Enhancing Students' Vocabulary Mastery by Using First Letter Card Media at the First Semester Students of Accounting at State Islamic Institute (IAIN) Parepare

Nurul Hasanah & Syahban Mada Ali

(Accounting for Islamic Financial Institutions, State Islamic Institute (IAIN) Parepare, Indonesia)
nurulhasanah@iainpare.ac.id
(Tomakaka University of Mamuju)
syahban.syan@gmail.co.id

Abstrak
Tujuan penelitian ini yaitu untuk mengetahui apakah Kemampuan Kosa-Kata Mahasiswa Lembaga Keuangan Syariah IAIN Parepare semester Pertama meningkat melalui Media *First Letter Card* atau Tidak. Penelitian ini bertempat di IAIN Parepare, di mana metode penelitian yang digunakan yaitu jenis metode Kuantitatif (pre-eksperimen). Populasi dari penelitian ini yaitu mahasiswa Semester pertama tahun ajaran 2021/2022. Tehnik sampel yang digunakan yaitu sampling random klaster, dengan mengambil satu kelas sebagai sampel yaitu kelas B semester pertama Jumlah sampel yang digunakan yaitu 30 orang. Peneliti menggunakan instrument berupa soal Tes Kosa-kata. Hasil penelitian menunjukkan bahwa Kemampuan Kosa-kata mahasiswa semester pertama Lembaga keuangan Syariah IAIN Parepare meningkat secara signifikan dengan menggunakan media pemeblajaran *First Letter Card*.

Abstract
The objective of the research was to find out whether the students' vocabulary of Accounting for Islamic Financial Institutions IAIN Parepare are enhancing through First Letter Card Media or not. The researcher applied Quantitative method (pre-experiment). The population was the students of Accounting for Islamic Financial Institutions at First semester. This research applied cluster random sampling by taking one class as the sample that was the Class B First semester students of Accounting for Islamic Financial Institutions. The sample consisted of 30 students. The data were collected through Vocabulary test. The result of this research showed that the Vocabulary of first semester students of Accounting for Islamic Financial Institutions IAIN Parepare were enhancing by using First Letter Card Media.

Key words: Students' Vocabulary, Enhancing, and First Letter Card Media.

BACKGROUND

English as an international language has a great influence and important role in our lives as a major language. It is a communication tool used all over the world. In Indonesia, students of junior high school up to university have studied English as a compulsory subject.

English is a language that is used as a communication tool in the world. In this era of globalization, English has an important role in all aspects of life, including in the education aspect. Besides English is the international language, English is also one of the subjects that taught in University for general subject in the first, second or the third semester.

To communicate fluently in English language support, must have been a student must master a lot of vocabulary. In English, vocabulary is an important component that must be mastered before grammar. Vocabulary is a requirement that must be met for a person to communicate or speak well in English, both of English as a foreign language or as a second language.

According to Laufer in Komachali (2012) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Vocabulary learning is an intrinsic part of language teaching.

Komachali at all (2012) also argued *that Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. The important role of vocabulary has been emphasized in all different methods in language teaching.*

Vocabulary plays an important role in the mastery of the English language, but sometimes students have difficulty in mastering the vocabulary in English. The phenomenon that occurs at the first semester students of accounting in IAIN Parepare. The value of English students are still very low and the ability to use it is still lacking. They found difficult to use matching words while speaking or writing. They also looked confuse to get synonym or antonym of the words.

Based on the observation and data that obtained during the teaching learning process, it is found that there are 60% of students who participate less actively in the learning process in class and 40% of them understanding about vocabulary which given even thought are not maximized.

There are several methods that can be used to enhancing vocabulary, one of them is by using media namely first letter card. First letter card can be easier for students to find and memorize vocabulary because the method is performed in rotation and each student will not be issued the same vocabulary as the card is given to each student has a different letter.

Arsyad in Trisniwati (2014:15) stated that *"learning card is a method that used for teaching and learning process in the form of a written message, picture or letter-based visual."*

While Maimunah Hasan in Trisnawati (2014:19) stated that *"can help children to recognize words easily, thus indirectly help students in reading ability."*

Since the focus of this method is the language, so this method is suitable for increase student vocabulary. In contrast to other methods of learning cards, this method only using initials or prefix words

Based on the statement above, the researcher interested in conducting research by the title: "Enhancing students' vocabulary mastery by using first letter card media at the First Semester Students of Accounting at State Islamic Institute (IAIN) Parepare".

VOCABULARY

A. Definition of Vocabulary

Vocabulary is an aspect of language that a person has who refers to certain concepts, rules and specific rules and is used to give and receive information. Vocabulary is a requirement that must be fulfilled for a person to communicate or speak well in English, both of English as a foreign language or as a second language. Vocabulary is all words in the language.

According to Good in Syahril (2011:13) *"vocabulary is words have meaning heard or seen but not produced by individual himself to communicate with others"*. Then he said again *"vocabulary is the study of: (1) the meanings of words and the parts of speech. (2) How the words are used, and (3) study the words in context."*

According to Quirk in Syahril (2011:13) *"vocabulary is a list of words, usually alphabetical order and with explanation of their meaningless complete than a dictionary"*.

Vocabulary plays a very important role in developing the four language skills namely; reading, listening, speaking and writing. The more vocabulary the learners have, the easier for them to develop their four language skills. Many teachers are aware of the importance of teaching vocabulary to their students, but they are not aware enough on how to teach them properly.

Hornby in Syahril (2011:15*)* states that *"(a) The total number of the words in a language. (b) All the words to person or used in particular book, subject. (c) A list of words with their meaning."*

Based on the description above, the writer can conclude that the vocabulary is set of words in a language usually arranged in alphabetical order, with the explanation of their meaning, used in particular kind of work.

B. Kinds of Vocabulary

Basically, there are two kinds of vocabulary namely active and passive vocabulary. The active vocabulary consists of the words in conversation and writing. The passive vocabulary consists of those words which are not usually part of one's speaking vocabulary, but which are recognized and understand when read. The passive vocabulary is usually many times larger than active vocabulary.

Encyclopedia of educations' which divides it into four kinds as follows:

1. Oral vocabulary is consisting of words actively used in speech. They are the words that come readily to tongue of the one's conversations. The more often a person has uttered a word the more readily it will come toots tongue.
2. Writing vocabulary are the words that come readily to one's finger vocabulary, it may even happen that students, who is more auditory than visual disposed, has speaking vocabulary that exceeds his writing vocabulary.
3. Listening vocabulary is the stock of words to which one responds with meaning and understanding in the speech of others.
4. Reading vocabulary is the word to which one responds with meaning and understands in the writing of others.

C. Principles of Teaching Vocabulary

To get a better result in the teaching of vocabulary, the teacher must consider certain principles of vocabulary development.

Wallace in Isramiwati (2014:11) indicates eight principles of teaching and learning vocabulary as follows:

1) Aims

In teaching vocabulary we have to be clear about our aims, how many of vocabularies listed we expect learners to

be able to do if it is not clear on this point; it will be difficult to assess how successful the vocabulary learning has been.

2) Quantity Having

Decided on what is involved in vocabulary learning we may then divide in the quantity of vocabulary, and then we put the number of factors varying from class and learner to teacher. When there are too many and the students may become confused, discouraged and frustrated.

3) Need

In most cases to decide what vocabulary is to be taught to the students, teacher uses course book or a syllabus. In any cases, the teacher, in choosing the vocabulary to be taught will refers to the aim of the course and the objectives of individual lessons.

4) Frequent Exposure and Repetition

In teaching and learning vocabulary; there have to be certain amount of repetition until there is evidence that the students have learn the target words. The simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identity their meaning if the words are to be part of the students productive vocabulary, they must give an opportunity to use them, as necessary for them to recall the words at will, with the correct stress and pronunciation.

5) Meaning Presentation

In presenting the vocabulary lessons, the students must have a clear. Understanding of what words denotes or refers to this requires that the words are presented such a way that their denotation and reference are perfectly clear.

6) Situation Presentation

The words presented are appropriate to the students' situation.

7) Presenting Contest

Words very seldom occur in isolation, so it is important for the students to know the usual contest that the words occur in.

8) Learning Vocabulary in the Mother Tongue and in the Target Language

THE FIRST LETTER CARD MEDIA

A. Definition of First Letter Card Media

According to Arsyad in Trisniwati (2014:15) *"learning card is a method that used for teaching and learning process in the form of a written message, picture or letter-based visual"*.

Pora (2002:4) states that *"one of the way that can help to learn vocabulary is card method"*.

First letter card in question is a small card that contains the images, concepts, problems or signs symbols that remind students to something that relates to the material being studied.

This *First Letter Card method* may be easier for students to find and memorize vocabulary because the method is performed in rotation and each student will not be issued the same vocabulary. As the card is given, to each student has a different letter. First letter card method is an effective method used by the teacher, because the preparation is very easy. Since the focus of this method is the language, so this method is suitable for the improvement of students' mastery of vocabulary. In contrast to other methods of learning cards, this method only using initials or prefix words. But before starting the activity, the teacher as well as a motivator guides need to excite students to learn later teacher's clue convey materials such as verb, noun, adverb and others. Once students understand the ways of using this method, the teacher then dealt the cards that have been inscribed in the letters to the students.

B. The advantage of first letter card

1) Stimulate students to active in learning.
2) Train students to solve problems.
3) Rising healthy competition among students.
4) Pose a confident attitude in students.

Maimunah Hasan in Trisnawati (2014:19) states that several benefits that we can take from letter card games as follow:

1) Can be read easily. Letter card game can help the student to recognize letters easily, thus helping children in reading ability.
2) To develop the right brain memory. Letter card game can develop the right brain abilities because it can train emotional intelligence, creative, and intuitive.
3) Multiply vocabulary. Card games are pictures or writing letters of the meaning of the pictures listed on the card, so it can multiply the vocabulary of the students.

C. The step in teaching vocabulary by using *First Letter Card Method*

The steps of teaching vocabulary by using first letter card can be seen as follow:
1. Teachers/Lecturers dealt the cards that contain the letters to each student.
2. Teachers/Lecturers deliver the clue of letters that will be discussed by student namely noun, verb and so on.
3. Explain to students how to use this method.
4. Teachers/Lecturers give students time 1 minute to search for words that has initial as the letter that contain in the cards.
5. The teachers/Lecturers asked the students who get the A card to mention any word that begins of A and the meaning.
6. After the A card, its turn for the next student that hold B cards to mention it, and so on.

METHODS

Research Design

This research used quantitative method. According to Sugiyono (2016) quantitative methods is a scientific approach that sees a reality that can be classified, concrete, observable, measurable, rational and systematic relationship variables are causal in which data research in the form of figures and using statistical analysis. In this case, this research used to determine whether or not the vocabulary students of first semester of accounting for Islamic Financial Institutions IAIN Parepare enhanced in learning English by using The First Letter Card Media.

Participants

The population of this research was the first semester students of accounting for Islamic Financial Institutions that consist of 4 classes. Each class had 25-40 students. The total number of the population was 180 students. This research used random sampling technique. In this case, the sample chosen was class the class B of the first semester students of accounting for Islamic Financial Institutions that had 30 students.

Data Collection

The researcher used one kind of instrument in collecting data namely test of vocabulary. The tests consisted of pretest and posttest made by the researchers. The number of test consists of 30 and the form is multiple choices. The pre-test was given in the first meeting then the students were given treatment for six times and the students conducted post-test in the last meeting.

Data Analysis

In analyzing the data collected through vocabulary test, the researchers used the quantitative analysis such as calculating the rate frequency and percentage of pre-test and post-test, the mean score and standard deviation, and t-test Value (hypothesis) of the Students in vocabulary. Then, the technique of data was analyzed by applying excel 2013.

THE RESULT OF RESEARCH

The rate frequency of Pre-test
The students' score of the Pre-test would be showed on the table as follows:

Table 1
Students' Score in Pre-test

Score (Range)	Category	F	%
100 – 88	Very Good	0	0%
87 – 76	Good	0	0%
75 - 64	Fair	11	36.7%
63 – 52	Poor	17	56.6%
< 52	Very Poor	2	6.7%
Mean Score = 60.33		**30**	**100%**

The table above showed that there was no one students who reached very good and good categorized. Then, there were 11 students or (36.7%) fair categorized and there were 17 (56.6%) students who got poor level. And 2 (6.7%) students who got very poor categorized. The data indicated that the students' vocabulary was still low. The mean score of the students stood on 60.33 or poor category.

The rate frequency of Post-test
The students' score of the post-test would be showed on the table as follows:

Table 2
Students' Score in Post-test

Score (Range)	Category	F	%
100 – 88	Very Good	2	6.7%
87 – 76	Good	21	70%
75 - 64	Fair	7	23.3%
63 – 52	Poor	0	0%
< 52	Very Poor	0	0%
Mean Score = 79.83		**30**	**100%**

The table showed that there was 2 (6.7%) students who reached very good and 21 (70%) good categorized. Then, there were 7 students or (23.3%) fair categorized. There was non-students who got poor and very poor

level in post-test. The data indicated that the students' vocabulary was enhancing after given treatment by using first letter card media. The mean score of the students reached 79.83 or good category.

The comparison between pre-test and post-test
The result of pre-test and post-test can be compared on the following table

Table 3
Comparison Students' Score in Pre-test and Post-test

Score (Range)	Category	Frequency and Percentages			
		Pre-Test		Post-Test	
		F	P (%)	F	P (%)
100 - 88	Very Good	0	0%	2	6.7%
87 - 76	Good	0	0%	21	70%
75 - 64	Fair	11	36.7%	7	23.3%
63 – 52	Poor	17	56.6%	0	0%
< 52	Very Poor	2	6.7%	0	0%
Total		**30**	**100%**	**30**	**100%**

Based on the comparison of the test above the students was success to reach very good and good categories in post-test 2 and 21 students where no one who got it in pre-test. It was also shown that the students who stood in very poor and poor categories decreased in post-test. And there were only 7 students who got fair categories.

Mean Score and Standard deviation
The mean score and standard deviation between pre-test and post-test that would be described in the table below:

Table 4
Students' Mean Score and Standard Deviation

Test	Mean Score	Standard Deviation
Pre-test	60.33	5.15
Post-test	79.83	6.38

Based on the table above, the mean score of the pre-test was 60.33 while the mean score of post-test was 79.83. The difference of the mean score between pre-test and post-test was 19.5 points. From this quarrel data shown, it summarized that there is an improvement significantly after given treatment for the students by using first letter card media.

T-test and T-table
The description of pre-test and post-test in t-test and t-table could be seen as following table.

Table 5
T-test and T-table Value

Variable	T-Test Value	T-Table Value
X2 – X1	20.12	2.045

The result of the t-test analysis is 20.12 than t-table value was 2.045. It indicated that the t-test value was higher than the t-table value. The degree of freedom (df) was 30 (n-1 or 30-1=29), the level of significant (p) =0.05, the t-test value = 20.12 and the t-table value = 2.045. This data can be stated that there was an improvement of using first letter card media on teaching vocabulary significantly. It means that the Null Hypothesis (H_0) was rejected while the Alternative Hypothesis (H_1) was accepted.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researchers summarized that the use of first letter card media can enhancing the students' vocabulary at the first semester students accounting for Islamic Financial Institutions IAIN Parepare. It is supported by the result of the test which given for the students after given treatment. The result showed that there was an improvement significantly between pre-test and post-test.

REFERENCES

1. Afrianty, Selvy .2018. *The Use of Card Sort to Improve students' Vocabulary at MTsN Parepare.* Undergraduate thesis, IAIN Parepare. Accessed on November 22, 2021 available on: http://repository.iainpare.ac.id/923/
2. Isramiwati, Nur. 2016. The Implementation of Teaching Strategies by using Game From A to Z to Improve Students' Vocabulary Mastery at The Eleventh Grade of MAN Mamju. Mamuju:2016
3. Komachali at all. 2012. The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge. Accessed on November 22, 2021 available on: https://eric.ed.gov/?id=EJ1066881
4. Pora, Yusran. 2002. *Develop Your Vocabulary, Grammar and Idiom.* Pustaka Pelajar : Yogyakarta.
5. Sahril. 2011. *Teaching Speaking Techniques.* YAPMA Makassar: Makassar.
6. Sugiyono. 2016. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D).* Bandung: Alfabeta.
7. Trisniwati. 2014. *Peningkatan kemampuan mengenal huruf melalui metode permainan kartu huruf.* Skripsi.

Tidak diterbitkan. Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta : Yogyakarta.

8. Wallace, Michael J. 1989. *Teaching Vocabulary*. Oxford University Press: New York.

9. Yuni, Irma. 2011. *Hubungan penguasaan Kosakata dengan kemampuan menulis naskah drama.* Skripsi. Tidak diterbitkan. Langkat.

PROFIL

The researcher, Nurul Hasanah, was born on July 2, 1991 in Pangkep. She is the second child of her parents, H. Muhsinin, SP. and Hj. Muliana R, S.ST. Starting her study at SDN 4 Tala, then she continued to MTsN Pangkep, SMAN 1 Pangkep, and State University of Makassar (UNM) to take her undergraduate (S1) and postgraduate (S2) in the same major, namely English education. She has married with Syahban Mada Ali, S.Pd.,M.Pd and belongs two Children. She has been working as a lecturer in IAIN Parepare since 2021.