



USING WORD CARDS TO DEVELOP VOCABULARY FOR THE SECOND-GRADE STUDENTS OF ESCOLA HOTELARIA TURISMO BECORA DILI

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ABSTRACT

This study used a design of Classroom Action Research aimed to find out the Using Word cards to develop English Vocabulary for the Second Grade Students of Hotel Department Class B of Escola de Hospitalidade Turismo Becora Díli in the School year 2021. The focus of the research answered the questions: can word cards be used to develop vocabulary and are there any significant differences between before and after implementation teaching Vocabulary by using word cards? The findings showed that the use of word cards as a strategy can improve students' English vocabulary. It can be seen that the mean of the pre-test is 3,8, while the mean of the post-test is 8,4. Therefore, there are significant differences between before and after the implementation of teaching English as a foreign language by using word cards to develop English vocabulary. The process of teaching and learning English vocabulary using the word card method was going smoothly and most of the students were enthusiastic. This strategy of word cards is not a challenge for students but it could be considered as one of the most enjoyable for the students in teaching and learning process in the class. Word cards can be implemented to teach vocabulary, and grammar through English vocabulary because word cards could develop students' memory and concentrate on thinking sharply.

INTRODUCTION

Language is a means of communication in human life. Through language, we can

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express our emotions, feelings, and ideas. Due to this modern era, people are demanded to be able to communicate with other people around the world. Therefore, people can't use only their language to communicate with people around the world because there are many languages used in this world.

Brown (2007:6) states language is a complex, specialized skill, that develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. Through language, we can show our perspective, our understanding of the matter, the origin of the nation and our state, our education level, and even our character. Language becomes a mirror of us, both as a nation and as a self. We should know and understand about that language in daily life.

English is the first foreign language officially taught in the Timorese school system. The teaching of English is important because it is one of the international languages which most people all over the world communicate each other with. English is useful for establishing and maintaining the relationship with others. Realizing the important role of English as one of the international languages, our government has decided school that English is one of the subjects learned at school from elementary school up to the university level though with different status. So far, in elementary school English as a foreign language is thought of as a local content subject, which means that the subject is taught only if it is relevant to local needs and regional conditions. It is expected that the students can communicate in simple English.

In junior and secondary schools, English is taught as a compulsory subject. As stated in the 2004 curriculum the objective of teaching English in junior and senior secondary schools is the students have the ability in the listening, speaking, reading, and writing skills. At the university level, English is taught as a complementary subject. The objective of the instruction is to provide students with a good command of English so that they can participate in various academic activities, most of which are conducted in English.

Problems in learning and teaching English still exist at school, because English is completely different from the Timorese language in the system of structure, pronunciation, and vocabulary. For example, students need to know the meaning of the words, which have been taught or practiced before. Usually, vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job.

English is one of the languages that we use to communicate in the world. In addition, English is used in many activities such as politics, economics, and social life. It is now becoming a necessity to have effective communication skills and resources in speaking, reading, and writing. All of these skills must be supported by as many as vocabulary who can help us in all of the skills. Vocabulary as one of the language components is a very important thing besides other language components. Without vocabulary, people will not be able to say anything. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes a significant contribution to almost all of the aspects of language.

Vocabulary is one of the important aspects of language teaching, besides grammar and pronunciation, as Allent and Vallete said in their book vocabulary is an important factor in language teaching. Students must continually be learning words as they learn and as they practice the sound system. Vocabulary also has an important role in the language skills. All skills demand much vocabulary mastery. Kufaishi points out that students' listening comprehension, writing speaking, and reading abilities are hampered by their limited vocabulary. Imagine what people can get in reading or listening classes if the materials given are full of unknown words. They will find difficulties in understanding the next and the material they listen. Students will not succeed in speaking classes also because of a lack of vocabulary.

Vocabulary is also an essential skill for learning to read, speak write, and listen. Without sufficient vocabulary, people cannot communicate and express their feelings both in the form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read, and listen as they want.

Wilkins in Thornbury (2004:13) states that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. It means that even if someone has a good idea it will be useless if they do not know many vocabularies. In addition, it is supported by Ur (1996:60) that vocabulary is one of the important things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words.

Based on the statement above, the study conducted the research entitled *Using Word Cards to Develop Vocabulary to the Second Grade Students of Escola De Hospitalidade Turismo Becora Dili*. The problems of the study focused on the use of word cards in teaching vocabulary and the significant differences between before and after the implementation of using word cards in teaching vocabulary. The result of the study is expected to make some contributions to the field of education, especially in learning

English.

LITERATURE REVIEW

Vocabulary.

Hiebert & Kamil (2005:3) state that generally vocabulary is the knowledge of the meaning of words. Vocabulary is used to express ideas, feelings, thoughts, or information to people. In other words, vocabulary is important in communication both spoken and written. It represents complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words.

While John Dewey (1910) in Bintz (2011) declares that vocabulary is critically important because a word is an instrument for thinking about the meanings it expresses. The mastery of vocabulary can help us to express our ideas to understand the other person's meaning and communicate clearly.

Vocabulary is very important in communication both spoken and written. Concerning this statement, Benjamin & Crown (2010:7) manifest that, vocabulary development has to take its place at the center of the curriculum because it is foundational to all academic achievement. It makes English a foreign language that they learned since elementary school and one of the languages that must the learners learn in school. It is very fundamental in the interaction.

Furthermore, Hiebert & Kamil (2005:14) write that vocabulary is a set of words for which an individual can assign meanings when listening or reading. These are words that are often less well-known to students and less frequent in use. Individuals may be able to assign some sort of meaning to them even though they may not know the full subtleties of the distinction.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002:255). It means vocabulary is a language element of communication person; vocabulary is a tool to plan and solve problems, especially in communication.

People have been supplied with language faculty since they were born, and they also have some words that they got from their environment, especially from their mother, as a modal to interaction with others, however, words always change and improve from time to time, some new words appear while some old words may be out of date, people need to enrich the storage of vocabulary to get along with the environment and its situation. Meanwhile, Hatch and Brown declare that vocabulary is a list or set of words for

a particular language or a list or set of words that individual speakers of a language might use. Every person must have a vocabulary for communicating with others, it is a very significant element of language, and with vocabulary, he/she can express their idea.

Vocabulary is the basic component to help the students in mastering a language. They will learn the language skills easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to improve their vocabulary. Improving a good vocabulary will help them to develop their ability to learn vocabulary. In any foreign language, in learning vocabulary. Many of the vocabulary in English textbooks have to be learned. Without it no one can speak or understand the language. It means that people cannot write a word or make a sentence well when they do not master it.

There are some advantages when students can improve their English vocabulary. Students will be better at improving their reading, writing, speaking, and listening vocabulary. Those advantages show us how vocabulary determines how students learn the language and their capability to build communication with others. Moreover, improving vocabulary is more important than grammar. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed". In other words, even without good grammar, people may be able to speak and understand a language if they know a lot of vocabulary. It can be a basis for mastering the language. While vocabulary is largely a collection of words, grammar is a system. The more words we know, the easier for us to master the language. It shows us how vocabulary determines how people learn language.

Word Cards

A word card is a piece of card or plastic with information on it used to identify a person to record information or as proof of membership Mohammad (2017:3). It means that a card is media that is important to use so the people can remember what they write and as a record to identify a person. The definition of word card that Based on the Oxford Dictionary of Current English the meaning Word cards are small cards to help you remember words. On one side you write the word, the word stress and pronunciation, and the type of word, e.g. noun, verb, etc. On the other side write a definition or a sentence with the word in. You could also write a translation or draw a picture.

Schmitt and McCarthy (1997) propose one of the strategies to learn vocabulary using cards to remember foreign languages. It means word cards are one of the effective media in teaching-learning activities. Therefore the researcher chose word cards as a

medium to teach vocabulary because cards can make class more active and joyful. Nation (1994:201) declares that using vocabulary cards is a word-learning strategy for independent learning in or out of class. On one side of the card is written the word to be learned. it means vocabulary cards can be everywhere, they can be in class or out of class. On the other hand, the card is easy to get or make.

Wilkinson (2017) states that further elucidated the efficiency of paper word cards for vocabulary learning, highlighting that paper word cards are easy to use, and their use ensures active repetitive recall of lexis. The merits, however, could be restricted learners' study methods, implying that more training in word card usage may need to be provided to ensure vocabulary acquisition.

It means that the word cards technique can be used to develop the imagination and creativity of students so students can think critically. Because in this technique the students are required to be more creative and develop their thinking. These words are placed on individual cards so that they may be used to review and reinforce a recognition vocabulary.

The use of word cards should not be just another strategy for students but a mandatory practice in any beginner English course. Instructors ought to train students on how to practice with word cards and provide time for their use during regular conversational beginner classes. it is of utmost importance to raise awareness of the significance of reviewing vocabulary systematically.

METHOD

The The method that is used to conduct the research is Classroom Action Research. This method of study is chosen to implement teaching techniques in the specific class to find out the solutions to the classroom problems and also to improve the knowledge of teaching and learning English Vocabulary as a foreign language. This study implements using word cards to teach Vocabulary to the 25 students of second-grade students of Escola Hotelaria Turismo Becora Dili in the school year 2021. The instruments used to collect the data are the 30 numbers of telling the names by guessing test items as the pre-test and post-test that be administered to the second-grade students of Escola Hotelaria Turismo Becora Dili in the school year 2021. before the implementation teaching English Vocabulary by using word cards.

The procedures of Classroom Action Research took several steps based on

Kemmis, S. (2011) has developed a simple model of the cyclical nature of the typical action research process and each cycle has four steps: plan, act, observe, and reflect. A descriptive technique is used to know the extent of using word cards to teach English Vocabulary and this data analysis will be collected from two research based on the nontest and test. In this research, the writer will observe the activities of teaching and learning processes that occur in class. The results of tests (pre-test and post-test) will be presented in the form of tabulation and the significance differences before and after the implementation of English teaching using word cards then, furthermore analyzed deeply with the t-test analysis as the following formula.

Mean

Mean is the average from the division between sums of students' scoring with a total number of respondents. The research applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Here:

\bar{X} = mean

X = score

N = number of score

\sum = sum or add

T-test dependent means

The formula t-test dependent means are:

$$T = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N-1}}}$$

Results

Nu.	Initial	Scores	
		Pre-test	Post-test
1	HFDJ	4	8
2	MDC	5	7.7
3	SPCG	5	8.7
4	MS	3	9.3

5	FDJL	5	7.9
6	FXDS	4	8.9
7	JANBM	5	10
8	ACS	5	9.3
9	CP	3	8
10	JQSS	3	7.3
11	NPDCDJ	4	8
12	AODS	4	6.9
13	AGF	3	8
14	JA	2	7
15	DPM	4	8.3
16	JP	3	7
17	MDCPDS	3	8
18	BACR	4	8
19	FC	4	9
20	EAP	5	10
21	DDSR	3	9
22	NS	4	9
23	NPDA	4	9
	Σ	89	

Table 1. The Mean Score of the Pre-test and Post-test

Calculating the mean score of pre test:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{89}{23} \\ &= 3.8\end{aligned}$$

The result of pre-test showed that mean score of students in pre-test was 3.8 based on the means score of pre-test that the usual method that the local English teachers are using to teach vocabulary does not correspond the students ability of learning English as foreign language, particularly vocabulary was still less. Therefore, the writer conducted the post-test by using word card to develop English vocabulary in order to overcome their problems in studying English vocabulary to be achieved the learning objective that could be seen in the next table below.

Calculating the mean score of post-test

Mean:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{192.3}{23} \\ &= 8.4\end{aligned}$$

Nu.	Initial	Pre-test	Post-test	D	D ²
1	HFDJ	4	8	4	16
2	MDC	5	7.7	2.7	7.3

3	SPCG	5	8.7	3.7	13.7
4	MS	3	9.3	6.3	39.7
5	FDJL	5	7.9	2.9	8.4
6	FXDS	4	8.9	4.9	24.01
7	JANBM	5	10	5	25
8	ACS	5	9.3	4.3	18.5
9	CP	3	8	5	25
10	JQSS	3	7.3	4.3	18.5
11	NPDCDJ	4	8	4	16
12	AODS	4	6.9	2.9	8.4
13	AGF	3	8	5	25
14	JA	2	7	5	25
15	DPM	4	8.3	4.3	18.5
16	JP	3	7	4	16
17	MDCPDS	3	8	5	25
18	BACR	4	8	4	16
19	FC	4	9	5	25
20	EAP	5	10	5	25
21	DDSR	3	9	6	36
22	NS	4	9	5	25
23	NPDA	4	9	5	25
	Σ				

Table 2. The differences in results between the pre-test and post-test scores by the second-grade students of Escola Hotelaria Turismo Becora Dili in the school year 2021.

Formula for t-test of dependent means:

$$T\text{-test} = \frac{\Sigma D}{\frac{\sqrt{N(\Sigma D^2) - (\Sigma D)^2}}{N-1}}$$

$$T\text{-test} = \frac{103,3}{\frac{\sqrt{23(482,01) - (103,3)^2}}{23-1}}$$

$$T\text{-test} = \frac{103,3}{\frac{\sqrt{11.86.23 - 10.670.89}}{22}}$$

$$T\text{-test} = \frac{103,3}{\sqrt{1.88.79}}$$

$$T\text{-test} = \frac{103,3}{13.74}$$

$$T\text{-test} = 7.5$$

The level of significances is ($\alpha = 0.5$)

$$Df = N - 1 = 23 - 1 = 22.$$

***t* – test = 7.5 ≤ (greater than) *t* table was 2.807.**

It was decided to interpret that there were some significant differences between before and after the implementation of teaching vocabulary by using word cards. In other words, the word card could be considered as an innovative method or helpful strategy for teaching and learning English vocabulary as a foreign language by the local English teacher and students.

$$df = N - 1 = 23 - 1 = 22$$

Thus, the result *t*-test was 7.5 compared with the level of significance ($\alpha = .05$) and degree of freedom (*df*) = $N - 1 = 23 - 1 = 22$. This is why, the result of *the t*-test was 7.5 and the *t*-table was 2.807 It showed that the *t*-test was greater than the *t*-table.

Based on the result of the calculation, there were some significant differences between the scores on the pre-test and post-test or before and after the implementation using word cards as a strategy to improve English vocabulary the Second Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2021. Therefore, word cards could be used as an innovative method to improve students' English Vocabulary.

After comparing the results of the pre-test and post-test could be seen that the scores of students increased. In other words, it could be suggested that all the English lectures in Instituto Superior Cristal consider word cards as a method to improve English vocabulary.

RESULT AND DISCUSSIONS

Based on the data presentation from the tables above, the writer would like to discuss each of the tables as follows; Table 1 presents the result of the pre-test which was administered to the second Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2021 before the implementation of teaching English vocabulary using word card as strategy. The score of the result of the test as the dependents means was 3.8 which was considered a fail or the score did not achieve the passing grade. Therefore, the researcher intervened by implementing teaching vocabulary by using word cards.

Table 2 presents the results post-test was administered to the second-grade Students of Hotel Department Class B of Escoli de Hospitalidade e Turismo

Becora Díli in the School year 2021 after teaching vocabulary using Word cards as a strategy, the mean score of the post-test was 8. This score has achieved a passing grade based on the school curriculum. This is why the researcher did not necessarily conduct the research in another cycle because It is to interpret that using word cards can be considered a useful strategy or one of the innovative methods to be taught in English language teaching at classes in other to improve students' English vocabulary.

Table 3 presents the different result of pre-test and post-test scores by the Second Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2021. It is to measure the significant differences indicated by using word cards as a strategy to improve students' English vocabulary. Based on the formula of the *t-test* is sure the significant differences before and after the implementation of *t the score of t – test = 7.5 ≤ t table = 2.807*. It is indicated that there are significant differences before and after the implementation of teaching using word cards to improve vocabulary was very significant because the result of *t-test = 7.5* was greater than *t table = 2.807*.

So, these significant differences may bring an innovative method to be adjusted by the English Study Program and English teachers and also students are recommended to improve vocabulary using word cards as a strategy

CONCLUSIONS

From the explanation of the findings and discussion, a conclusion can be drawn that there are some significant differences between before and after the implementation using word cards is one way to develop vocabulary. Based on the calculations of the t-test was 7.5 which was $\leq t\ table = 2.087$, there was an increase in score before and after the treatment using word card. This can be seen in the mean scores of pre-test and post-test. Word cards could make the students more easily develop some vocabulary. They are more enjoyable to learn the material easily through word cards. The students could not be stuffy, bored sleepy, or similar, because they are asked to take a pat during the lesson, their attention would be focused on the materials being presented without making any other negative action, and minimize misunderstanding of the lesson.

The researcher suggests to the local English teacher that using word cards as one of the innovative methods of teaching vocabulary. This method could help them to teach their students because it is interesting and does not make students feel bored. On the other hand, it also may help the teachers to stimulate and motivate their students to develop vocabulary

by using word cards. The researcher also suggests the students give their attention to their teacher. So, the teaching and learning process will run smoothly based on the teacher's expectations. We hope that future researchers can provide high knowledge to use the word card in the process of teaching and learning English.

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