THE EFFECT OF USING CUE CARDS TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF SMP N 16 MANDAU

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Abstrak

Penelitian ini bertujuan mengetahui dampak penggunaan cue cards pada penguasaan kosa kata pada kelas tujuh SMP N 16 Mandau. Berhubungan dengan objek penelitian, peneliti menggunakan metode Pre–eksperimen. Rancangan penelitian ini menggunakan pre-test / post-test. Penelitian dilakakukan pada kelas 7 SMP N 16 Mandau. Populasi penelitian ini adalah siswa kelas 7 SMP N 16 Mandau. Sampel penelitian ini 30 siswa. Dalam menganalisis penelitian data, peneliti menggunakan Paired sampleT-Test yang menggunakan SPSS. Data diambil dari keberhasilan skor pre-test dan post-test. Dari perhitungan, t_o adalah 10.343, tingkat signifikan 5% adalah 2.05, dan tingkat signifikan 1% adalah 2.76. Ini menunjukan 2.05>10.343>2.76. Dapat disimpulkan bahwa Hipotesis altenatif diterima, dan null hipotesis ditolak. Ini artinya bahwa ada dampak yang signifikan menggunakan cue cards untuk penguasaan kosakata siswa pada kelas 7 SMP N 16 Mandau.

This study aimed to know the effect of using cue cards on students' vocabulary mastery at seventh grade students of SMP N 16 Mandau. Related to the object of the research, the researcher used pre-experimental method. The design of the research used pre-test and post-test design. The research was conducted at the seventh grade students of SMP N 16 Mandau. The population of this research was the seventh grade students of SMP N 16 Mandau. The sample of the research was 30 students. In analyzing the research data, the researcher used Paired sampleT-Test by using SPSS. The data were taken from students' English achievement in pre-test and post-test score. From the calculation, t obtained was 10.343, the level significance of 5% was 2.05, and the level of significance 1% was 2.76. It showed 2.05>10.343>2.76. It could be concluded that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant effect of using cue cards on students' vocabulary mastery at Seventh Grade Students of SMP N 16 Mandau.

Key words: Cue cards, Vocabulary mastery

INTRODUCTION

English has four skills namely reading, writing, speaking, and listening. The language components involve vocabulary, grammar, and pronunciation. In fact, of all language components vocabulary holds the main core in language teaching. Richards and Renandya (2002) said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that the learners must master vocabulary to improve their language skills.

Vocabulary mastery has always been an essential part of learning English as a foreign language. Inadequacy vocabulary will obstruct the students' chances to communicate in English. So, vocabulary mastery plays an important role in the four language skills. As West stated in Coady and Huckin (1997:9), "The primary thing in learning a language is the acquisition of vocabulary, and practice in using it which is the same thing as acquiring." Vocabulary knowledge has long been recognized as a strong correlation with four English language skills.

Furthermore, learning English particularly vocabulary is very important for supporting the ability of speaking, listening, writing, and reading. Without mastering vocabulary, one will face difficulties in improving the ability of communication with others, like the expert states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (Thornbury, 2002).

All of skills will be easy if the students have mastery of vocabulary because the skills are used for communication, so the students can do communication if they have vocabulary mastery. In implementation process of learning English, students have difficulty in understanding the meaning of a word because they experience relatively less vocabulary. Based on observation in SMP N 16 Mandau the researcher found some problems, that is the teacher instructed students just looking for the meaning of a word in dictionary. This method made students not interesting in learning English. Next, students were dependent and they always waited for the teacher to convey the meaning of the word.

Based on the description above, the writer is interested in investigating "THE EFFECT OF USING CUE CARDS ON STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF SMP N 16

MANDAU." This is expected to be the right media that will improve the students' interest in studying English in a certain situation.

This research is identified as follows: some students still had low vocabulary mastery, so the students had difficulty to communicate. Some students did not get interest or have motivation in learning English. The teacher instructed the students to look for the meaning of a word in dictionary in teaching learning. And then, the teacher told directly sense of a word. The researcher limits the problem on investigating the effect of using cue card on students' vocabulary mastery at Seventh Grade Students of SMP N 16 Mandau.

The formulations of the problems in this research are How the students' vocabulary mastery before using cue card is, How the students' vocabulary mastery after using card is, What significant different of the students' vocabulary mastery by using and without using cue card are. Then, the objectives of the research are to find out how the students' vocabulary mastery before using cue card, to find out how the students' vocabulary mastery after using cue card, to find out whether or not there is any significant different of students' vocabulary mastery by using and without using cue card.

Vocabulary

Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak. The students learn the meaning of the most words indirectly, through everyday experiences with oral and written language. According to Ur (1996:60) vocabulary is the words that taught in the foreign language. It means that all words in foreign language that have been taught by teachers so that the students can use those words in the sentences or daily communication. However, a new item of vocabulary is more than a single word; for example: *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day* in which the meaning of the phrase cannot be deduced from an analysis of components words. A useful convention is to cover all such cases by talking about vocabulary item rather than words.

Furthermore, vocabulary cannot be separated from language skills because it plays an important role in understanding the language holistically. Hornby (1995:133) said that vocabulary is a list of words with their meanings. It is the core of language. According to Hatch and Brown (1995:1), the term vocabulary refers to a list or set of words for particular language or a list or a set of words that individual speaker of language might use.

Based on the definition above, vocabulary in this study is the words that the teacher teaches English as the foreign language. It means that all words in foreign language that have been taught by teachers in order to that the students can use those words in sentences or daily communication. It is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and also to speak. The students learn the meaning of the most words indirectly, through everyday experiences with oral and written language.

Vocabulary mastery

The purpose of learning process is mastery of subject learned. The first, students are expected to master basic knowledge of the subject to provide the basic for mastering the other higher skills of the subject. Like the other subjects, English has several stages that should be mastered by the students before they can master English.

Vocabulary is the basic knowledge of English. Vocabulary is central of language. Therefore, before the students learn the other skills of English, they are better mastering vocabulary. Carson (1997) distinguished between productive and receptive vocabulary in the following way. He called the productive vocabulary as a motivated vocabulary. It consists all of the words the students need in communication of everyday life. A receptive vocabulary includes the productive vocabulary and it also includes the learners "unmotivated vocabulary". The unmotivated vocabulary can be divided into two groups: words that are only partly understood and are not well known enough to use actively, and words that are needed in daily communication.

Furthermore, vocabulary mastery is important because it includes receptive and productive vocabulary. The students need to master receptive vocabulary in listening and reading. They must know and understand the words that are used by native speaker. They also do not need all the words in daily communication, whereas productive vocabulary is needed in daily communication. Thus the students must understand all the words in speaking and writing.

According to Bloom in Winanti (2006), mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole. It can be said that mastery is possession of skill, ability, and technique in conducting a certain activity. From the explanation above vocabulary mastery means an ability of a student to implant the essence of the lesson given in a whole. Meanwhile, vocabulary is all the words of language. In other words, vocabulary means an ability to use a number of words as means for making communication with others.

Teaching Vocabulary

Vocabulary is the main material in learning English. Most of materials concern on mastering vocabulary. As Cross (1991) said that the major aim of teaching English is to help the students gain large vocabulary of useful word. In every meeting, teacher has to introduce new words and asks the students to practice them, making clear the meaning and the ways in which each can be used. Vocabulary is important because it is the basic element to gain other competence, it is better to introduce vocabulary earlier.

Experience of English teacher knows very well how important vocabulary is. He/she knows students must learn thousands of words to master vocabulary. Therefore, the teacher is expected to help the students to gain vocabulary as many as possible. In presenting vocabulary, the teacher should be able to present vocabulary well and as effective as possible. In teaching, the teacher can do some activities that can create good atmosphere in teaching and learning process.

Pretty et all (1980) suggested some activities that can be done by the teacher and the students when learning English. They are:

1) The teacher can make a chart of pictured illustrating fruits, vegetables, furniture, animal, toys, numbers, color, etc.
2) Children may retell stories read by the teacher.
3) Children may play word game
4) Children may describe object, each other, clothes, animal, etc.
5) Word game can also require listening and knowledge of concept.

Haycart (1997) added that there are many ways of presenting new vocabulary. Here are some of them:

1) If the word in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories. For instance: ……*fall from the tree in autumn.* From the sentence, the students can complete the missing word of the sentence by making association between *autumn* and *tree* and make conclusion that something usually *fall* from the autumn is leaf.
2) Create a context
   This technique can be applied to the meaning of many abstract words. Teacher creates a context or situation and students image the situation. Therefore, the students can deduce the meaning. For example, to introduce word brave, the teacher can create a character who's brave by create a situation; there was a house on fire and he went in and saved a girl on the top floor.
3) Mime and gesture
   Mime and gesture are particularly useful to illustrate actions such as eating, brushing teeth, running, walking, etc. It can involve the

objects connected with those verbs: eating a cake, brushing teeth using tooth paste and tooth brush, etc.

4) Picture and flash cards

To show and make clear or what we talk, the teacher can use real object, mime and gesture and picture or flash cards. But if the objects are not easily carried or which are unavailable, they can be presented pictorially. Pictures can be taken from magazines, photos or illustrated advertisement from newspaper. The pictures or cutting can be pasted on to a piece of card board to make a flash card.

5) Wall charts

Wall chart is valuable because it also present vocabulary in a visual context, as long as it is clearly visible. From a wall chat, teacher and students can do some activities such as mention the object pointed, pronounce write, spell orally and use the vocabulary. They have learned it to describe part of the wall chart.

6) Word games

Cross word puzzles and scrabble are useful for practicing and revising vocabulary after it has been introduced.

Cue cards

Media is one of important things in teaching and learning process. Cue cards are one of media in teaching. Mora (1994) stated that cue card is a card with picture and it has cue words to help the students initiate conversation. Brown, Lewis, and Halcleroad (1983) stated that the functions of media are: to save time; to stimulate interest; to encourage students' participation; to provide review; to help students learn communicate ideas visually; to provide a medium for individual or group reports; and to make a classroom dynamic, relevant, and attractive. Briton (2001) stated that media help teachers motivate the students. From the explanation above, cue words in cue cards to help the students describe something or someone in the picture orally.

Cue card is card with words or picture on it, which is used to encourage the students to respond (Harmer, 2001). This media is interesting, attractive, and easy to be made for both students and teacher. In addition, cue cards are also clearly visible, which can help the students to describe the object of speaking easily and to reduce preparation time (Harmer, 2001. Set of pictures can be re-used; especially they can be laminated and are applicable at any level. It could be used to tell stories in class and as one of the more popular ways to elicit oral language performance in both intensive and extensive level (Brown, 2004). However, selecting appropriate cue cards are important. Cue cards need to be appropriate not only for the purpose in hand but also for the classes they are being used for. If cards are too childish, the students may not like them. Cards should be visible and

they have to be durable. Therefore, the used of cue cards has to consider the time, visibility, and significance in learning process (Harmer, 2001). Furthermore, some qualifications for precise cue cards were those pictures should be appropriate for the age and interest level of students. Pictures with characters should show real people rather than cartoon characters in order to ensure appropriate perception. Besides, the picture must be free of cultural bias and in the application, the teachers must give a sufficient time for students to examine, analyze and internalize the information given in the picture before speaking performance (O'Malley and Pierce, 1996).

According Harmer (2001) cue cards are with words and pictures on them, which students use in pair or group work. Cue cards also make the students speak up on the spot or particular word or phrases in conversation or in sentence. It can be concluded that cue cards make the students improve the students' vocabulary. Besides, cue card can be used in work group in big clauses and they are appropriate to use in the context of Indonesia teaching and learning classroom. Cue cards can be one of ways to solve the problem in the class. For instance, physics class consists of 22 students. Based on the number of the students in each class, it can be concluded that physics has small classes and cue cards can be one of alternative media in teaching in small class because cue cards help the lecturer manage classroom situation.

Furthermore, Brazo (2007) added that cue cards are small cards with photos or pictures in envelope. Cue cards can also be used in simple activities such as students work in pairs. From the definitions given above, it can be concluded that cue cards can be one alternative media in teaching learning process. Cue card is a picture on which has word on it as cue in learning. In addition, cue card can be used in pair work or group work.

According Mulyana (2009), students use cue card enable to remind them what to say, which cue cards should consist of keywords, key facts, thoughts, and heading, not full sentence. Cue card as note card is the main way in which the content and structure of the talk can be controlled. Without note cards, most of talks are formless rambling. With note cards can be an orderly set the vocabulary in sentence. Cue card is interesting due to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. Cue cards are more for learning as a problem solving process, and an aid while the person develops awareness of antecedents and options during and after high risk situations.

The positive for using cue cards are smaller than a full size script and therefore can be held unobtrusively in one hand. Because you are not using a stand, you are not blocked off from your audience. This means you are free to meet them. You can use a lot of eye contact and direct your speech where you

wish. And because you are not following a word for word script, you are free to be more spontaneous (Wormeli: 2011).

Cue cards have characteristics and different uses in teaching and learning process. According to Bazo (2007), cue cards can be implemented in some activities in teaching and learning process. The class divided into 5 groups that consist of 4-5 students. First, this activity is choosing the picture. The teacher prepares one envelope (10 cards), Then, the teacher gives the students guidance as to the sort of questions they should ask and the students works in groups. Each group chooses one card and puts their cards on the table. Second, this activity is the teacher prepares an envelope (10 cards). The students work in group and follow the instructions from the lecturer. Put the cue cards on the table. Look at the pictures and every group make a sentence based on the picture that they have in envelope. This activity is fast. The teacher prepares 10 cards. This activity will be carried out in groups. They take it in turns to pick up a card, look at it, and make a descriptive text in English. The group who makes many mistakes or late more than three seconds to put on the whiteboard is less point. The winner is the students with fewest points. Additionally, Mora (1994) suggested about using cue cards to foster speaking and writing. One card per group and each card should have one word on it. The students are organized into groups and each group receives a card. In the context, the students are organized into some groups and each group is given cue card. The students have to make a sentence based on cue card that is given by the teacher.

Cue card is as a media that can help establish the condition the students to identify or to describe someone or something in learning process. Cue cards are very important in helping students to acquire a foreign language. Cue cards also make it easy to add new material, since a whole new card can be prepared, and slipped in between the others. Cue cards are easy to carry around. They can be fitted into a pocket. Cue card is easier to hold, and you will not find yourself fumbling with trembling sheets of paper which show an unconquerable attraction for the floor, and blow about in breezes from any open window. So, using cue card in learning process has many advantages.

The Assumption and Hypothesis

1. **Assumption**

   In this research, the researcher assumes that using cue card on students' vocabulary mastery at seventh grade students of SMP N 16 Mandau.

2. **Hypothesis**

   H_a : there is significant effect of using stop cue card on students' vocabulary mastery at seventh grade of SMP N 16 Mandau.

H_o : there is no significant effect of using stop cue card on students' vocabulary mastery at seventh grade of SMP N 16 Mandau.

METHOD

The design of research is Pre-experimental research. In this research, the researcher used pre-test/post-test. Paired sample t-test is used in this study has only one group of people and the researcher might collect data from them in two different occasions, or under two different conditions. This research consisted of two variables, they were X which is to cue card as independent variable, and Y refers to students' vocabulary mastery dependent variable. This research was conducted in SMP N 16 Mandau. The population of this research was the seventh grade students of SMP N 16 Mandau. The students have the same qualification and academic background before doing treatment. The sample of this research was 30 students.

The technique of collecting data was a way used by the researcher to get data. In this research, the researcher will compare pre-test and post-test score. In order to collect some data that were needed to support this research, the research applied the technique as follow the test was used cue card to improve student vocabulary mastery. In this technique, the researcher would collect data by doing test. Test was divided into two types: the first step was pre-test and it was given before treatment. The second is post–test intended to obtain the student ability in vocabulary mastery at seventh grade student of SMP N 16 Mandau.

RESULT

The result of the research shows that using cue cards is effective on students' vocabulary mastery. Based on statistical calculation in data analysis, the researcher gave interpretation of t_o was higher than t_{table}. t_o was 10.343 while the level significant of 5 % was 2.05 and the level of significant 1 % was 2.76. It showed that 2.05 < 10.343> 2.76. The researcher concluded that Ha was accepted and Ho was rejected. In order words, there was significant effect of using cue card on vocabulary mastery at seventh grade student of SMP N 16 Mandau.

DISCUSSION

Descriptive Analysis
1. **Students' vocabulary mastery before taught by using cue card at the seventh grade students of SMP N 16 Mandau.**

Students' vocabulary mastery before taught by using cue card can be seen from their pre-test score, and the statistic calculation of the pre-test score is in descriptive statistic table below:

Table1. Descriptive Statistic of Pre-test

N	Valid	30
	Missing	0
Mean		56.1333
Median		52.0000
Mode		52.00
Std. Deviation		7.82451
Variance		61.223
Range		28.00
Minimum		40.00
Maximum		68.00
Sum		1684.00

Based on the table above, total of pre-test score from 30 students was 1684 with minimum score 40 and maximum score was 68. Mean of pre-test score was 56.13 that considered to Enough category. Mean and mode has same value that was 52.00 and the standard deviation from those score was 7.82.

Students' vocabulary mastery after taught by using cue card can be seen from their post test score, the statistic calculation of the post score is in descriptive statistic table below:

Table 2. Descriptive Statistic Table of Post-test

N	Valid	30
	Missing	0
Mean		72.5333
Median		72.0000
Mode		72.00
Std. Deviation		8.51665
Variance		75.553
Range		36.00
Minimum		52.00
Maximum		88.00
Sum		2176.00

Based on the table above, total post-test score from 30 students was 2176 with minimum score was 52 and maximum score was 88. Mean of post-test score was 72.53 that considered as Good category. Median and Mode have same value that was 72.00 and the standard deviation from these scores was 8.51.

2. Significant Effect of Using Cue Cards on the Students' Vocabulary Mastery of SMP N 16 Mandau.

In order to determine the data analysis of significant effect of using cue card on students' vocabulary mastery, the researcher used paired sample t-test by using SPSS comparing students' pre-test and post-test score. The data of t-test can be seen from the table as follow:

Table 3. The result of t-test from Pre-test and Post-test Score

		Mean	N	Std. deviation	Std. Error Mean
Pair 1	Post test	72.5333	30	8.51665	1.55492
	Pre test	56.1333	30	7.82451	1.42855

The output of group statistics showed that the post-test mean was 72.53 categorized as Good category and the pre-test was 56.13 categorized as Enough category and N (Number of the case) was 30. The standard deviation for post-test was 8.516 and the standard deviation for pre-test was 7.824. The standard error mean for post-test was 1.554 and standard error mean for the pre-test was 1.428.

Furthermore, in determining whether there was significant effect of using cue card on students' vocabulary mastery, the researcher used Paired sample t-test by using SPSS. The data were taken from students' English Achievement pre-test and post-test score. The description of t-test was described in the following table.

Table 4. Paired Sample Test

	Paired Differences					t	df	Sig(2-tailed)
	Mean	Std. deviation	Std.error mean	95% Convidence Interval Of The Difference				
				Lower	Upper			
Pair 1 Post test Pre test	1.64000E1	8.68451	1.58557	13.15715	19.64285	10.343	29	.000

Based on the score of t –obtained and gathered from SPSS, it showed that t_o was higher than t_{table}. t_o was 10.343 while the level significant of 5 % was 2.05 and the level of significant 1 % was 2.76. It showed that 2.05 < 10.343> 2.76. The researcher concluded that Ha was accepted and Ho was rejected. In the order words, there was significant effect of using cue card on vocabulary mastery at seventh grade student of SMP N 16 Mandau.

Based on the information above, it showed that cue card is one of media which can help the teacher to teach English easily. Teaching vocabulary by using cue cards is very simple visual and the teacher can make the students more active during teaching learning process. It can also increase their attention and

concentration to study new words in English. The use of cue card is related to characteristics of students as children who commonly feel interested in something with attractive shapes and color.

CONCLUSION

Based on the data analysis, the effect of using cue card on students' vocabulary mastery at seventh grade students of SMP N 16 Mandau can be concluded as follows:

    a. Students' vocabulary mastery before taught by using cue card on student vocabulary mastery at seventh grade students of SMP N 16 Mandau had no improvement. It was classified as enough.

    b. Students' vocabulary mastery after taught by using cue card on students' vocabulary mastery at seventh grade students of SMP N 16 Mandau had improvement. It was classified as good.

    c. The mean of students' vocabulary mastery at seventh grade students of SMP N 16 Mandau that there is a significant effect of using cue card on the students' vocabulary mastery.

        In conclusion, teaching vocabulary using cue card on students' vocabulary mastery at seventh grade students of SMP N 16 Mandau was successful.

The researcher would like to give suggestions to the teacher should be creative to manage the strategy that be used in the class. The teacher should build up and enjoyable learning for students in order to make students interested and not bored in learning English.

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