

## THE MAKING OF ADJECTIVE CARD GAME TO LEARN VOCABULARY FOR JUNIOR HIGH SCHOOL STUDENT'S

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***Abstract :** The objective of students in learning foreign language is to be able to communicate fluently. Since English is a second language in Indonesia, the effort to make students mastering this language is still seen to be difficult to do. Having rich vocabulary is the main factor supports students to speak English fluently. However, insufficient in teaching English vocabulary contributes to the inconvenient learning environment at school. Some of teachers do not have creative idea to encourage student to explore more about vocabulary. The lack of media and learning tools also contribute to those problems. The media of game for example is effective to be implemented in teaching process. The aspects of entertaining and educative are combined to convoy students to think creatively while playing. The Adjective Cards Game created to enlarge student's ability in describing thing with their characteristics. It contains of Adjective and Noun cards with interesting pictures and information which motivate students to learn English in the class or at home with family members.*

***Keywords:** Vocabulary, Game, Adjective Card Game*

### INTRODUCTION

Wilkins in Thonbury (2002:13) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed...". It shows that vocabulary had better to be taught first than other aspect of language, such as grammar, speaking, reading and writing. In a daily life activity, vocabulary is frequently used to convey ideas. The

sentence spoken consists of some words arranged to be a meaningful sentences which can be understand. The concept of mastering vocabulary is the greater number of words student has, the more he/she interpret and express the ideas. Having a rich vocabulary help students communicate in a more engaging way. It was proven by many research studies that vocabulary has strong links between

having an extensive vocabulary and achieving school success.

The majority of learners have ultimate goal of studying is to be able to communicate in a new language. However teaching vocabulary is also not easy to do because vocabulary is unlimited stock of word list which has meaning arranged in alphabetical order. In fact, educator still uses old teaching techniques without reforming it to create a conducive learning. Memorizing the words, writing new words in notebook and looking at dictionary are the old techniques which still implemented in every school. As a result, educator and teacher are searching useful method to be used to facilitate in learning vocabulary.

Teaching by using game is seen as alternative to encourage students to learn English vocabulary. There are many handbooks written as tricks for teacher in teaching vocabulary in the classroom. To see the effectiveness of using game as teaching media, Adjective Card Game created to help student in mastering vocabulary especially adjective. This card game consists of two colored cards, red and green cards. Green card

is for adjective and red card is for noun. It can be played by two students or more by choosing noun to be matched by applied adjective. The definition and information are combined together to add knowledge to the player. It means more they played more knowledge they got.

## **REVIEW OF LITERATURE**

### **Vocabulary**

According to Penny (1991:60) “Vocabulary can be defined, roughly, as the words we teach in the foreign language”. It explained that every a new word of foreign language can be though as a vocabulary. In the other hand vocabulary refers to words which found in foreign language.

Barnhart (2008:697) states that “A collection or list of words, usually in alphabetical order and defined”. He defines that vocabulary refers to list of words that defined and arranged in alphabetical order.

Meanwhile Hatch and Brown (2001:1) define that “Vocabulary refers to a list or set of words for particular language or a list or set of words that individual speaker of a language might use”. It affirms that vocabulary is a set of word used by speaker in daily conversation. In

conclusion, vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

### **The Important of Vocabulary**

Wilkins in Thonbury (2002:13) states that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Wilkins statement is true happened in the process of learning foreign language. Even though, the ability of grammar is very well, it will be useless without having enough vocabulary mastery.

Meanwhile McCharty and O’Dell (1999: 4) says that “You already know hundreds of English words, but to speak and write in normal situations you need at least 1-2,000 words”. They affirm that the first thing should be prepared to master English is to know words meaning more than hundred of words.

Stahl and Nagy (2005: 5) add that “A person who knows more words can speak, and even think, more precisely about the world”. The more statement the important of words comes from Stahl and Nagy which affirm that words deliver us to have better talks and thinks.

In conclusion, to have better ability in learning English, the first thing should be prepared is to know the meaning of words and master more than hundred of English words. If it not be done by now, be prepared that our learning could be useless.

### **Word Classification**

Hatch and Brown (2001:218) in the book of Vocabulary, Semantic and Language Education write that “terms used to classify words based on their functional categories called parts of speech, which includes nouns, adjectives, and adverbs and major classes, includes propositions, pronouns, conjunctions, and interjections”.

Thonbury (2002:4) in the book How to Teach Vocabulary explains that “in terms of the meaning associated with word classes divided into two groups: Grammatical words include prepositions, conjunctions, determiners, and pronouns, and Contents of words include nouns, adjectives, verbs and adverbs”.

It added that words classes are important features in semantic feature analysis. In each of the following sets of words, one word does not belong. Breakfast, sing, talent and dictionary

are all common words, but sing is an action and therefore a verb whereas the other three items are noun.

Since Hatch and Brown state that “children may begin their lexical development by using features that vary along perceptual dimensions (e.g, texture, shape, sound)”, the author believes that by introducing game using adjectives and nouns as main words can develop student’s vocabulary.

#### a. Adjective

Hatch and Brown (2001:228) state that “Adjective are used to highlight qualities or attributes”. Meanwhile Cambridge Advanced Learner’s Dictionary 3rd Edition states that “A word that describes a noun or pronoun”.

Certain adjectives typically used to describe particular nouns, for example, light, dark, bright, and dull used with color names. Adjectives can point positive or negative qualities. Interestingly, young children seem to acquire positive and pleasant adjectives more readily than negative, unpleasant one. One reason linguistic believes that positive adjective are learned more easily than negative one.

#### b. Noun

Cambridge

Advanced

Learner’s dictionary 3rd Edition states that “A word that refers to person, thing, place, event, substance or quality”. Meanwhile, Hatch and Brown (2001:219) state that “All nouns are classified by gender whereas other language may group them according to categories related to shape, texture, consistency, and so forth”.

They add that nouns can be divided into subclasses. Proper nouns like Betsy, Ohio, and the Mormon differ from Common noun (woman, state, and choir). Abstract nouns like hope, understanding, and love differ from such Concrete nouns as dish, table, and chair. Count noun (books, birds, and pianos) differ from Mass nouns (applesauce, gravy, and rice) which tend not to be so discrete. Group noun (bank, government, board, fair, club and choir) also differ from other nouns that refers to people.

#### **Game**

According to El Shamy (2001:8) “Game is created from human imagination by meeting challenge that strikes fancy and appealing feeling”. The thing that El

Shamy tries to say is a creative human imagination can create a fancy game. Furthermore, a fancy game appeared by meeting challenge which as an effective way to create an appealing feeling. As the result, game can be a media for developing human brain in thinking.

Meanwhile, Wright (2006:2) defines that "Game is attractive, entertaining and engaging activity which matched by a challenge". The game definition that almost close to El shamy's where activity is done by meeting challenge. However, Wright affirms that game also contributes attractive and entertain feeling to the player.

Additionally, Salen and Zimmerman (2003:4) state that "Game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome". Salen and Zimmerman give a complex definition of game which game is arranged by a rule. The rule is a policy that must obey by player. The strict conflict created to emerge the challenge of game.

### **Learning Vocabulary through Card Game**

Allen (1983:52) states that "Games are helpful because they can make student feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved".

El Shamy (2001:51) states that "They need the participant to manipulate them by storing or ordering cards, completing tasks or answering questions. Whatever their ways of playing, they are attractive because they are "tactile".

The using of game technique in teaching vocabulary has been introduced many years ago. There are some books written to help English teacher in teaching vocabulary in the classroom. One of the books is Play Games with English written by Grager. It is teacher's resource book represents many kinds of English games which are played in the classroom.

There are also many researchers through their result of the research support the use of game in the classroom as the media of the study. However, game is not widely used for English subject in the schools in Indonesia. By applying a game may make learning more enjoyable and

may develop different ability in students.

Card Game is another type of content-focused games. However, it depends on the use of cards to learn from its content. They are composed of set of cards dealing with certain object matter. For example, they may contain definitions, characteristics, opposite and others, where the learner should play with them to get the information.

In addition, they meet different students' styles. For instance, they are useful for tactile, visual and auditory learners. More importantly, they are flexible and easy to play in the classroom.

### **An Adjective Card Game**

Adjective Card Game created to facilitate educator or teacher in teaching vocabulary in the class room. Besides that it also can be played at home with whole family in leisure time. The information and attractive picture encourage students to explore more about vocabulary. Having rich vocabulary especially adjective, student can be described a thing surround them. The primary device of card designed as creative as possible to attract student to play it.

This game has two kinds of cards: Red and Green card. Red cards presented the Noun and Green cards presented the Adjective one. The green cards had shown first, and then followed by red cards. The winner was based on the appropriate noun to adjective.

## **METHODOLOGY OF STUDY**

### ***Equipment and Material***

#### *Computer Applications (Software)*

This game played by using card as the primary device. It designed to attract Junior High School student to learn vocabulary in the classroom and at home by a group. To make it attractive, there were some computer applications which helped to make it. The applications used were Paint and Photoscape, as the result the cards design was simple.

#### a) Paint

The cards were created into rectangles that filled by color. Paint application was so helpful to design those two types of cards.

#### b) Photoscape

The pictures and text were inserted in Photoscape. The editor process was also made on it including putting frame and additional pictures.

*Equipment*

The cards were made by creativity of the author without present it to print company. So that, the equipment used was the hardware as the back up to make the design was perfectly created.

## a) Computer

Since this card game was created attractively using applications, computer was an important equipment in designing, collecting data and pictures also editor process.

## b) Printer

The designs of cards were printed as the final process of making these cards.

## c) Scissor

When the cards were printed, the cutting process was made by scissor.

*Material*

Material was one of the problems faced because it was hard to be found. The paper was used thick, light, and bright as good as Monopoly cards. However, another material was used such as:

## a) Photographic paper

This paper is a paper coated with a light-sensitive chemical formula, used to for making

photographic print. It was good to be used because the clear result of the pictures.

## b) Laminating paper

This paper was used to protect cards from being damaged.

**Procedure of the Study****Data Collection Technique**

To support the Adjective Card Game needed some articles and references written by author which expert in vocabulary and game. Allen, Thornbury, and El shamy were some of them. Those books were available on website of Library Genesis. This game also needed a lot of pictures get along with information from them. The literature references were taken through downloading E-book from several website of book free download.

**Product Design**

## a. Design of cards

To make this game attractive for students, searching of latest and famous characters are put on the first priority. The pictures are collected from blogs and some images website. The explanation of the picture also gives the information to the students. It means many times they play, more knowledge they get.

These are several steps of designing and editing cards by using Paint and Photoscape.

1. Paint application was used to make the rectangle shape. The color of shape and space for text also added based on the type of cards whether red or green.



Figure 3.1 Paint workspace

2. To make a card shape, rectangle was chosen from the menu bar. The border line of card was black and the size was medium.

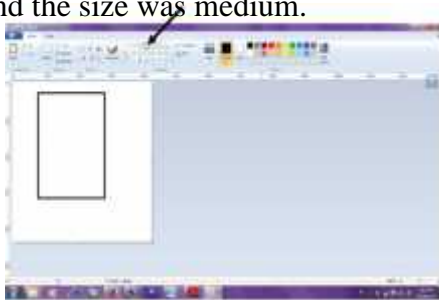


Figure 3.2 Choose Rectangle shape

3. The rectangle shape was filled by color however it was not covered all space of card. The space for text was not filled by color.

4. Editing process was started from inserting the picture. The object inserted through object tool and the location of picture directly appeared.



Figure 3.3 Insert the object (Pictures)

5. This was the result of inserting the picture. The size of picture must be arranged appropriate to the size of card.

6. Agency style of writing with 24 size was chosen to write the text. The effect of text like shadow, thick and line can be chosen to make the text more clear.

7. The frame was added to make the cards like 3D shape.



Figure 3.4 Insert the frame style

## RESULT AND DISCUSSION

### *Processing of making Adjective Card Game*

Adjective Card Game played more than two people at school, home and anywhere. It also added information about each Noun and Adjective. Since each player gets 5 Noun cards, the author figured out about a chance of one or more Noun



cards got by players. These were several process of making Adjective Card Game. The detail processes were explained below:

#### *Classifying Adjective and Noun*

Classifying Adjective was the first step to be made to match it with noun. The possibility of each player gets one matched noun in those cards was seen important to be figured out. Since one noun has more than two characteristics, so that three characteristics were included in one noun. These were for the examples:

Those classification included all vocabulary discussed. Every Noun and Adjective was related to minimize of using the same word. By making them into those classifications, every player got chance to have one matched noun. The result of this classification was students found the same noun in every chance of playing turn because the author believed that each noun has more than two characteristics.

#### *Collecting the picture*

The content of pictures in these cards were whole things in human daily life, entertainment, plant, animal, famous people and branded products. Every picture was given explanation below to help player recognizing the

information and clues. Therefore, the collected picture was related to the Junior High School student. This game needed about hundred of pictures to design two types of cards (Red and Green Cards). The Adjective card (Green cards) has 25 cards and the red one has 40 cards. Designing of cards was started by computer design application and editor applications.

#### *Cards Designing and Editing*

Paint was used to make rectangle shape and filled the color. Photoscape was used to edit and insert the picture. The card was not designed as good as professional work. However, the effort to make it as good as possible was not taken for granted. The clarity of picture and information below become priority. It was a knowledge bonuses for player while playing game they get the information at the same time. Designing of cards was not difficult, it was just inserted picture and added text below the pictures.

#### *Printing out the cards*

To get a clear brightly picture and text, photographic paper was used to print out the cards. The paper like Monopoly cards were not sold and hard to be found. It made the author

chose another alternative paper like photographic paper. The cards were printed out on the two sides (front and back).

#### *Cutting the cards*

Since the cards have two sides front and back which were printed out in different paper, so that they were needed to be cut. The size of card must be same then the next step was gluing the cards.

#### *Laminating the cards*

To protect the card from damaged, laminating was needed to be made. This protection is good to avoid from sweat, water or another liquid.

#### *Result of the Study*

Two set of two types cards had been already implemented in teaching and improving vocabulary. The card size is 6 cm width and 8, 5 cm length. The vocabularies which player can be improved were Adjective and Noun such as animals, plants, things and famous people. This game was played by two or five at class room or even at home with family.

#### *Evaluation*

This game was implemented in the Junior high school (MTSN BENGKALIS) on May, 24th. Students

and teacher were participated to try the cards game. They were seen excited and enthusiastic to play them.

The time needed to finish the evaluation was about an hour. The playing instruction was explained before starting the game. The problem faced was the students didn't really understand English, so that the guidance was needed to encourage them to explore more about the game. Students were gathered into five people. One student was pointed as a judge to guide the game and also spread the cards.

The purposes of evaluation were to get opinion and suggestion from students, teacher and vocabulary lecturers. The further explanation was from those people was explained below:

#### *Teacher of MTSN Bengkalis*

According to the teachers, the game was interesting and motivating students to learn English in the class. They also loved this game and suggest selling this product to whole school because it helped in teaching vocabulary so much. However, the weaknesses of this card were about the clarity of text and make it bigger.

*Students of MTSN Bengkalis*

Students were having a pleasure time while playing these cards. Less knowledge of vocabulary made them only tried to guess what the pictures about. In the other hand, they suggested to make the picture and text clear and can be read.

*Vocabulary lecturer*

According to Vocabulary lecturer, the cards were better if they added. For whole game was good.

**Problems**

The cards were created by creativity of author. The making until printing out the cards also was done by author because printing shop in Bengkalis was not willing to make them. The other problems were also explained below:

*Less knowledge of using application*

The cards were made as attractive as possible to encourage students to play while studying. Unfortunately, the less knowledge of using application was one of big obstacle faced. The applications used were only Paint and Photoscape so that the result was so simple.

*The paper*

To get a good card as other commercial cards game was hard to be

made. a clear bright paper was difficult to be found in Bengkalis. The other alternative to make it bright shiny card was using photographic paper then laminating it.

*Printing process*

There is no printing shops in Bengkalis was willing to serve the printing of cards game. The excuse given was the printing process was complicated and needed a week to finish them.

**CONCLUSION AND SUGGESTION****Conclusion**

The goal of studying language is to be able to communicate in a new language. By having rich vocabulary, students can express ideas and opinions. However, teaching vocabulary is not easy to do in spite of number of vocabulary is unlimited. The encouragements in teaching process should be conveyed with entertaining tools. The Adjective Card Game is focused about Adjective in order to help students to describe characteristic about things.

The purposes were to make this game as media of teaching vocabulary for English teacher and

learning media for students. The word used was appropriate for Junior High School like animal, plant, and daily equipments. Except that, they also added to have more knowledge about things in the pictures. The evaluation was held in MTSN Bengkalis. While the evaluation, the author saw that this game was good for Junior High School Students.

### **Suggestion**

The cards game had been already implemented at school watched by English teacher, so that the author formulated the suggestions below:

#### *Suggestion for English Teacher*

Studying while playing was an effective way which proven by many researchers before. The old fashion teaching method and game can be added in the lesson. It created fascinating environment in the classroom. The Adjective cards game is good to teach students about adjective and noun, except that they can memorize the words easily. Through this game, the students not get bored during the English subject. We know that English is not favorite subject for most of students, so it is recommended for English teacher.

#### *Suggestion for Students*

Cards game was well known by people many years ago. However, it was only entertaining not educative purposes. The entertaining and educative aspect has been combined in creating Adjective Cards Game. The Adjective cards game is also good played at home with family member, parents and siblings. The possibility of students is more motivated to learn vocabulary is while with their family. The fun and fascinating aspect in this game can amuse the players themselves. The interesting pictures encourage students to explore more about their ability in describing characteristic to each picture.

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