's hard to remember to memorize the words, it's also difficult to pronounce because it's different from Indonesian, the way it's pronounced).

The results of the interviews above show that the pronunciation of English words is the main aspect that hinders students' vocabulary mastery. It comes on the surface since the way of spelling English words has a slight difference in their pronunciation in which the spelling patterns are pretty inconsistent and unreliable guide to pronunciation (Pale and Poms, 2005). This inconsistency and unreliability put the students of SMPIT Ibnu Sina, Makassar as EFL learners into considerable problems of English pronunciation to shape their vocabulary mastery development. Moreover, making sentences into simple and grammatical sentence constructions is another problem encountered by the students in developing their vocabulary mastery in terms of its use. It is well understood that some EFL Indonesian learners think and keep in their mind that grammar is the most difficult and hardest linguistic component of English to learn and use it communicatively and contextually. It makes sense as they always prefer thinking of English-rule governed in which the rules are a must for them to form the sentences intended to convey the meaning conveyed. Besides, prescriptive rules of English are more frequently introduced in teachers' teaching material presentations rather than the descriptive one (Kroeger, 2005). The existence of English sentence patterns, consequently, made them unconfidently produce some meaningful utterances in which they tend to produce ungrammatical sentences even in the simplest sentence construction as a result.

CONCLUSIONS

Based on the description in the previous chapter, it can be concluded that (1) the use of word card games can develop English vocabulary mastery of students of SMPIT Ibnu Sina Makassar which includes three aspects, namely mastery of vocabulary forms, mastery of vocabulary meaning, mastery of vocabulary usage, and (2) the aspects that hinder students' vocabulary mastery are pronunciation and grammatical sentence construction. These two conclusions

explicitly mean that word card games can be implemented to channel the development of students' vocabulary mastery coming along with teaching English structures.

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