

USING SEQUENCING CARDS TO EXPLORE STUDENTS' VOCABULARY IN JUNIOR HIGH SCHOOL

Efa Silfia

Dosen Universitas Batanghari Jambi

Email: efasilfia28@gmail.com

ABSTRACT

This research is aimed to describe how sequencing card can improve students' vocabulary at grade VII A of SMPN 2 Sungai Penuh Academic Years 2015/2016 and the factors that influenced the changes of Students' Vocabulary by using sequencing cards. It is a classroom action research. It was carried out in Class VII A. The data were quantitative and qualitative data. The quantitative data was taken from vocabulary test. While the qualitative data was taken from observation done by the collaborator, field note and students' interview. From the result of the research, the researcher found there was also improvement in students' achievement. The mean score 48.7 in test cycle 1 increased to 73.1 in test cycle 2. Thus, the result of the research showed that sequencing card could improve students' vocabulary and it becomes one of appropriate ways in teaching vocabulary.

Kata Kunci: Kosa Kata, Sequencing Cards

INTRODUCTION

Vocabulary is central to language and great significance to language learners. It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. According to Linse (2005:121), "Vocabulary is more than a list of words, and although the size of one's vocabulary matters, it knows how to use it which matters most." The best comparison is to an artist's palette of colors which can be mixed and applied to create powerful effects.

In addition, the communication will be succeed or not, it depends on the accurate vocabulary understanding. Ikah (2006: 7) states that vocabulary is the 'Everest of language'. For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. Then, students cannot listen, speak, read and write well if they do not know the vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well.

Some problems were faced in Junior High School, the researcher found that students have some difficulties in studying vocabulary, because it was showed that some students did not like learning English, less motivation and boring because the teacher taught without media, the students are difficult to remember some words. The teacher just asked the students to look for the meaning word in dictionary, the students felt difficult in writing English because it

was just given speedily dictation, it makes the students felt lazy. In this case, the students might lose their willing to study the vocabulary enjoyable activities.

Moreover, the result of researcher's observation were found that the problems came from the teacher and the students. First, the teacher taught using teacher centered or deductive teaching, the teacher did not give opportunities to the students involved in teaching and learning activities. The students did not participate in learning process they just hear teachers' explanation. Then, the teacher did not use teaching technique appropriately. Second, the students had weakness in reading comprehension because they had limited vocabulary and they still found some difficulties in reading. For example, when they read a text, they cannot comprehend contain of the text, they cannot get the main idea of the text. For that reason, students needed the interesting media to improve their vocabulary.

Having these problems, the teacher has to find the media or technique which could improve the students' vocabulary. The teacher must know the way how to present the vocabulary in teaching and learning process. According to Brown (2001:88), when the materials seem to be difficult for students, teacher has to make them interesting, lively and fun. Teacher must play an important role for teaching strategy; the appropriate use of strategy will have an effect on student achievement. One of ways is to help the teacher of English to improve students' vocabulary by using media in teaching and learning process. Based on the available curriculum 2013, the English teacher are supposed to be innovative and creative on their way of teaching because that the English teacher must be able to create some new technique and media in language teaching especially in vocabulary teaching, they must be able to give their students motivation in learning in order to make them easily to understand, remember words and idea presented in classroom.

In preparing of teaching vocabulary, the materials would be taught to the students, first of all we have to know the learners, because if we have known who the learners are, we could choose appropriate materials that suitable to the level of learners (whether beginners, intermediate, or advanced). Second, we must have more techniques in teaching and learning vocabulary. It was needed in order the teacher and learners do not bore and make easily in teaching and learning process. Teaching English vocabulary is an important area worthy of effort and investigation. Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language. The words are most commonly used are those a teacher should teach first. According to Murcia in Karisma (2012: 8), "Teaching vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective." To support Murcia's Opinion, Moras (2001: 8) explains that teaching vocabulary should sustain the productive use of the wide range of vocabulary. It is one of areas that need greater attention. It will isolate words from the productive use because definition deals with many single words.

Furthermore, the researcher was interested to solve this problem by offering one effective way to teach vocabulary by using sequencing cards. Sequencing card is a media for teacher in making students enjoyable in classroom when she gave materials about anything. The students are very interested to follow it. According to Spivey (2008: 1), "Sequencing is the

process of putting events, ideas, and objects in a logical order.” It is divided our time into what we need to do first, second, and last; it is understood events in our lives by understanding the order in which they occur. In this case, sequencing card is a media such picture cards into the logical order to create the story from beginning to end. It can make the student very enjoyable to follow the material that the teacher will give about vocabulary. Sequencing card also invites the students to think about how to make the story through the picture in the process. Commonly, the teacher always used monotone and common media in teaching vocabulary. So that, the students got problems to understand what material was about.

Then, Guillaume (2007: 150) explains that sequencing card refers to play an active role in ordering information that the students have been studying. They may work in teams to manipulate a set of cards that contain information, or each student may have a single card and contribute to a class sequence.

From the explanation above, the researcher gave a solution for the teacher to implement one of the teaching media. There were several kinds of media that can be used. One of mediums is taught at SMPN 2 Sungai Penuh that is Sequencing Card. The students can study through sequencing card so that they are more interested in teaching learning process. In this study, the writer tries to present one of them that can be applied by English teacher in teaching vocabulary that is sequencing card. The researcher is interested to conduct about “Improving Students’ Vocabulary by Using Sequencing Cards at Grade VII A of SMPN 2 Sungai Penuh Academic Years 2015/2016”.

RESEARCH METHOD

The design of the research was classroom action research. This research was aimed to improve the quality of teaching vocabulary at class VII A of SMPN 2 Sungai Penuh. Besides, classroom action research was mostly focused on local problems and local setting. It meant that the teacher tried to solve her own problems by using suitable techniques or media of teaching based on the situation of the school and the condition of her students. The participants of the research were the students at grade VII A of SMPN 2 Sungai Penuh in the academic year 2015/2016. In this research, the researcher wanted to make something that could improve their vocabulary skill by using sequencing card. The total of students at VII A was 30. The researcher did the research in two cycles.

In collecting data, the researcher used two kinds of instruments in this research, instrument for quantitative and qualitative data. The instrument of quantitative data was used vocabulary test. The test was used to obtain primary data which were conduct at the end of the lesson in tests the students. This test was formed multiple choice. The students chose one of the correct answers. The total of sequencing pictures was 7. They consisted of 3 questions of each indicator. The total of questions was 21 in one cycle. The researcher gave the score based on the formula of students’ score in correct answer. The instrument of qualitative data were observation, field note and interview guide.

To collect the data the researcher collected them in two ways. They are quantitative data

and qualitative data. Quantitative data collected to know about to what sequencing card can improve students' vocabulary. In this research the data collect through tasks in each meeting and tests in the end of each cycle. While, the qualitative data were collected to know the factors influences the changes of students' vocabulary by using sequencing card. The data will be collected through the observation and field note. The observation shows the real situation and activities which happen during the teaching and learning process which will done by the collaborator and the researcher.

RESULTS AND DISCUSSION

From data analysis, it could be seen that teaching vocabulary at Grade VII A of SMPN 2 Sungai Penuh Academic Years 2015/2016 was improved optimally. Then, the researcher applied sequencing cards to improve the students' vocabulary. However, the students got improvement score significantly.

The Result of Cycle One

In this cycle, the researcher was conducted 3 meetings. It was done On Tuesday 09, Saturday 13 and Tuesday 16 September 2014. The researcher gave the material about a topic "*the sequencing of daily activity*" and "*butterfly*" to the students.

In the first meeting, the researcher introduced herself. She also did observation in the class. She explained the students and told about his experience and function of vocabulary to competence in this world. Then, the researcher explained about sequencing cards and gave some examples of its pictures with the topic. The researcher explained about what is sequencing cards and how to learn vocabulary by using these pictures in the cards. Furthermore, the students did the process teaching and learning through sequencing cards. In this process, the students were asked by the teacher to arrange some cards and made into sequencing proces of making a cake. The topic was *sequencing of daily activity*. The students participated to do it.. At the end of the classroom activity, the researcher discussed and concludes about the topic learned.

In second meeting, the researcher asked the students about the lesson in meeting 1. Some of students still could not arrange the sequencing cards based on proess. Then, the researcher explained about next topic that was "*butterfly*". She gave the some cards again to be arranged. She divided the students in group and discussed about this topic. They always participated to study and disscused about how to arrange the cards based on process in butterfly's life. The teacher managed and controlled the students. And last, the students told to the teacher what they could understand and what the problems that they faced during the lesson. Then, the teacher helped them to correct and conclude the topic learnd.

In third meeting, the researcher and students did not do the implementation of teaching-learning process by using sequencing cards. But, she just gave evaluation to the students that was test to know the result of implementation teaching and learning process during meeting 1 and meeting 2. The topic of the test was about "*butterfly, chicken, pumpkin vine, bird, pie*". The researcher gave some picture formed in the sequencing cards. After doing the test, it was

found that mean of students' score of vocabulary test is bad. The mean of the students' score was 48.7. It meant that students still got problems in learning about vocabulary by using sequencing cards. It can be seen in students' score of the vocabulary test.

In cycle 1, there were no student that got very good, 2 students got good, 12 students got average, 5 students got bad, and there were 11 students got very bad.

In cycle 1, the collaborator has observed the process of teaching and learning in the classroom. Unfortunately, in classroom activity, the students weren't active to answer the questions what the meaning of word, they pay attention when the researcher taught them, when the researcher asked to them spell and say the words, they couldn't be. They have not been known about what the researcher meant. This media was not suitable with condition of the class and the students were not active during teaching and learning process of English subject. After implementing, the action by sequencing cards in teaching vocabulary, the researcher decided to improve the material and words that they have known around them.

The Result of Cycle Two

In cycle 2, the researcher was conducted 3 meetings too. It was done On Saturday 27, Tuesday 30 and Saturday 4 October 2014. The researcher have prepared and created a lesson plan that contains activities and actions taken by the teacher (researcher) and students. In this cycle, the teacher has to motivated a students in using sequencing cards in learning process. The teacher explained clearly about sequencing cards and how to apply it. While for the last meeting was used to test the implementation of the previous meeting. In this cycle, researcher prepared the materials that were consulted with collaborator before. They were two topics about "*sequencing of daily activity*".

In the first meeting, the researcher continued by checked the students' attendance. She motivated the students and got the brainstorming to the students. To teach vocabulary through sequencing cards, the researcher taught based on syllabus and lesson plan. In this meeting, the researcher presented the topic about daily life in sequencing activities. The students followed the researcher's instruction based on sequencing cards' procedure. However, the researcher asked the students about the topic and the students should answered the researcher's question about the students' comprehension about the theme or pictures given by the teacher. At the end of this activity, the researcher concluded the topic and material that was given. The researcher explained about what is sequencing card and how to learn vocabulary by using these pictures in the cards. The topic was *about daily activity*. The students participated to do it. At the end of the classroom activity, the researcher discussed and concludes about the topic learned.

In second meeting, teaching material for meeting to was still about sequencing cards with different topic. The topic in meeting 2 is sequencing of daily activity. The researcher presented the topic about daily activity. The students followed the researcher's instruction based on procedures of sequencing cards. However, the researcher asked the students about the topic and the students should answered the researcher's question. At the end of this activity, the researcher concluded the topic and material that was given.

In third meeting, the researcher and students did not do the implementation of teaching-

learning process by using sequencing cards. But, she just gave evaluation to the students that were test to know the result of implementation teaching and learning process during meeting 1 and meeting 2. The topic of the test was about “*frog, apple, bean, insect, flower*”. The researcher gave some picture formed in the sequencing cards. After doing the test, it was found that mean of students’ score of vocabulary test is good. The mean of the students’ score was **73.1**. It meant that students have succeed in learning about vocabulary by using sequencing cards. It can be seen in students’ score of the vocabulary test on the table above.

In cycle 2 there were 11 student that got very good, 12 students got good, 4 students got average, 3 students got bad, and there was 0 student got very bad. So that, the researcher could conclude that using sequencing card in teaching vocabulary improved the students’ vocabulary at grade VII A of SMPN 2 Sungai Penuh.

Based on observation’, the students began to be motivated by the teacher with new material and words, so that they were enjoy it and wanted to learn more. They started to answer the teacher’s question about the material and involved activities in the class to spell, use the the word well by using sequencing card. The students’ motivation was improved by its self. They gave the respond during the sequencing card in teaching learning process.

The Result of Fieldnotes

The improvement of teachers vocabulary and students teaching and learning vocabulary activities were showing a better result as it was indicated by students enthusiastic answering and asking question. They seemed antusiasme to answer the researcher’s question in cycle 2. However, in cycle 1 the students had difficulties to follow the teaching learning process. But, after revised all of students difficulties based on reflecting in cycle 1. The students seemed enjoy and did teaching and learning actively. In this fact, it was gotten based on students observation checklist and field notes.

Interview Description

In the result of interview guide, the researcher took 4 students to ask the questions provided by the researcher. The researcher presented the result of the students’ interview bellow:

For student 1, the researcher found that she understood about how sequencing card was applied by the researcher, she was also interested and knew about material and she followed the activities in the class, motivated to learn the words by using sequencing cards, she also explained that the researcher has controlled and managed the class in the process teaching and learning. But she had difficulties to translate the words in English and still confused about what sequencing cards was.

For student 2, the researcher found that he knew about sequencing cards and how sequencing card was applied by the researcher, he was interested and gave example about sequencing card. He knew about material and he followed the activities in the class, motivated to learn the words by using sequencing cards, he got difficulties to find the English word in dictionary, so that he couldn’t answer the teachers’ question. He also explained that the researcher has controlled and managed the class in the process teaching and learning.

For student 3, he still didn't understand about material, he also could not give the example of sequencing activities, he had limited vocabulary because he didn't have dictionary and less respon in teaching learning. But he pay attention when the teacher gave the material and answer the question as he can. He explained that the teacher always controlled and managed him in the class when he needed help to learn about material.

For student 4, he understand about sequencing cards and how sequencing card was applied by the researcher, he was interested and gave example about sequencing card. He knew about material and he followed the activities in the class, motivated to learn the words by using sequencing cards. He also explained that the researcher has controlled and managed the class in the process teaching and learning.

Based on the interview results to the eight year students, there were problems that the researcher found based on background, it was showed that the students unlike learning English, less motivation and boring because the teacher taught without media and without help by media the students difficult to remember some words. The teacher just asked the students to look for the meaning word in dictionary, the students felt difficult in writing English because just give speedly dictation, it makes the students felt lazy. Vocabulary is considered as the most important part in learning language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary.

According to Ika (2006 : 7), "vocabulary is the 'Everest of language' For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time." Vocabulary is as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar.

Furthermore, the researcher used sequencing cards as media to improve the student's vocabulary. The researcher used the sequencing cards and some pictures to support the materials in class and to make the students more interested in learning English. Most of the students were interested in listening to the teacher explanation. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching vocabulary by using sequencing cards could help the student understand, memorize, and made the students enjoy the class. The students tried to answer every teacher's question although not all of the students could answer it.

The Factors Influenced the Changes of Students' Vocabulary in using Sequencing Cards at grade VII A of SMP 2 Sungai Penuh

Teaching materials. Teaching materials are substances that will be presented in the learning process. If there is no teaching materials, teaching and learning will not be realized. Students would be interested and following the teaching-learning process due to by materials that be given. This research gave the materials that useful for students' life. The selection of teaching materials, researcher consulted with collabolator to selected materials in order to suit

students' necessity and can be interesting in the process of learning English. Especially, vocabulary.

Classroom's Activity. Researcher organized the classroom appropriate with the plans that have been made. Then, researcher implements the process of teaching-learning through sequencing cards. It was used to improve students' vocabulary. Researcher initiated and shown leadership in implementing the plans and making decisions. Furthermore, he guided, motivated and supervised the students.

Method / Techniques. To overcome the problem that faced by students, teacher should find technique. According to Djamarah (2006: 46) technique is the way for achieve the goals set. He continued, teachers will not be able to carry out his duties if he do not master any methods / techniques teaching that is formulated and advanced by psychologists and education (Djamarah, 1991: 72). In implementation of this research, the researcher applied sequencing cards in teaching and learning process.

Classroom Management. Classroom management was done well. The researcher gave a fair attitude for all students. So that, students do not feel isolated. Furthermore, It can generate confidence and motivate students. Classrooms condition, like clean classroom, student activity atmosphere, and grouping students did not escape the attention of researcher. Classroom management is intended to create a conducive learning environment for the students in order to reach the learning objectives effectively and efficiently. According to djamarah (2006: 184) the factors that influence the classroom management is divided into 2 groups. that is, factors internal and external students.

CONCLUSION

Based on the researcher action research to teaching vocabulary using sequencing card at the seven year of SMP Negeri 2 Sungai Penuh, the researcher draws the following conclusion. Sequencing card is very helpful for improving students' vocabulary mastery at the VII A of SMP N 2 Sungai Penuh. The ways to increase their vocabulary using sequencing card are by providing the clear explanation in teaching vocabulary and providing some pictures which are related to the objects. The advantages of using sequencing card in teaching vocabulary for the students are: increasing the student's memory about the vocabulary given, increasing the understanding of the students and decreasing the monotonous teaching learning process especially in teaching vocabulary.

The result of test cycle one and test cycle two are different. The result of test cycle two was better than that of test cycle one. In test cycle one, the highest score is 73.3, the lowest is 20, and the mean score is 48.7. While in test cycle two the highest score is 93.3, the lowest score is 46.7, and the mean score is 73.1. The improving score of the students test shows that by using sequencing card, the students have better memorization of the words.

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