RANKING CARD GAMES: AN INSTRUCTIONAL MEDIA USED TO BUILD UP STUDENTS' VOCABULARY MASTERY

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Abstract

The goal of this study was to build up students' vocabulary mastery by using Ranking Card Games. This quantitative research was held in 2022/2023 academic year at MTs Al-Islamiyah Jakarta. There were 55 students of grade 7th of this school involved as the sample. In collecting the data, both pre-test and post-test were administered to measure students' vocabulary mastery before and after the research. The data were analysed statistically by using the formula of Paired-sample t-test. This statistical computation revealed that the average score gained by the students in the post-test (76.09) was higher than in the pre-test (46.27). Thus, this research concluded that there was a significant impact on students' vocabulary mastery after being taught by using Ranking Card Games media. In other words, this research confirmed that Ranking Card Games were effective media to build vocabulary mastery of 7th grade students of MTs Al-Islamiyah Jakarta.

Keywords: instructional media, ranking card games, EFL learners' vocabulary mastery

INTRODUCTION

English is one of languages of the world spoken by many people in many countries. Everyone uses language as a means of communication. It is hard to imagine how people collaborate and got along with others without language.

Vocabulary is a key in foreign language learning. Students that of lack vocabulary are unable to comprehend others or communicate their thoughts, emotions, and feelings effectively. Therefore, in English learning, the ability to master vocabularies is very important for students because their bank of word are the keys to support and ease their English learning process.

Vocabulary is the first subject in English learning introduced to students. According to Bakhsh (2016), vocabulary is a fundamental and important aspect of learning any language. It helps the learners learn other skill: reading, speaking, listening, and writing while learning vocabulary. As the learners learn vocabulary, they also learn how pronounce the words until they are able to build good sentences.

Kusmaryati, as described in Richards (2018: 23), said that vocabulary is a basic component of language skills that serves as the foundation for how effectively the learners stalk, listen, read, and write. Susanto (2017) explained that the mastery of vocabulary is necessary to support the expressions of ideas and to be able to understand other people's saying. Sharipova (2020) added that vocabulary takes crucial role in language, particularly in the skills of writing and speaking. Sitompul cited in Cameron (2013), believed that

vocabulary is essential in language learning to enrich the learners' language. Vocabulary will help them develop comprehension skills and master the language. Vocabulary also helps them choose the right words to express their thoughts.

People need vocabulary to compose sentences which are very important to establish good communication. The selection and use of appropriate words will also build social interaction as well as in English context. Those who are equipped by sufficient English vocabulary will be able to communicate by using this language well and thus, they will also develop their knowledge, experiences and interactions in various sectors such as education, career, business networking, and so on and so forth.

There are various facets that could develop students' vocabulary mastery in learning English and of the, is application of effective and appropriate media. Noemi, et al (2014) stated that educational games are those that require students to build their competence in sustainability, teamwork, invention, creativity, problem-solving, self-improvement, performance orientation, resilience, and environmental work.

In order to improve vocabulary mastery in English course, they are various type of educational games that can be implemented, however, the most appropriate ones indicated by previous studies were card games. Card games were investigated through researches in many types, such as word cards, digital cards, ranking cards, etc. They were applied both in Indonesian English learning contexts and non-Indonesian English instructions. Kordaki and Gousin (2017), reviewed a 10 – year study that focused on investigating digital card games as learning tool in education. The findings showed that digital card games' developers recommended these games as a relevant, familiar, and engaging learning. instrument to involve players as well as to develop social interactions and to assist students in acquiring critical thinking skill.

At the same year, Wilkinson (2017), studied the acquisition of EFL learners' vocabulary mastery through Word Card involving the measurement of students' perception and strategies. The students agreed with lots of benefits described in the literature on word cards, and one of them was that they had the abilities to independently remember both in L1 form and L2 meaning.

From big number of previous studies which discussed card games, most of the scholars did not use the specific type of these games like what the writers applied, i.e., "Ranking Card Games". Besides, those prior researches used card games as 'technique', not as 'teaching media' (Anas:2014), with different various focuses (Chen, et.al, 2017; Aulia, 2019; Al-Mosawi & Yaseen, 2019). In this study, "Ranking Card Game" refers to one of "word card game types" played in groups to determine the priority or rank of the card. Rahman (2021) explained that ranking card games can be defined as a group of games that use card as learning media where the students are expected to determine priorities. At this point, students are encouraged to improve their vocabulary mastery by doing this.

Therefore, this research was aimed to fill the gap by proposing one specific type of "Card Games", namely "Ranking Card Games" used as teaching media to build up students' vocabulary mastery. Thus, this research work was guided by a research question of: "Are Ranking Card Games used as teaching media effective to build up students' vocabulary mastery?" This research question became the guidance for the writers to conduct this study

To respond to this question, hence, the objective of this research was to prove the effectiveness of ranking card games in improving students' mastery of vocabulary. This research's findings are expected to give insightful contribution to enrich the theories of EFL in general, and to the development of utilizing teaching media especially in vocabulary classrooms.

The writers applied quantitative method in explaining statistical analysis of numerical data to explain a phenomenon. Daniel (2016) stated that quantitative research approach is

defined as a study that focuses on numbers and figures in data collecting and analysis. Another researcher, Creswell (2014) mentioned that quantitative methods involve the processes of collecting, analysing, interpreting, and writing the results of a study related to numbers.

A quasi-experimental was applied as the research design in which according to Cook (2015), 'quasi-experiments' research design is usually applied to measure the causal consequences of a treatment in which the assignment is based on administrator if self-selection judgement. In this research, quantitative method was used to determine whether or not the utilization of Ranking Card Games as teaching media caused the improvement of students' vocabulary mastery. Besides, the judgement was only based on the test results of the students involved as the research subjects in this study determined by the statistical analysis analysed by the writers.

The population of this research were all 7th graders of MTs Al-Islamiyah Jakarta, consisting of 5 classes. In selecting the research sample, a 'Cluster random sampling' technique was applied. Creswell (2014) explained that cluster sampling is used when all population elements are categorized into mutually groups called clusters. The sample of this research was one class of 7th grade students selected from those 5 classes of the sample. The selection was conducted randomly by placing these 5 classes of 7th graders as five 'clusters'.

In this study, the data were collected by using two instruments; pre-test and post-test of vocabulary knowledge. Each of that test comprised 20 multiple choice questions. One answer right was scored 5, thus, if the students gave all correct answers, their score would be 100. The test items were adopted and modified by the writers from English Text Book used by the students.

These two tests were firstly validated before being administered to the students as the subjects involved in this research. The pre-test showed these students' vocabulary mastery before the treatment, while the post-test one indicated their mastery of vocabulary after being taught by using 'Ranking Card Games.'

The collected data were statistically analyzed by using paired-sample t-test to see students' vocabulary mastery improvement before and after the treatment. Gerald (2018) states that the t-test dependent sample test (paired sample test) is used to compare two groups of scores and their averages. The students' test results were divided into five categories as presented in Table 1 below:

Table 1. Criteria of Students' Mastery

No	Criteria	Range of Score
1.	Excellent	(90-100)
2.	Good	(76-89)
3.	Enough	(66-75)
4.	Poor	(40-65)
5.	Very Poor	(00-39)

Sources : Cordier & Speyer (2015) and modified by writers

The writers calculated the dependent test in this study using SPSS version 25, to establish whether or not the difference between pre - test and post - test was significant whereas significance was indicated by $P < 0.05$.

LITERATURE REVIEW

VOCABULARY IN TEFL

Vocabulary is part of English learning that supports the four skills. Vocabulary is a list of words and their definitions. Vocabulary is a guideline in English language instruction because students cannot interact to express their thoughts, feelings, and understand what others say if they do not have a lot of vocabulary. Kusmaryati, as described in Richards (2018: 23), defined vocabulary as a basic component of language skills that serves as the foundation for how effectively learners talk, listen, read, and write.

Sharipova (2020) said that vocabulary plays an important role in language, especially in writing and speaking skills, while in learning English, vocabulary plays an important role in all skills. When we write, we need words to write in any language or in any sentence. A language has a vocabulary that you need to understand in order to speak and understand well when communicating. When people read a book, newspaper, letter, article, etc., the first thing they understand is vocabulary that helps them to understand what it is all about.

Alpino (2017) explained that mastery of vocabulary is necessary to express our ideas and be able to understand other people saying. Therefore, people need a lot of vocabulary to compose sentences because mastery of vocabulary is very important to establish good communication between them. Besides, someone must have enough vocabulary to understand what being read and heard, to speak and write the right words that others might understand.

Sitompul cited in Cameron (2013), believed that vocabulary is essential in language learning to enrich the learners' language. Vocabulary will help them develop comprehension skills and master the language. Vocabulary also helps them choose the right words and express their thoughts. At the same time, the learners will be able to accept and process information more effectively.

According to Munir, as reported in Harmer (2017) classified vocabulary into two types, namely active and passive vocabulary. Active vocabulary is a word that is used by a person, whereas passive vocabulary is a word that is understood by a person but is not used.
In other opinion, Masyita cited in Nation (2018: 8-9), divided vocabulary into two types, they are:
1) Receptive vocabulary that is used in distinguishing the form of a word while listening or reading and retrieving meaning.
2) Productive vocabulary which is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.

The importance of vocabulary in learning English as a foreign language cannot be ignored. Many people in this world understand the importance of mastering language. Mastery of vocabulary is important since it is one component of language that influences all language skills, including speaking, listening, reading, and writing. Vocabulary mastery is needed for learners to understand the content of the subject they are learning. Team cited in Ermawati and Trianasari (2019 : 38) concluded that vocabulary plays an important role in developing students' understanding. In line with this statement, Zimmerman also quoted from Ermawati and Trianasari (2019 : 38) stated that the central of a language is vocabulary and the language learners need to master it.

Vocabulary is an important aspect of language; it is the basis of words, and each vocabulary has specific meanings for a certain group of people, whether written or spoken. It is important in communicating. Nothing can be communicated without vocabulary. In his research, Al-Qahtani (2015) also emphasized how critical vocabulary knowledge is in the language learning process and he further claimed that poor vocabulary knowledge reduces the quality of communication in the target language.

PROBLEMS IN TEACHING AND LEARNING VOCABULARY

In a classroom, teaching is an interaction between the teacher and their students. Teaching vocabulary is an activity in which teachers educate students about vocabulary and how to pronounce words. Teachers must know how their students learn and think. Furthermore, they must be able to determine what students are interested in and use that information to teach the language. Some people believe that teaching vocabulary is a waste of time because the number of words available is unlimited. According to Berne and Blachowicz (2008), as mentioned in Alqahtani (2015), it can be difficult to teach vocabulary since many teachers are unsure about the best practices in teaching vocabulary and often do not know where to begin to build an educational focus on word learning.

Saputra and Hadi (2019:18) further proposed that students have difficulty in understanding and learning vocabulary for the following reasons:

1) Students' enthusiasm, students lose interest in studying because the learning approach given is boring, hence, as a result, they do not pay attention to or provide feedback to teacher's teaching.
2) Students believe that studying vocabulary is easy because they just need to understand the meaning of the words and ignore the purpose of the vocabulary itself.
3) Inappropriate teaching material factors. Good media is one of the ways for the students to understand the material easily. The media might be taken in the form of advance technologies, games, or printed materials.

EDUCATIONAL GAMES

The game is an activity that may be enjoyable for both teachers and students throughout the teaching and learning process. It is also an interesting method to motivate the students to participate, and games are considered as the most high impact for encouraging students and supporting their learning. According to Saputra and Hadi (2019), games can minimize anxiety in learning vocabulary and increase students' enthusiasm in learning more and more.

Bakash (2016:122) opined that games are used to assist young learners during their language learning. It is possible to make a lesson more enjoyable and to sustain effort and interest by using a game. They create an atmosphere of meaningful communication in which students interact before and after play. Wright, et..al. cited by Kurniati (2017) said that game is an activity which is entertaining and engaging often challenging, and an activity in which the learners play and usually interact with other. A game is an enjoyable activity with rules and goals. Another strategy that teachers might employ in the teaching and learning process, particularly in English learning, is the use of games.

Based on the description above, it can be seen that game-based learning has long been used in the field of education. Educational games can be used to change the atmosphere of the class especially in English classrooms. At this stage, games may help students learn vocabulary more successfully. While teaching vocabulary to students through games, the teachers are required to be patient in developing new and engaging ways for students to have enjoyable learning so that they will become more motivated.

RANKING CARD GAMES

Media is very important in teaching and learning process. The students will get bored if the teacher does not use any media in the classroom. Using games to teach vocabulary could be an alternative media to increase students' motivation and knowledge of the learning process. Martinson and Chu, quoted by Fachriyani and Syafie'i (2018) explained that games are the effective tools for learning because they teach the learners on how to organize, consider alternatives, and think flexibly. They also learn how to be

responsible with their tasks, activate their critical thinking, and participate in classroom activities through playing games.

There are many kinds of games can be used by teachers in teaching especially in vocabulary learning. Card games are one of the activities that may be used effectively in the classroom. The card game here refers to a game that uses picture cards or word cards as media in the teaching and learning process. Soleha (2017) claimed that "Card Games" may help students build their vocabulary by giving them the opportunity to improve their vocabulary. Using cards as media allows students to get clear images of the words they are learning. Ranking card games is one of "Word Card Games". Rahman (2021:22) explained that Ranking card games can be defined as a group of games that use cards as learning media where the students are expected to determine priorities. By doing so, the students will be able to enhance their vocabulary mastery. Ranking card game is the game played with cards containing educational contents with specific objectives including enriching students' vocabulary mastery. Ranking cards are fun and challenging game activities for students. The thing to consider when giving this game is the age of the students and the previous subject matter.

The steps in this game are very easy so that students can follow the procedures properly. The procedures for the this game are: 1) Students are grouped with 3-4 members of each group, 2) Each group receives a given rank card, 3) Each group must determine and arrange a ranking card according to its importance or priority, 4) Groups come forward in turn to present the results of their discussions, and 5) The teacher provides feedback together with new vocabulary related to the results of the discussion.

The game was designed to make the learning atmosphere more enjoyable and to get students interested to study. Games can also be created in the form of discussions or groups to encourage students to become active learners. Students' minds are focused on the game rather than the content included in the game while they are playing the game.

During group discussions, students are required to find the correct answers to the questions given. At this stage, the students also learn how to make or take decisions together. Students also get numerous words since after the discussion the teacher will supply them with vocabulary notes relevant to previously taught material to be memorized.
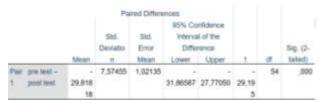
FINDINGS AND DISCUSSION

FINDINGS

From the findings of the analysis data revealed that the students' pre-test scores ranged from 30 to 65, with 30 as the lowest and 65 as the highest. based on the percentage of students who achieved each qualification condition.

Referring to qualification levels in Table 1 above, there was no student fulfilled the criteria for "Excellent," "Good," and "Enough", 14 students (25%) got into the category of "Very Poor," while the other 41 students (75%) fulfilled the "Poor" standard. Thus, the majority of students scored "Poor" on the pre-test, and none of them fell into "Excellent," "Good," or "Enough" categories.

The achievement of the students in the post-test showed that 3 students (6%) performed at "Excellent" level, 20 students (36%) earned "Good" classification, 22 students (40%) reached "Enough" level, and 10 students (18%) fell "Poor" category. There were no students that qualified as "Very Poor".

The results of these computation were firstly analyzed by using Kolmogorov-Smirnov to be analyzed by using Paired-sample t-test as presented in the following Table 2:

Table 2. Paired-Samples t-test

		Paired Differences						
			Std.	Std.	95% Confidence Interval of the Difference			
			Deviatio n	Error				Sig. (2-
	Mean			Mean	Lower	Upper	t	df	tailed)
Pair 1	pre test – post test	- 29.818 18	7.57455	1.02135	- 31.86567	- 27.77050	- 29.19 5	54	.000

As can be seen from table 2 above, the mean was -29.818, where the degree of freedom was 54, the t-test result of -29.195, and significant (2-tailed) was 0.00 a (0.05). Standard deviation was 7.574, standard error of the mean was 1.021, and lower interval was -27.770. The t-test, with a value of -29.195, shows that it is negative. The pre-test mean score was lower than the post-test mean score, which causes the t-test findings to be negative. In this case, the negative can be accepted by the positive t-test.

DISCUSSION

The hypotheses of the study were validated by using a multi-step statistical procedure. Firstly, in the average, the students improved their vocabulary mastery from the pre-test (46.27) to the post-test (76.09). Secondly, compared to the pre-test, the students' gained average standard error was smaller in the post-test (0.994) which showed that they made less mistakes in the post-test. Thirdly, the obtained paired-sample was 0.000 at significance level of 5% (0.05), indicating that there were significant differences between the students' scores before and after the research (0.00<0.05).

Therefore, it can be discussed that first, the higher average score attained by the students in the post-test indicated that they performed better after being taught by using the Ranking Card Games media; second, the fact that the students' error rate was lower in the post-test than it was in the pre-test indicated that they had a better mastery of vocabulary after learning by using the Ranking Card Games media; third, the statistical calculation of Paired-sample t-test confirmed that H_0 was rejected and hypothesis H_1 was accepted.

1. H_1: Ranking Card Games build up students' vocabulary mastery.
2. H_0: Ranking Card Games do not build up students' vocabulary mastery.

CONCLUSION AND SUGGESTION

This study aimed to determine whether or not Ranking Card Games were effective teaching media to build up students' vocabulary mastery. The findings of the statistical analysis conducted to achieve this goal showed significant improvement on students' vocabulary mastery after the study.

Referring to the results of the statistical analysis, the t_{score} value for paired- sample t_{table} was 29.195, and the significance (2-tailed) was 0.000< a (0.05). It claimed that the difference of the students' mastery before and after the research was significant. Based on these findings, the study came to the conclusion that Ranking Card Games, utilized as teaching media in this research, was proven to be effective to build up 7th grade students' vocabulary mastery.

These results were in line with what Zaitun, et.al. (2021) found in their study in which the students responded to the lessons better when they were taught by using interesting media in which it created enjoyable learning atmosphere.

In relation to these research findings, the writers suggest English teachers to be creative in utilizing various interesting and effective instructional media in their teachings so that the atmosphere of the class can be more joyful and students' learning motivation can be improved, hence the objectives of the learning will absolutely be well-achieved. Chan (2011) opined that using media in language classes is essential since it will create more interactive and realistic activities, hence the learnings will be more meaningful.

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