

ENRICHING STUDENTS' VOCABULARY BY COMBINING WORD EXPERT CARD AND CAPSULE VOCABULARY STRATEGY OF THE SECOND GRADE STUDENTS OF SMA YP PGRI 2 MAKASSAR

Dafrosa¹, Iriany Kesuma Wijaya², Rina Asrini Bakri³
Jurusan Pendidikan Bahasa Inggris
STKIP YPUP Makassar

ABSTRACT

The research aimed to find out whether Combining Word Expert Card and Capsule Vocabulary Strategy in improving students' vocabulary at the second grade students of SMA YP PGRI 2 Makassar. This research used pre-experimental method. The total sample was 10 students taken by using purposive sampling technique. The result of the research found that there was a significant different between pre-test and post-test. It was proved by the mean score of post-test which was greater than pre-test ($78 > 60.5$). The result of the data analysis that Word Expert Card and Capsule Vocabulary Strategy could improve the students' vocabulary. In addition, it was proved by the t-test value was greater than t-table, in other word that $5.494 > 2.262$ at the level of significance 0.05. Based on fact above, it can be concluded that Word Expert Card and Capsule Vocabulary Strategy is effective to increase students' vocabulary.

Keyword: Vocabulary, Word Expert Card and Capsule Vocabulary Strategy

INTRODUCTION

Vocabulary is one component of the material in learning English. Vocabulary is the first and foremost focus of the language. Without having sufficient vocabulary students cannot express their ideas or cannot understand other people. Talk about language vocabulary and how to teach English vocabulary to students as a foreign or second language. not only learn the word but also have to learn how the meaning and usage of the word. To know the word, students must study the context of the sentence and also learn the meaning of the word and how the word is related to other words. an approach that includes context and meaning or a definition can result in full knowledge of the meaning of the word.

Vocabulary is central of language and of critical importance of typical language. without having a lot of vocabulary, we cannot convey our ideas or thoughts, both in written and non-written form. Therefore, students must have a lot of English vocabulary.

Vocabulary is expected to be the most important element in learning a language because it supports four basic skills, namely writing, speaking, listening and reading. By having sufficient vocabulary, our communication skills and social relationships will also be built and improved If learner has enough vocabulary, they will be able to understand the utterance which they listens, they would can to speaking English with fluent, and their can understand with content of text with easy

Based on the observation at SMA YP PGRI 2 Makassar when the researcher did out Magang III Program in September 2019, the researcher found some problems that often happen which relates units' vocabulary. The first, students did not have many vocabularies, and the second, the students still had difficulties in memorizing words, due to the strategy was not interesting for the students.

Based on the problems above, the researcher decided to test the Word Expert Card and Capsule Vocabulary Strategy. Researcher wants to see whether this strategy could give

significant influence toward students' vocabulary or not. Therefore the researcher decides to carry out 'Word Expert Card and Capsule Vocabulary Strategy' due to either amount of problems related to the students' vocabulary mastery are detected has been become the most significant role in learning English. Moreover, the teachers are so required to help their students in achieving their vocabulary mastery in order to make them convey excellent in English.

To specify, the researcher's concerned to choose this word expert card and capsule vocabulary strategy due to this is an interesting as well as an active learning strategy and this strategy was an easy going way interesting with learning by looking word in the paper. In addition, the students would learn and increase their vocabulary through by looking the word in the paper. The students could increase their vocabulary from what they had been looked in the paper.

Based on the information above, the researcher conducted a ressearch with title "Enriching Students' Vocabulary by Combining Word Expert Card and Capsule Vocabulary Strategy of the Second Grade Students of SMA YP PGRI 2 Makassar.

REVIEW OF RELATED LITERATURE

Definition of Vocabulary

Vocabulary is one essential aspect of language knowing appropriate vocabulary is very important to understand language. It is very important to master vocabulary to express ideas.

As reported by Bowman in Putri (2013) summarizes that knowing a word (vocabulary) is integrated into very content area and addressed as part of the curriculum which means that use of vocabulary is part of reading, writing as well as establishing the foundation to communicate effectively. Vocabulary size important when designing a program of study for a group of learners. If we do not know how many words learners know, then it is difficult to know what new words learners should focus on in their language learning programmed.

Harmer in Safira (2016) vocabulary means knowing about word meaning, word use, word formation, and word grammar.

Richard in Rosyidah (2017) stated that vocabulary is the basic component in four skills listen, speak, read and write. Vocabulary is very important to be learned by the students who want to master the English language, but any language. When we learn English, we first must understand about vocabulary. Vocabulary is a most aspect of English.

Cameron in Safira (2016) stated that to master in vocabulary by learning new words, pronunciation, spelling, usage, meaning, and part of speech of the words. She also stated that learning words are a cycle process of meeting new words and initial learning, following by meeting those repeat each time extending knowledge of what the words mean and how they are used in the foreign languages. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Based on the definition above, it was understood that vocabulary is the knowledge of words and word meaning.

Important of Vocabulary

Vocabulary was the basis for learning English. It was reason why vocabulary was very important to teach for students. John Dewey in Bintz (2011) stated that vocabulary was important critically because a word was an instrument for thought about the meanings which would express.

Without vocabulary we cannot express our idea, it is a tool in our mind to think and solve the problem. More words in your head give you more choices for thinking and solving the problem. We found that vocabulary is the most important aspect of communication in our lives. In learning vocabulary, it does not run from four basic language skills such as listening, speaking, reading, and writing. A person's speaking agility is influenced by their mastery of

vocabulary. To explain this, let us consider the importance of vocabulary related to language skills.

In listening, vocabulary is used to understand someone's speech or someone's words. It is very difficult for us to understand what someone is saying if we only know the structure of the sentence without knowing the words. In speaking, vocabulary is used to express our opinions or feelings to others verbally. The words we have affect how effective communication continues.

In reading it is used to understand or understand a reading. Reading without the mastery of a lot of the city will make us understand or understand the sentences in the reading. The large number of vocabulary or many word meanings that a person has will affect reading activity. It is impossible to understand the passage unless he knows the meaning of the words used in the passage.

In writing, the writer uses vocabulary (words) to develop his ideas. A writer must choose words clearly and accurately to express his ideas. Without knowing a lot of vocabulary, we cannot develop our writing because we are limited to vocabulary mastery.

The number of words and their meanings that a person knows can influence his or her reading activity. It is difficult to comprehend a passage unless the reader is familiar with the context of the words used. The writer creates his or her concept by using vocabulary (words) in prose. To express his or her idea, a writer should use terms that are descriptive and accurate. We can't improve our writing if we don't know a lot of words because our vocabulary mastery is minimal.

The Aspect of Vocabulary

According to Lado as cited in Mardianawati (2012:11) there are five aspect of vocabulary which are needed to be learn by the students. They are (1) meaning; (2) spelling; (3) pronunciation; (4) word classes and (5) word use. those aspect will be explained bellow:

1. Meaning

Since meaning refers to how a word gives its meaning to language users, it becomes one of the most important aspects that students can understand. When a word is used in various contexts, it often has several meanings. As a result, it is important for students to grasp the meaning of the word, as it will aid them in using and comprehending the message from the teacher. For example, the word "present" as a noun has meaning a period of time that is happening now.

2. Spelling

Students who know how to pronounce a word correctly will be able to write it correctly in written form. As a result, it is important for students to know how to spell the term. As students come across a word for the first time, they must be able to spell it. The appearance of a word is referred to as spelling (its spelling).

3. Pronunciation

When students learn vocabulary, they also learn how to read and write.

it will help the students to understand what the order means to say. If a word sound incorrectly, it will be difficult for the students to understand it. Therefore, it is really essential for the students to know how to pronounce a word correctly because it will avoid miss understanding in spoken communication.

4. Classification of Words

Nouns, adjectives, and verbs are examples of word groups. The role of a language's words in communicating determines how they are classified. In semantic feature analysis, it's an essential feature.

5. Use of Word

Word use can also include grammar, and as a result, it can be the subject of in-depth examination. Word use also refers to how a word is used.

The Purpose of Learning Vocabulary

The aim of studying vocabulary is to make it easier for students to express themselves because vocabulary refers to all of the words in a language. The game is followed by brief descriptions of the word property by a speaker or writer, terms used in field science, assembled a list of words like the dictionary. It taught students how to use language in both oral and written forms.

The techniques in Teaching Vocabulary

According Brewster, Ellis, and Girard in Alqahtani (2015), stated that there are some techniques in teaching vocabulary, namely:

a. Using Objects

Since our memory for objects and pictures is very reliable, and visual methods can serve as cues for recalling words, using visual aids, presentations, and realia can help learners remember vocabulary more effectively.

b. Drawing

The latter can be used again and again in different contexts if they are made with cards and covered in plastic. Objects can either be drawn on the blackboard or drawn on flash cards. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures

Students' prior experience is connected to a new story through images, which helps them learn new words. Illustrations or pictures may be used to add many vocabularies. They are an excellent way to clarify the meaning of unfamiliar words. They must be used as often as possible. Posters, flashcards, wall maps, magazine pictures, and board games are among the images on the list. Many different types of images are used to teach vocabulary. They are collections of colorful pictures intended for classrooms, aside from those created by teachers or students. Newspaper and magazine clippings can also be very useful. Many readers, vocabulary books, and course books also have a large number of visually appealing illustrations that explain the meaning of simple terms.

d. Contrast

Some words, such as "positive" versus "evil," can be easily explained for students by contrasting them with their antonyms. When the words "white" and "black" are put side by side, the word "grey" appears in the centre. Furthermore, the word "contrast" means "to show a difference," as in images that contrast "before" and "after" photos to show how much weight someone lost. It's almost difficult to compare and contrast.

e. Eliciting, this technique is more motivating and memorable by simply giving pupils a list of words to learn.

The Problems of Vocabulary

Nation (2011) the main problem with vocabulary is that only a few words and a small part of what is required to know a words can be dealt with at any one time. It because different vocabulary gives a greatly different return for learning. It is important to make sure that learners have good control the high-frequency words language before move on less frequent vocabulary. Language teaching course make learning vocabulary more difficult than it should

be as a result of the way vocabulary in the course sequence grouping, opposites, synonym, and item in a lexical set together courses.

Many problems faced by Indonesia students to learn a target vocabulary such as English in vocabulary was they cannot understand what the connection between the new vocabulary that has learned with the function of vocabulary or word, then they cannot apply their new vocabulary in their mind by using it in the communication. In other that student difficult classification of the word: noun, verb, adjective

Word Expert Card Strategy

According to Becky McTague (2010), word expert strategy is the teacher makes a list of word and then student is assigned a few words to search the meaning. Finally, each student makes the assigned expert cards and teach words to each other. It's mean that in the word expert strategy, teacher make sure that students be active and interesting in learning vocabulary.

According to Graves (2016) defines word expert cards as a strategy that lets students construct cards, gaining experience in interpreting dictionary definitions. Word expert cards in applied the students will need some cards to record the words what they choose. Besides, the students would also need a dictionary to look up what meaning of their words. The students will a dictionary because was important when they choose some words that are unfamiliar for their. The definition of the words would then be determined using a dictionary. Following mastery, students will attempt to interpret the meaning of the terms using their own words based on the context in which they are encountered. Finally, they'll tell others about it.

According to Margaret Richer in Syah. A (2016) word expert card is a strategy that makes students to contract cards that they use to teach other students their assigned words. To use the word expert strategy to teach vocabulary, to make it fun and interesting, this strategy allows each student to be a word expert for some of words to be learn during a class. And make students be creative and critical to define the vocabulary in their own words.

Capsule Vocabulary Strategy

Capsule Vocabulary is one of the effective strategies for teaching reading and vocabulary. This technique, according to the concept of Capsule Vocabulary, will help students develop the four skills. Capsule vocabulary is a teaching technique that focuses on a limited number of vocabulary terms that are relevant to a particular subject. Capsule vocabulary, as described by Christ, is a technique that allows students to learn vocabulary naturally and through four fundamental skills (writing, speaking, reading, listening). In the case of utilizing vocabulary, all four skills would be used. The four skills are used in a naturalistic manner to help students learn new vocabulary.

The Combination of Word Expert Card and Capsule Vocabulary Strategy

Based on explain the procedures of Word Expert Card Strategy and Capsule Vocabulary Strategy that has been described above, the writer tries to combine steps that have been describe by Becky McTague (2010) for Word Expert Card Strategy (WEC) and Carr and Wixson (2010) for Capsule Vocabulary Strategy (CVS). The combining of the strategies describes as stated below:

- a) The students selected from 8 to 10 words that relate to a single topic or concept. Write a word on the white board.
- b) Ask students to worked in pairs and discuss topic for five minutes, using the given words.
- c) Asked students to copy the sentence containing the word onto the card.
- d) The researcher ask students to used a dictionary to look up the definition for each word or discuss it.
- e) The researcher ask students to Wrote the part of speech and the definition in your words that matches the use of the word in the story.

- f) On scratch paper, ask students to write your own sentence used the word.
- g) The researcher ask to students to got the definition and sentence approve for accuracy by the her
- h) Ask Students to copied onto the inside of your card part of speech, definition and sentence.
- i) Ask students to written word with big bold letter in front of the card
- j) The researcher ask to students maked illustrate with creative on front of card
- k) Asked students to write her/his name, class and complete card in by date on back side of the card.
- l) Ask Each student to maked a summary of the topic, using the words on the list.

METHODS

This section was explain about the design of research, variables, population and sample, research instrument the procedure of collecting data and technique of data analysis. This research applied was pre-experimental design. The location of this research was conducted at SMA YP PGRI 2 Makassar for English subject. It was conducted on June-July 2019/2020 academic year.

In this research, the researcher gave test. Pre-test was intended to find out the students' prior knowledge on vocabulary before giving treatment, while the post-test was given to know students' vocabulary after giving treatment by Combining Word Expert Card Strategy and Capsule Vocabulary Strategy. The research subject of this research is the second grade students in class XI IPS. Type of the test used in the research use multiple choices. The test consisted of 20 questions.

Procedure of Collecting Data

The procedures applied in collecting data were clearly presented as follows:

1. Pre-test

Before giving treatment, the researcher gave pre-test to the students. The purpose of pre-test is to know the students' basic knowledge. The total number of the test was 20 numbers.

2. Treatment

After giving post-test, the student was given a treatment by the researcher. The researcher given treatment for three meetings. The researcher applied Word Expert Card and Capsule Vocabulary Strategy in teaching vocabulary. The following are the steps taken during the treatment. The following is the procedure for instructing students about how to use the strategy:

- 1. The researcher selected from 8 to 10 words that relate to a single topic or concept. These were written on the whiteboard
- 2. Ask students to work in pairs, then discussed the topic for five minutes using the given words.
- 3. Asked students to copy the sentence containing the word inside the card.
- 4. The researcher asked students to use the dictionary to look up the definition for each word.
- 5. Ask students to wrote the part of speech and the definition in your words that matches the use of the word in the story.
- 6. The researcher asked students to write definition and sentence using those words.
- 7. The researcher asked students to write the word on the front outside of the card in big bold letters.

8. The researcher asked students to make illustrate the vocabulary word neatly and creatively on the front of the card
 9. The researcher asked to write name, word, class period, and date on the card's backside
 10. The researcher asked students to writes a summary of the topic, using the words on the list
3. Post-test
- After giving treatment, the researcher gave a post-test to the class. It was aimed to find out the result of treatment in vocabulary.

CONCLUDED AND SUGESTIONS

In this chapter particularly the researcher presented the conclusion which in concluded of the researcher based on the findings presented in the previous chapter and suggestions to the teacher and students.

Conclusion

1. Word Expert Card and Capsule Vocabulary Strategy can improve the English vocabulary mastery significantly of the second grade students of SMA YP PGRI 2 Makassar. It can be seen through the result of pre-test and post-test. The students' post-test was higher than the students pre-test.
2. The second year students of SMA YP PGRI 2 Makassar have good achievement in vocabulary. This provided by the mean score of the students where the result of the pre-test was (60.5) and post-test was (78.0).
3. Based on the result of the statistical analysis at the level significant 0.05 and degree of freedom (df) (N-1) between the students achievement in vocabulary test before and after treatment through Word Expert Card and Capsule Vocabulary strategies. It was found that the value t-test was greater than t-table value, that was $5.494 > 2.262$ this proved that there was a significant difference on the students vocabulary test before and after teaching through Word Expert Card and Capsule Vocabulary strategy. It means that the use of Word Expert Card and Capsule Vocabulary strategy could improve significantly the students' vocabulary.

Suggestions

From the conclusion above the researcher suggest to the English teacher and next researcher to improve students' vocabulary as follow:

- a. To English teacher at senior high school that Word Expert Card and Capsule Vocabulary Strategy can be applied in teaching vocabulary especially for the students in school because many students are more interested and active to learn while using strategy.
- b. For the next researcher, this research is expected to be a sources as well as a guide who is going to conducted similar research and to give new knowledge to do better research of teaching and learning cases. This research also expected to solve the students' vocabulary problems and the next researcher should apply Word Expert Card and Capsule Vocabulary Strategy to improve the students vocabulary in the research

BIBLIOGRAPHY

Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*. Vol. III, No. 3.

- Azhar Arsyad, M. (2010). *Your Basic Vocabulary*. Yogyakarta: Pustaka Pelajar, Celeban Timur
- TimJet, F. (2019). *Improving students' vocabulary command by using language random box strategies at SMP YP PGRI 4 Makassar*. Makassar: STKIP-YPUP.
- Gay. (2012). *Education Research. (Comotences for Analyzing and Application)/L.R.Gay, Geoffrey E. mills, Peter Airasian*.
- Nation, I. (2011). *Improving students vocabulary through vocabulary card. Thesis*.
- Nation, I. (2011). *Improving students' vocabulary through vocabulary card. Thesis*.
- Rimanda, M. (n.d.).
- Rimanda, M. (2017). *Enriching students' vocabulary through capsule vocabulary strategy for school grade students of junior high school*. West Sumatra.
- Wahyuni, S. (2016). *The mastery of english vocabulary of the fourth grade students of SD1 Prambatan Kidul Kudus in the academic 2015/2016 by using capsule vocabulary strategy. Thesis. year*.
- Alqahtani, M. (2015). *The Importance of Vocabulary in Language Learning and How to be Taught. International Journal of Teaching and Education. Vol. III, No. 3*.
- Hatch Evelyn and Brown Cheryl in Safirah, Z. (2016). *Improving Vocabulary Mastery Through Vocabulary Cards of Grade VII Students at SMP Institute Indonesia Yogyakarta in the 2015/2016 Academic Year. Thesis. Yogyakarta*.
- Wixson, C. (2010). *Reading Assessment and Instruction for All Learners*.
- Carr, W. (2010). *Reading Assessment and Instruction for All Learners*.
- Azhar Arsyad, M. (2010). *Your Basic Vocabulary*. Yogyakarta: Pustaka Pelajar, Celeban Timur UH III/548 Yogyakarta 55167.
- Schumm., J. S. (2010). *Reading Assesment and Instruction for All Learners*. London: The Guilford Press, New York.
- Bintz, P. (2011). *Teaching Vocabulary Across the Curriculum. Middle School Journal March, 44*.
- Bintz, W. P. (2011). *Teaching Vocabullary Across the Curriculum. Middle School Journal March*.
- Gay. L.R., Geoffrey E. Mills, Peter Airasian. (2012). *Education Research. Comotences for Analyzing and Application*. US, America.
- Hajis, R. (2014). *Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar. A Thesis*. Makassar: english Education Departement of UIN Alauddin.
- Husnah, A. (2011). *Enriching Students' Vocabulary by Using Word Cards. Thesis*. Jakarta: Universitas Islam Negeri Sarif Hidayatullah
- Jet, F. (2019). *Improving students' vocabulary command by using language random box strategy at SMP YP PGRI 4 Makassar. Thesis*. Makassar: STKIP YPUP.

- Mardianawati, L. (2013). *Vocabulary Teaching Strategies Used by Teaching of Junior High School (A Descriptive Study on Priavate Junior High School in Cilacap in Academic Year 2012/2013)*. Cilacap.
- McTague, E. Becky (2010). *Vocabulary Stratagies: Combining Engagement And Efisiensiy SRL*. Roosevelt University, Chicago IL.
- Nation, P (2011) *Teaching Vocabulary*. Victoria University of Wellington, New zealand. *Asian EFL Journal*.
- Putri, A. S Dilla (2013). The Use of Jigsaw in Technique and Still Pictures Combination to Improve Students' Vocabulary Mastery. *Journal of English Language Teaching* 2.
- Safira, Z. (2016). *Improving vocabulary masttery through vocabualry cards of second grade VII students at SMP institute Indonesia Yogyakarta in the 2015/2016 academic year*.
- Syah, A. Arsyil (2016). *The Effectiveness of Using Word Expert Strategy in Teaching Vocabulary To the first Grade Students of SMKN 2 Bungoro Pangkep Regency*. Thesis. Makassar: Universitas Islam Negeri Alauddin.(accessed on 27 June 2020)
- Schumm., J. S. (2010). *Reading Assesment and Instruction for All Learners*. London: The Guilford Press, New York.
- Wahyuni, S. (2016). *The mastery of english vocabulary of the fourth grade students of SD1 Prambatan Kidul Kudus in the academic 2015/2016 by using capsule vocabulary strategy*. Thesis.
- Jet, F. (2019). *Improving students; vocabulary command by using language random box strategies at SMP YP PGRI 4 Makassar*. . Makassar: STKIP-YPUP.
- Gay. (2012). *Education Research. (Comotences for Analyzing and Appilcation)/L.R.Gay, Geoffrey E. mills, Peter Airasian*.
- Nation, I. (2011). *Improving students vocabulary through vocabulary card*. Thesis.
- Nation, I. (2011). *Improving students' vocabulary through vocabulary card*. Thesis.
- Rimanda, M. (n.d.).
- Rimanda, M. (2017). *Enriching studentsbvocabulary thought capsule vocabulary strategy for school grade students of junior high school*. West Sumatra.
- Wahyuni, S. (2016). *The mastery of english vocabulary of the fourth grade students of SD1 Prambatan Kidul Kudus in the academic 2015/2016 by using capsule vocabulary strategy*. Thesis. year .
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*. Vol. III, No. 3.
- Hatch Evelyn and Brown Cheryl in Safirah, Z. (2016). *Improving Vocabulary Mastery Through Vocabulary Cards of Grade VII Students at SMP Institute Indonesia Yogyakarta in the 2015/2016 Academic Year*. Thesis. Yogyakarta.
- Wixson, C. (2010). *Reading Assessment and Instruction for All Learners*.
- Carr, W. (2010). *Reading Assessment and Instruction for All Learners*.
- Azhar Arsyad, M. (2010). *Your Basic Vocabulary*. Yogyakarta: Pustaka Pelalajar, Celeban Timur UH III/548 Yogyakarta 55167.

Schumm., J. S. (2010). *Reading Assesment and Instruction for All Learners*. London: The Guilford Press, New York.

Bintz, P. (2011). Teaching Vocabulary Across the Curriculum. *Middle School Journal March*, 44.