



## **The Impact of Word Card Games and Pupils' Motivation for Mastering Vocabulary**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan pengaruh motivasi siswa dan taktik pembelajaran *word card games* terhadap penguasaan kosakata di antara siswa kelas 7 Sekolah Menengah Pertama Negeri 6 Kayuagung. Penelitian ini menggunakan metode kuantitatif dengan desain faktorial. Terdapat 64 peserta-32 dari kelas eksperimen dan 32 dari kelas kontrol- yang merupakan bagian dari 291 total peserta penelitian (populasi). Instrumen tes berupa pilihan ganda dan kuesioner digunakan sebagai metode pengumpulan data dalam penelitian ini. Data yang diperoleh selanjutnya dianalisa menggunakan uji independent t-test dan *Two way ANOVA*. Temuan penelitian yang menggunakan uji-t independen menunjukkan bahwa nilai signifikansi kurang dari 0,05. Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan dalam penguasaan kosakata antara siswa dengan motivasi tinggi dan rendah yang diajar dengan menggunakan teknik *word card games* dan yang tidak. Sementara itu, hasil uji ANOVA dua arah, menunjukkan bahwa tidak ada interaksi yang terlihat antara *word card games* dan motivasi siswa untuk pembelajaran kosakata.

**Kata Kunci:** *Word Card Games, Motivasi Siswa, Penguasaan Kosakata.*

### **Abstract**

This study sought to ascertain and describe the impact of pupils' motivation and word-card game learning tactics on vocabulary acquisition among state junior high school number six Kayuagung pupils in the 7th grade. This study employed a quantitative method with a factorial design. There are 64 participants-32 from the experimental classes and 32 from the control classes-made up the study's 291 total participants (population). Multiple choice test instruments and questionnaires were employed as the data-gathering methods in this study. The study's independent t-test findings revealed that the significance value was less than 0.05. This indicates that there is a significant difference in vocabulary mastery between high and low-motivated pupils who are taught using a word card game strategy and those who are not. Meanwhile, the outcome of the two-way ANOVA test, indicates that there is no discernible interaction between the word card game and pupils' motivation for vocabulary learning.

**Keywords:** *Word Card Games, Pupils' Motivation, Mastering Vocabulary.*

## **INTRODUCTION**

The most widely spoken and written language in the world, English is used by people to connect with one another on a global scale in both spoken and written form. As stated by Siming et al.,(2021), in order to master technological communication technology and engage in direct engagement, English is a

necessity. English needs to be actively grasped both orally and in writing assuming it is to be used as a worldwide language of communication. According to Brown & Lee (2015), instructing includes creating the conditions for learning, leading and assisting learning, and empowering pupils to learn. Developing communication skills, including the ability to read, write, speak, and listen, as well as related skills like grammar, vocabulary, spelling, and pronunciation, is the goal when instructing English. A crucial element is vocabulary development. In along with acquiring these abilities, they also need to be familiar with language-related concepts including pronunciation, vocabulary, and grammar. One of the key elements that determine a person's language proficiency is mastery of vocabulary. A person is more likely to be skilled in language and better able to communicate verbally, in writing, or through the use of signs and symbols if their vocabulary is more extensive (Ramdhan, 2017). Unfortunately, learning the above abilities is not simple for pupils because there are many barriers to learning these skills and this aspect.

It has been determined that seventh-grade pupils in the school experience various challenges based on observations made by researchers through the writer's informal chat with one of the English teachers at the institution. The differences between Indonesian and English terminology cause many seventh-graders at Kayuagung Junior High School 6 to have some difficulty learning it. The pupils must first be able to communicate in both oral and written English due to the difficulty in learning English vocabulary. Because of this, vocabulary is one of the language-related skills that pupils need. The pupils do not have of interest in the process of learning and instruction is the second issue. As the teacher requested one of the pupils to demonstrate the terminology they had previously acquired, some of the pupils were preoccupied with conversing with their friends or even working on other lesson homework. They have little interest in learning vocabulary because there is no opportunity for them to apply their receptive vocabulary; all they have to do is retain the terminology and its translation in their native tongue. The pupils also difficult to recall new terminology without a concrete example, which brings us to our third and last pupil failing: laziness. The teacher further asserted that the English teacher at that school continued to instruct her pupils on vocabulary using traditional methods.

This circumstance prompts the writer to look for new strategies for vocabulary instruction. In order to engage the pupils in the teaching and learning process, the instructor should employ effective teaching strategies. To ensure that pupils fully understand the terminology or vocabulary being taught, an effective learning strategy is necessary. Strategies for learning are used to establish a structured learning environment so that students can engage in an activity and accomplish their learning goals (Kristiana & Ningsih, 2018). Learning strategies can immerse students in their surroundings in order to help them reach the goals that both the teacher and the students have set. Pupils who participate in these engaging English learning activities should be able to motivate themselves and reach their full potential (Sahrawi et al., 2018). Word card games are one of the instructional methods that can be applied to solve this issue. Playing cards is a good strategy to teach vocabulary. Every pupil can participate

in the process of learning and instruction, and everyone can cooperate in exploring the subject matter and playing the game. Games are helpful in the instruction and acquisition of English as an alternate language. Despite the fact that they are by their very nature leisure pursuits. When playing a game, pupils are involved in an entertaining and difficult activity with rules, a specific objective, and a dash of fun. Limited attention spans do affect learning for pupils when they are exposed to drab, pointless, or extremely challenging content (Brown & Lee, 2015).

Based on the aforementioned assertion, the writer will employ card games as instructional media when instructing. The purpose of the word card medium is to increase children's enthusiasm for learning since different types of colors are used to catch their attention. Games with words are a cheap and simple way to find possible language-learning activities. Word game cards are a great choice since they give pupils a respite and provide them the chance to practice how to speak at interchangeable times. Zac Pricener (2022) listed the following benefits of the word card game: 1) Simple to set up or useful 2) aids in enhancing terminologies, recall, and focused 3) improves interaction among pupils, thereby letting them practice their fluency and lessening the teacher's control over the class; 4) make the environment enjoyable and shorten the gap between the instructor and the pupils.

Aside from that, motivation and learning habits are crucial performance markers. Regarding this assertion, Dembo & Seli (2016) asserted that one of the key distinctions between accomplished and failed individuals in any industry or job is that the former does not seek self-fulfillment and possesses motivational skills. People that are unsuccessful struggle to manage their motivation. As a result, the person is less likely to finish the activity and is more likely to give up or finish a task that requires less expertise, which decreases the probability of succeeding. Both teachers' and pupils' motivation are crucial components of the teaching and learning process. To enhance the learning process, teachers must be very aware of their students' learning motivations. uphold and enhance the learning environment for students. In order to inspire pupils to engage in the act of learning, learning motivation can nurture the spirit of learning in them. Due to their motivation, students happily engage in educational activities (Arianti, 2019).

## **METHODOLOGY**

A quantitative research approach was applied in this investigation. Pupils were split into two distinct categories whereby the writer employed a word card game in the treatment lesson with the experimental group. On the other hand, the writer performed the conventional (no treatment) for the control group. Additionally, the writer sorted the pupil's drive levels into two sets ( low and high ) earlier than applying both procedures. and the moderator variable, which is the pupils' motivation. The Factorial Design approach was employed in this study. According to Fraenkel et al. (2012), a factorial design represents a hypothetical layout that employs any number of independent variables (preferably one of which can be manipulated) to explore how every parameter affects a variable that is dependent both independently and in relation to other independent variables.

In order to alter the pupils' vocabulary mastery, the experimental class in this study is made up of pupils with high and low motivation. They are taught utilizing a word card game strategy. Pupils in the control group, who have high and low levels of motivation, are taught vocabulary in the traditional way with no special interventions. The pupils of Junior high school number six Kayuagung's seventh grade for the academic year 2022–2023 make up the population of this study. Cluster random sampling was used by the writer.

The sample or subject was chosen as a group or cluster rather than as an individual in a cluster random sampling. Finally, two classes, Class VIII 1 and Class VIII 5 were selected as the sample. The 64 children were used as samples. The pupils in these specific classes were then given questionnaires about pupils' motivation by the researcher. The researcher divided the pupils into two groups after the survey. As part of the data-gathering process, the writer tested the pupil's vocabulary. A person or group's expertise, capacity, emotion, cognitive ability, or personality can be evaluated with the test. The writer conducted numerous-choice assessments in this investigation. The tests take the form of a pretest that is given preceding treatment and a posttest that is given afterward treatment. In this study's data analysis method, independent and two-way uji-t tests are used. Prior to data analysis, the primary step is to do the normality and homogeneity checks on the data..

## FINDINGS AND DISCUSSIONS

The early step was carried out by the writer, who encourages the topic by discussing their drive to learn. The researcher divided the individuals into two groups-those with great motivation and those with poor motivation-after gathering information about their motivational styles. There were 32 pupils in the class overall, with 21 of them having good motivation (63.6%) and 11 having poor motivation (34.4%), according to the results of the experimental group's pupils' motivational tests. In contrast, 14 of the 32 pupils in the control group exhibited high levels of motivation (43.8%), while 18 had low levels (56.3%).

Furthermore, based on the information gleaned from the outcomes of administering the pretest and the posttest to the experimental class and the control class. The average value and overall value of each group of pupils are then calculated depending on how motivated they were to learn and on the teaching method they received. The following table provides descriptive information on the collection of pupils' scores.

Table 1. Pupils' Scores Description

Groups	Number of Pupils	Mean Scores	Sum
Pretest Experimental with High Motivation	21	55.00	1155
Pretest Experimental with Low Motivation	11	33.64	370
Posttest Experimental with High Motivation	21	73.57	1545
Posttest Experimental with Low Motivation	11	53.18	585
Pretest Control with High Motivation	14	38.21	535
Pretest Control with Low	18	26.11	470

Motivation			
Posttest Control with High Motivation	14	53.93	755
Posttest Control with Low Motivation	18	38.06	685

According to the test outcomes, pupils in the experimental class who were highly motivated had the highest post-test average of 73.57, whereas pupils in the control class who were less motivated had the lowest post-test average. These results show that the average test scores of all pupils in the experimental class are greater than those of the control group. Once the data from pupils' tests were gathered, an analysis was done. The data were analyzed using the t-test and two-way ANOVA test, which also included tests for the homogeneity and normality of the data priorly.

According to statistical evaluation applying the test known as Kolmogorov-Smirnov, the experimental class's pretest and posttest p-values were 0.088 and 0.97, respectively. The p-value for the pretest and posttest in the control class, as well, are 0.096 and 0.200. This indicates that the data fall inside the normal distribution category because the p-value's significance level is higher than the necessary level of 0.05. Furthermore, since the p-output exceeds the significance threshold at the 0.05 level, it is taken for granted that the samples are homogeneous based on the homogeneity test conducted on the pretest and posttest scores in both groups.

The hypothesis was tested when the distribution and homogeneity of the study data have been established. In order to answer the following questions:

- 1) Whether there is a discernible distinction between high-motivation pupils who receive instruction in word card game strategy and those who do not.
- 2) Whether there is a discernible distinction between low-motivation pupils who receive instruction in word card game strategy and those who do not.
- 3) Whether adopting a word-card game strategy to teach pupils with high and low motivation differ significantly from one another.
- 4) Whether teaching without the use of the word card game strategy to teach high and low-motivated pupils differ significantly from each other.
- 5) Whether there is a noticeable interaction between pupils' motivation and word card game strategy on vocabulary mastery

The criteria of hypotheses testing are "Ho is rejected and Ha is accepted when the sig. value obtained is lower than the alpha value (0.05)".

Table 2. Hypotheses Testing Using Independent T-test Result

Hypotheses	Sig. (2-tailed)	Decision
1	0.001	Ha accepted
2	0.006	Ha accepted
3	0.001	Ha accepted
4	0.008	Ha accepted

On the other hand, a significant value of 0.559 was achieved using the two-way ANOVA test findings. As a result,  $H_0$  is deemed acceptable since there is no discernible link between the design of the word card game and the kids' drive to learn new words.

First, those with high levels of motivation who received instruction utilizing word card games vs those who did not. The findings suggest that motivated pupils who were taught using word card games performed significantly better than motivated pupils in the control class who were not taught using word card games. Second, those with low levels of motivation who received instruction utilizing word card games vs those who did not. The findings suggest that motivated pupils who were taught using word card games performed significantly better than motivated pupils in the control class who were not taught using word card games. Third, those who got instruction via word card games had high and low levels of motivation. According to the results, pupils with high motivation who were taught using word card games outperformed pupils with low motivation who were also taught using word card games. Fourth, individuals who don't receive training using word card games have both high and low levels of desire. According to the results, highly motivated pupils who weren't taught to use word card games also outperformed low-motivated pupils who weren't taught to use them. This is connected to the study done by Fazriani (2020), which made use of word cards as a teaching tool. Following examination of this thesis, the author comes to the conclusion that one strategy for helping pupils expand their vocabulary is to use word cards. As one of the most crucial parts of language, vocabulary research is being conducted at State vocational high school Batulayar by the previous study.

Furthermore, when the writer examined the significant value to ascertain the interaction effect between the use of word card games and pupils' motivation toward pupils' vocabulary acquisition depending on the level of high motivation or low motivation, the p-value obtained was higher than 0.05. As a result, there was no interaction between the pupils' motivation and the word card game on mastering vocabulary. The use of word card games and pupils' motivation to learn vocabulary cannot be shown to be significantly correlated. This claim implies that word card games and learning motivation have no combined effect on mastering vocabulary. This suggests that the level of learning motivation has no bearing on the impact of word card games on mastering vocabulary and vice versa. In other words, each of these variables influences reading comprehension in a different way. Gamification of education has been shown to increase pupils' enthusiasm to learn in elementary school. Student learning motivation rises and learning is more productive when employing game-based education (Pratiwi et al., 2021).

## **CONCLUSIONS**

It can be concluded that there is a difference in vocabulary acquisition between high and low-motivated pupils who are taught utilizing the word card game technique and those who are not. Pupils who are taught the word card game technique and have high levels of motivation typically have higher vocabulary mastery than pupils who have low levels of motivation and are not

taught the method. In the meanwhile, word card games might help pupils learn more vocabulary, particularly those who lack drive. An individual's capacity to meet learning objectives can be impacted by motivation, which is a crucial component of the learning process. Pupils who are highly motivated typically work harder and more enthusiastically to learn the content than pupils who are less motivated. Learning strategies, on the other hand, are methods or approaches that people adopt to speed up and improve the learning process. The word card game learning technique might aid pupils in better comprehending and retaining vocabulary lessons.

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