

A STUDY ON THE EFFECTIVENESS OF USING ALPHABET CARDS GAME IN TEACHING VOCABULARY FOR COMMERCIAL BUSINESS ADMINISTRATION STUDENTS

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Abstract

The aim of this study was to know the effectiveness of the use of alphabet cards game as interesting tool to explain vocabularies and it make it easier to remember their meanings. This study belongs to the quasi experimental research and presents pre-test, post test and to investigate the effect of using alphabet cards game on vocabulary mastery of commercial business administration students. The participants were the students from commercial business administration students at the third semester (N=54) of State Polytechnic Bengkalis and divided into two groups. Both groups were taught vocabulary, however, the experimental group students who are exposed to alphabet cards game and the controlled group students who received conventional method. Pre-test and post-test were given to both experimental group students and controlled group students. The score of the vocabulary tests were compared through independent sample t-test. The mean value of pre-test of experimental class was 61.35, while the control class was 52.23. After learning using alphabet card games in experimental class the mean value obtained in post-test was 78.85, while in control class was 59.04. The improved of learning outcomes can be seen from the level of significance was 0.000 and it was lower than t test $0.000 < 0.05$. It means that the hypothesis null is not accepted. Therefore, it can be concluded that the score of the students in learning vocabulary between the experimental group and control group was significantly different. The experimental group students who learned vocabulary using alphabet cards game had increased their vocabulary mastery.

Keywords: vocabulary mastery, alphabet cards games, commercial business administration students.

1. INTRODUCTION

One the concern of teaching English as foreign language is preparing the students to be able to communicate communicatively using the target language. Since, English learning as a foreign language in the Indonesian context is different from the learning process of English as the first language, the foreign language students has less exposure and opportunities for using the language in meaningful context as much as the first language learners who learn and use the language in daily life. In fact, the university students such as commercial business administration students need to use English not only in academic context but also they are going to apply their English proficiency in workplace and other settings. They are, therefore highly expected to emulate their communication skills.

In order to be able to promote students' ability in language learning, vocabulary knowledge should be improved well. The more vocabulary one knows or acquires, the better more sentences they could create; otherwise, language learning won't occur. Tunchalearnpanih (2012). Limited vocabulary knowledge will distract the students in understanding the target language and make them less interest to learn it. They will get difficulties to communicate and transfer their ideas to the others. So it is necessary to unveil many "words" during the processes of

teaching and learning English in the classroom, since a language is a collection of word and it is the most common element in creating the sentences.

To assist the students in memorizing and learning vocabulary, teachers should present numerous interesting activities during the teaching and learning processes. Nguyen and Nga, (2003) state that the students are bored with language learning without activities and only listening to teachers' explanation. They also add that student's seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing English games.

Therefore, game is one of the ways to solve the problem. By plying game the students might feel relax and fun, they will learn and retain new words easily. Their motivation will enhance more because of the competition between the students while playing game.

The purpose of the study is to know the effectiveness of using alphabet cards game on vocabulary mastery of commercial business administration students of State Polytechnic Bengkalis.

2. LITERATURE REVIEW

2.1 Teaching Vocabulary

Vocabulary knowledge is crucial for the success of English learning (Alemi, 2010). Ur (2009:60) defines vocabulary as the words we teach in the foreign language. Tavıl & İşısağ (2009) also state that words are the basic unit of language form that people will not be able to communicate and express ideas in an effective way when their vocabulary knowledge is inadequate. Therefore, vocabulary plays a decisive role in English learning as it links the speaking, writing, reading and listening skills together (Nguyen and Nga, 2003). Richard and Renandya (2002: 255) state that "vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and write". Cameron (2001) also states that in order to speak and write English, children need to learn one to two thousand words. Therefore, teaching vocabulary is essential in order to boost students' English proficiency.

2.2 Teaching vocabulary using games

A'lipour, & Ketabi (2010) explain that the use of games to teach vocabulary accommodates for multiple learning styles in the learners while making the lessons more interesting and have always been recognized as important tools that can dramatically change the atmosphere of the class. Games give a rise to emotions when language instruction becomes serious and dry (Bransford, Brown, & Cocking, cited in Bakhsh 2016). Hawkins (2016) states that vocabulary games and role plays are the perfect opportunity for learners to participate in an engaging task which helps them to acquire the new vocabulary in memory better than learning it alone from the dictionary would. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions (Wright, Betteridge and Buck cited in Rohani & Pourgharib, 2013). However the teacher should consider further how to implement games to class. Tunchalearnpanih (2012) suggests that the games which have clearly instruction, easy to understand, take a short time to play can encourage learners to participate and learners can remember more words easily. The games which have confusing instruction, take a long time to play and hard to understand can't let the learners participate the games and remember words. Therefore, clear

instruction and appropriate type of games should be applied in teaching vocabulary using a game.

3. METHODS

3.1 Research Design

This research classified into the quasi-experimental research. There were two groups; experimental group students and controlled group students. Both groups were given pre-test and post-test.

3.2 Sample

The participants of this study were the students from commercial business administration students of State Polytechnic Bengkalis at the third semester (N=54) and divided into two groups

3.3 The Instruments

Two instruments are used in this research consisting of the pre-test and post-test examination and self-reflection form. The examinations vocabularies are created based on English learning material which was designed in the syllabus for the third semester students of commercial business administration of State Polytechnic Bengkalis. Nunan and Bailey (2009: 99) describes the pre-test post-test control group design as one of the 'true experimental designs' because of the fact that participants in controlled group could not receive the treatment.

3.3.1 Identical pretests were used in the groups to determine the participants' previous knowledge on the targeted vocabulary items with the provision of the same amount of time.

3.3.2 Identical post-tests were carried out afterwards to examine students' knowledge on the targeted vocabulary items after the consolidation through playing alphabet cards game (in experimental group).

3.4 Procedures

3.4.1 Class orientation was conducted on the first day of the experiment.

3.4.2 Pre-test was used before the experiment begun, the test was given both for experimental group and control group.

3.4.3 The experiment only given for experimental group while control group was taught using conventional method. It was implemented for each period (100 minutes per each) as follow:

- a. the lecturer warms up learners with an activity
- b. the lecturer teaches vocabulary and learning materials to the students
- c. The lecturer starts the vocabulary games by divided the students into 3 groups each group consists of 4 or five students and distributes a set of alphabet cards to them.
- d. The students has to arrange the alphabet into a word given by the lecturer, the fastest (winner) group should spell the word and make the sentence or expression using it while the looser should give the response to its expression.
- e. After the game, lecturer concludes what they learn with students.
 - a) The post-test was conducted after the treatment finished.
 - b) The data of pre-test and post-test was statistically analyzed after the treatment finished and it had collected.

3.5 Data Collection Technique

The data were collected from the result of pre-test and post-test which were given to both experimental group students and controlled students.

3.6 Data analysis

The collected data was analyzed by using SPSS 20 program for:

1. Analyzing mean of scores of pre-test and post-test.
2. Analyzing Standard Derivation (S.D.) of scores of pre-test and post-test.
3. Inferential analysis (T-test) which consists of normal testing, homogeneity testing, and hypothesis testing were used for comparing vocabulary skills from pre-test and post-test examinations' results.

4. FINDINGS AND DISCUSSION

After conducted the pre-test, treatment, and post-test, the data collection then was analyzed in order to know the significant success of the applying of the technique that used. The data was analyzed using the SPSS version 22 for windows with descriptive analysis; and inferential analysis which consists of normal testing, homogeneity testing, and hypothesis testing. Parametric statistic if the data obtained are normal and non-parametric if the data are not normal. The following is brief description of the result of data analysis.

4.1 Experimental group

4.1.1 Pre-test of experimental group

Having observed the class, the researcher gave pre-test to experimental group. The pre-test was administered before teaching activity. The table which shows pre-test score of the students is as follows:

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Exp	27	50	88	61.35	10.526
Valid N (listwise)	27				

From the table 1, it can be seen that the score of pre-test of experimental group. The total numbers of the students who belong to the experimental group is 26, the mean value of the pretest of the experiment class was 61.35. The minimum score was 50 and the maximum score was 88

4.1.2 Post-test of experimental group

The post test was given after the treatment had been finished. Based on the data analysis of the post-test with computer assistant SPSS 22 in the experimental group, the mean and the standard deviation score can be seen at the table 2. as follows.

Table 2. Post-Test Result of Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Post_Exp	27	60	98	78.85	9.477
Valid N (listwise)	27				

From the table above, it can be seen that the mean value of post-test result was 78.85, and standard deviation was 9.47. We can conclude that the students score have increased and significant different from the pre-test result before they attended the treatment. It was proved by the increasing minimum score which was 60 and the maximum score was 98.

4.2 Control group

4.2.1 Pre-test of control group

The pre-test was also conducted for control group students. Based on the data analysis of the pre-test with the computer assistance SPSS 22 in the control group, the mean and the standard deviation can be seen in table 3.

Table 3. The Pre-Test Result of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Cntrol	27	36	65	52.23	7.675
Valid N (listwise)	27				

In this research the total number of the students who belong to the control group were 27, the mean value score was 52.23 and the standard deviation is 7.67.

4.2.2 Post-test in control group

Control group students was also given the post-test even though they didn't give the treatment. The summary of the data distribution of the post-test of the control group can be seen shown in the table 4.

Table 4. Post-Test Result of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Post_Cntrol	27	40	75	59.04	9.602
Valid N (listwise)	27				

From the table, it can be seen that the mean score of post-test in control group is 59.04 and the standard deviation is 9.60.

4.3 Inferential Analysis

T-test was used to find out the effectiveness of the use of alphabet cards game in teaching vocabulary, while to test the normality of the data the researcher employs the theory of Kolmogrov-Smirnov, to know the homogeneity of the data, the data must be tested by using homogeneity test. The analysis described below:

4.3.1 Pre-test

a. Normality Test

A normality test is used to analyze whether the data distribution is normal or not. The researcher decides 0.05 for the significant value in this test. The normality test for the pre-test in the experimental group and control group, the data can be seen in the table below:

Table 5. The Normality Test Result of the Pre-Test Experimental Group

One-Sample Kolmogorov-Smirnov Test		Pre_Exp
N		27
Normal Parameters ^{a,b}	Mean	61.35
	Std. Deviation	10.526
Most Extreme Differences	Absolute	.168
	Positive	.168
	Negative	-.141
Test Statistic		.168
Asymp. Sig. (2-tailed)		.058 ^c
a. Test distribution is Normal.		

Regarding to the table above, it can be described that the data of the pre-test in the experimental group is normal. It is because the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov table in which the significance value of pre-test in the experimental group is $0.58 > 0.05$. Therefore, the experimental group data in the pre-test is normal.

Table 6. The Normality Test Result of the Pre-Test Control Group

One-Sample Kolmogorov-Smirnov Test		Pre_Cntrol
N		27
Normal Parameters ^{a,b}	Mean	52.23
	Std. Deviation	7.675
Most Extreme Differences	Absolute	.141
	Positive	.135
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.198 ^c
a. Test distribution is Normal.		

According to the table above, it can be described that the data of the pre-test in control group is normal. It is because the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov table in which the significance value of pre-test in the control group is $0.198 > 0.05$. Therefore, the control group data in the pre-test is normal.

b. Homogeneity Test

The homogeneity test is a test to measure whether the samples are homogeny or not. The result of homogeneity test is presented below:

Table 7. The Homogeneity Test Result of the Students' Pre-Test

Levene Statistic	df1	df2	Sig.
1.569	4	14	.237

Based on the computation above, the significance of the students' vocabulary mastery in the pre-test indicates the coefficient of 0.237. The probability (significance) is higher than 0.05. The result can be concluded that the data are homogeneous because the value of significance is $0.237 > 0.05$. Therefore, the variance of the two classes in

the pre-test are homogeneous and the sample has the same variance. So the data meet the requirement of research analysis.

c. Hypothesis Test

T-test was used to compare the result of pre-test between experimental and control group. The t-test is applied to test whether there are significance different results of the two groups. The result of the t-test can be described in the following table:

Table 8. The Result of T-Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Pre_Exp - Pre_Cntrol	9.115	12.738	2.498	3.970	14.261	3.649	25	.823

Resource	Statistic	Df	Sig	Result
Experimental and control group	3.649	25	0.823	Not significant different

The table 8 shows that the value of p or the level of significance is 0.823. The value of p is higher than $t_{0.05}$ or $0.823 > 0.05$ means that hypothesis null is accepted.

4.3.2 Post-test

a. Normality test

A normality test was also used to analyze whether the data distribution in post-test data is a normal or not. The significant value 0.05 was decided in this test. The normality test was conducted by using Kolmogorov-Smirnov test. The result of the normality test for the post-test in the experimental group and control group, the data can be seen in the table below.

Table 9. The Normality Test Result of the Post-Test Experimental Group

One-Sample Kolmogorov-Smirnov Test		Post_Exp
N		27
Normal Parameters ^{a,b}	Mean	78.85
	Std. Deviation	9.477
	Most Extreme Differences	
	Absolute	.141
	Positive	.119
	Negative	-.141
Test Statistic		.141
Asymp. Sig. (2-tailed)		.200 ^c
a. Test distribution is Normal.		

From the table above, it can be described that the data of the post-test in the experimental group is normal. It is because the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov table in which

the significance value of post-test in the experimental group is $0.200 > 0.05$. Therefore, the experimental group data in the post-test are normal.

Table 10. The Normality Test Result of the Post-Test Control Group

One-Sample Kolmogorov-Smirnov Test		Post_Control
N		27
Normal Parameters ^{a,b}	Mean	59.04
	Std. Deviation	9.602
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.081
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		

From the table above, it can be described that the data of the post-test in control group is normal. It is because the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov table in which the significance value of post-test in the control group is $0.200 > 0.05$. Therefore, the control group data in the post-test is normal.

b. Homogeneity Test

The homogeneity test is used to find out whether the sample has the same variance or not, to test the homogeneity of then variance, researcher used the levene test analysis. The result of homogeneity test is presented below:

Table 11. The Homogeneity Test Result of the Students' Post-Test

Levene Statistic	df1	df2	Sig.
1.028	6	14	.447

From the table above, the significance of the students' speaking skill in the post-test indicates the coefficient of 0.447. The probability (significance) is higher than 0.05. The result can be concluded that the data are homogeneous because the value of significance is $0.447 > 0.05$.

c. Hypothesis Test

T-test was used to compare the result of pre-test between experimental and control group. The t-test was applied to test whether there are significance different results of the two groups. The result of the t-test can be described in the following table:

Table 12. The Result of T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Exp - Post_Control	19.808	14.607	2.865	13.908	25.708	6.915	25	.000
Resource		Statistic	Df	Sig	Result				
Experimental and control group		6.915	25	0.000	significant different				

The table above shows that the level of significance is 0.000. Lower than t test $0.000 < 0.05$ it means that the hypothesis null is not accepted. Therefore, it can be concluded that the score of the students in learning vocabulary between the experimental group and control group is significantly different. Regarding to the result of the data, it was found that the students have some improvement in vocabulary knowledge. The students also really enjoyed in attending the processes of teaching and learning English in the classroom by using alphabet cards game. It could be proved by their enthusiasm in participating the activities given in the class. They were divided into 3 groups. Each group should arrange the alphabet into correct verb based on the question given by the lecturer and make a sentence or expression with the word. The fastest group was the winner and this game could change the atmosphere of the class be more attractive. They stated that by playing the game, it makes them easier in memorizing and practicing the vocabulary both in written and spoken. The figures below describe the condition of the students while playing the game.



Figure 1: Students are Playing Alphabet Cards Games



Figure 2: Alphabet Cards Games

5. CONCLUSION

According to the study, the result revealed that the mean value of pre-test of experimental class was 61.35, while the control class was 52.23. After learning using alphabet card games in experimental class the mean value obtained in post-test was 78.85, while in control class was 59.04. The improved of learning outcomes can be seen from the level of significance was 0.000 and it was lower than t test $0.000 < 0.05$. It was concluded that teaching vocabulary using alphabet cards game significantly boosted vocabulary knowledge of commercial business administration students and the game was effective to be used in teaching and learning vocabulary in the classroom. These finding showed that the students were more motivated in studying English which can be proved by their enthusiasm in learning English especially vocabulary using the game.

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