

TEACHING VOCABULARY WITH WORDCARD GAMES

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Abstract: The objectives of the research are to describe the process of English teacher use word card game in teaching vocabulary to the first grade students at SMP Sintuwu Maroso Poso. The method of the research is qualitative descriptive. The source of this research is taken from the first year students of SMP Sintuwu Maroso Poso. The number of the students are 23 students. The finding of the research is the process of teaching and learning vocabulary using wordcard game during the three meeting in the class were implemented well. The teaching vocabulary using wordcards applied with kinds of games. The games were (1) Guess my word, (2) De-vowelled words and (3) Ghost writing. Every meeting consist of some steps, they are: The first step is motivating strategy. Motivating strategy consist of greeting and warming up. The second step is presentation strategy. The teacher starts to write the new word on the board give the explanation about the word and the meaning of the word. The teacher also applied games in presenting the vocabulary to the students. The third is skill practice. The fourth step is assessment. The fifth step is closing.

Keywords: *Wordcard Games, Vocabulary*

Vocabulary is one of the language elements that have to learn by the EFL students in Indonesia. Vocabulary is important because can support the students in mastery the four of the skills in English namely reading, speaking, listening and writing. Students whose rich vocabulary will comprehend easily reading text, other utterance and will writing and speaking fluently when they have more English vocabulary.

Vocabulary seems easy but some students feel fear most in it. As far as the researcher experience when as training pre-service teacher students in SMP Sintuwu Maroso Poso, there are some students feel fear, seemingly uninterested and also there are differences students' learning style between boys and girls to learn English so that to anticipate the condition above, teacher should find some activities that can motivate students' willingness to study the language and also can create a good condition in the classroom.

There are many approaches, techniques and methods or strategy can be used to support and motivated students in learning English especially in teaching vocabulary. As the teacher have to choose the strategy that can be used as well as they can implemented in the class. The method or technique has to match with the level of students as the young learner.

Most of the young learners like playing base on their age. There are many s that can be used in teaching and learning process. s will give fun atmosphere in the class. It is good for teacher to use as the one of their technique in teaching vocabulary. Students will enjoy the class when the teacher teaches them with the . The kind of by using the word card as media is

expected will encourage students in learning vocabulary in the classroom.

The researcher chooses using word cards as the technique in teaching vocabulary. It is use to enrich students' vocabulary because word cards are portable, students can take them wherever they are, they can review all of the words on their word cards anytime and anywhere, when they forget their memorized vocabularies they just need to open the card and check them.

Word card is one kind of form focused instruction, it is a type of teaching which involves some attempt to focus learners' attention on specific properties of the English Language so that they will learn them, it means, using word card is intended to develop some elements of language such as pronunciation, grammar, vocabulary, spelling and so on. Learning from word card is the association between a foreign language word form and it meaning by the activity.

Teaching Vocabulary

Vocabulary is very important for second language learners; only withs ufficient vocabulary learners can effectively express their ideas both in oral andwritten form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary

will make the students practice life and will strengthen belief that English can be used to express

the same ideas or feeling they express in their native language (Finochiaro and Bonomo, 1973:38)

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written. Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very

important for the teacher before teaching vocabulary to elementary school.

Furthermore, To help the learners in learning foreign language Mary Slaterry and Jane Willis (2003: 4) suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures to demonstrate what you mean, (d) talk a lot to them use English, especially about things they can see, (e) play, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) Consistently recycle new language but don't be afraid to add new things or to use words they won't know, (j) plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

Word Cards

Word card is one of teaching vocabulary technique suggested by Paul Nation in his book *New Ways in Teaching Vocabulary and Learning Vocabulary in Another Language*. He preferred a systematic technique in teaching vocabulary to incidental approach. (Nation, 2001)

Word card is one kind of form focused instruction it is a type of teaching which involve some attempts to focus learners' attention of specific properties of the L2 so that they will learn them (Elis, 2008:963). It means, using word cards is intended to develop some elements of language such as pronunciation, grammar, vocabulary, spelling and so on. As the writer mentioned in the paragraph above, using word cards is a systematic technique, the students are introduced into new words explicitly and teacher has known what words that she/he is going to give to the students.

The term learning from word cards is the association between a foreign language word form (written or spoken) and its meaning (often in the form of a first language translation, although it could be a second language definition of a picture or a real object, for example). (Nation, 2001:169).

Using word cards is not only memorizing the words, it also supplies the words repetition that can be helpful for their memorization. The words are stored longer on their mind than just memorizing the words list. It is also flexible because the words on the cards can be adjusted with students' material.

In the simplest form of learning from word cards, a learner writes a foreign word on side of small, easily carried card and its first language translation on the other. The learner goes through a set of cards looking at each foreign language and trying to retrieve its meaning. If it cannot be retrieved, the learner turns the card over and looks at the translation (Nation, 2001:169)

Technique in Using Word Cards

There are some techniques that teacher can use to teaching vocabulary by using word cards, Scott Thornbury (2002:34) has suggested some steps that teacher can do in teaching vocabulary through word cards, they are:

- 1) Learner write a word to be learned on one side of a small card and its mother tongue translation on the other

Front

Back

Teacher

Guru

- 2) Depending on the difficult of the words a full a set at any one time should consists of between 20 and 50 cards.
- 3) Words do not have belonged to lexical sets – in fact it is probably better that they do not, to avoid the interference effect of words of similar meaning being learned together.
- 4) Learners test themselves on the words by first recalling the meaning of the new words.
- 5) They then reverse the process, using the translation to trigger the form of new word.
- 6) Words that cause difficulty should be moved to the top of the pile. In any case, the cards should be shuffled periodically to avoid ‘serial effect’- that is, remembering words because of the order they come in and not for any other reason.
- 7) The sequence of learning and review should become increasingly spaced.
- 8) As words are learner they should be discard, and new word cards made and added to the set.

Activities in Teaching Vocabulary

Scot Thornbury (2002), in his book *How to Teach Vocabulary*, gives some activities in using word card that teacher can use during the class, those are:

- 1) Peer teaching and testing

At the beginning of the lesson, pair students off, and ask them to compare their current word cards sets. Encourage them to teach other the words in their sets that they do not share, and to test each other.

- 2) Association

Each learner lays down one card at the same time, with the L2 face up. The first to make a coherent sentence incorporating both words gets a point. (the teacher may have to adjudicate the coherence of some of the sentences). If no association can be made by either player, put the cards aside and deal two more. Continue in this way until all the cards are used.

- 3) Guess my word

When learners are already familiar with each other's word card, each takes a word by random, and other has to guess which word it is by asking yes/no question, questions, such as is it a noun/verb/adjective...? Does it begin with ...? Has it got one/two/three syllables ...? Etc

- 4) De-vowelled words

Each of pair selects a word from their word cards and writes it down without its vowel, their partner has to work out what the word is.

- 5) Ghost writing

After giving some vocabularies by using word cards, teacher can review the vocabularies by using this activity. Teacher asks students to make a pair; each of pair takes turns into write the word in the air or on their partner back. Their partner back has to work out what the word is.

- 6) Categories

In pairs or small groups, learners organize their vocabularies on the word cards into categories, for example according to the whether the words have hot or cold, or masculine

or feminine, or good or bad, or sweet of sour, associations.

7) Back to board

This is another guessing but this time the students who is 'it' has to guess a word, which teacher has given by using word cards by asking the rest of the class questions. The students sit facing the class, back to the board, the teacher writes recently studied word on the board, out of sight of the student. The students ask different students yes/no or either/ or questions in order to guess the word. For example. Mandy, is it a verb or a noun? Joe, is it an action? and so on. To make the easier, the words chosen can be limited in some way, for example: kinds of verbs.

8) Pictionary

Based on the commercialized of the same name, this involves students guessing word from drawings. They work in team, each member of team taking turns to be the 'artist'. If there are three teams for example, the tree artists go to the front of the class where the teacher shows them a word on a card. At the cue, they quickly return to their group and try to get their group team to guess correctly earn a point and three new 'artists' have turn with another word. At the end of , groups can use the pictures as memory prompts in order to recall and write down the expression that came up in the , and then to put them into a sentence to show what they mean.

9) Word race

The class is divided into teams and each team is given a board marker pen. The board is divided into as many sections as there are teams. The teacher (or a specially appointed students) says a word from word cards in the students language, and the first team to get the correct English translation on the board earn a point the continues for as many words as it is felt necessary to review.

In this present research the researcher try to apply three kinds of the activities are mentioned above. Theactivities are Guess My Word, Devowel Word, and Ghost Writing. Those games chosen by the researcher because it was expected give the fun for the young learner because they can learn the new vocabulary easy and enjoyable.

Method

The type of this research was qualitative descriptive. The role of the researcher in this research was fully observer. This research was conducted at SMP Sintuwu Maroso Poso, South Poso subdistric of Poso Regency. The source of this researchwas taken from the first year students of SMP Sintuwu Maroso Poso. The number of the students was 23 students. The data gained from the field research is analyzed descriptively with the following techniques. Classified the teacher and learners activity in three meetings, every meeting with the each of activityis mentioned above. Described and interpret the data of the teacher learners' activity in sequential order. It started from the first to the third meeting. Gave elaboration about the students opinion of the word card using in teaching vocabulary at SMP Sintuwu Maroso Poso.

Findings

1. The First Meeting

The first meeting was conducted on Wednesday; the class began at 7.30 a.m. up to 9.00. The teacher and researcher entered the class on time. The teacher started the English class by greeted the students with said "Good morning students" the class was responding the greeting by said "Good morning ma'am". The teacher explained to the students about the objectives of the lesson for that day. The teacher gave some question relate with the topic. The teacher used Indonesian language when asking some questions to make students more understand, for example; *Sebutkan jenis sayur-sayuran yang kau ketahui dalam bahasa Inggris*. Several students answer the question eagerly. The question used to raise their interest and to motivate them.

The teacher told the topic of learning at the day. The topic of the first meeting was about the kinds of vegetable. The teacher prepared 15 cards about the kinds of vegetable as a media of teaching the kinds of vegetables.

Front:

egg

back:

terong

Those cards used in different activities, the process of the activity in teaching and learning of vocabulary were based on the theory of Schoot Thornbury (2002). During this research the teacher using three kinds of activities the name of the activities were Guess My Word, De-Vowelled Words and Ghost Writing. The process of each activity described on each meeting.

Then, the teacher wrote 10 kinds of vegetables on the whiteboard. The words were new for the students. The teacher explained the words and gave the meaning all the kinds of vegetable. The teacher read the words one by one and asked the students to repeat after the teacher. The teacher told the students that cards used to make them memorized the words easily. The teacher showed the cards and read loudly the cards one by one. All the word in the cards had written by the teacher on the whiteboard. Then the teacher test the students by showed the card to the students asked them to say the word in Indonesia. For example the teacher showed the front side of the card 'egg plant', the students answered by said the word in Indonesia language '*terong*'. A half of the wordcards were answered correctly by the students.

The teacher said that they were going to do the activity of teaching and learning of the kinds of vegetables using the wordcard. Before they started the activity with the wordcards, the teacher explained the process of the activity using the wordcards about the kinds of vegetable. The name of the activity was "Guess my word" the teacher explained the process of the activity by used Indonesian language.

The process of activity using wordcards were the teacher asked the students took a wordcards randomly and show his/her friends front side of the card, and other students had to guess what the written form on back side of the wordcard on their friend's hand. For example: Student A showed the cards in front side 'carrot'. The other students answered the students A by said *wortel*.

The researcher as a teacher arranged the students in group. Each group consisted of 5 to 6 students. In this first meeting there were 4 groups. The students in group 1 were Bn, Mn, Nk, PP, Ri, Y. the members of group 2 were Ry, MM, An, Dn, Sb, Af. The members of group 3 were AR, RL, Ts, Rf, Bs, Js. The members of group 4 were KL, VP, Ct, Al, Ks, Fr.

The first chance was given to group one. The teacher gave them 4 cards about vegetables. The teacher gave Nk hold the cards

and their group guessed the meaning of the words. The words were: avocado, eggplant, celery and orange. The words couldn't be answered by the group 1 was 'eggplant'. The teacher repeated the word and mentioned the meaning of the word. The meaning of eggplant was *terong*.

The second chance was given to group 2. The teacher also gave them 4 cards. The words in the cards were cucumber, banana, potato and chilies. The teacher gave RY to hold the cards and the other members of group 2 guessed the meaning of the words. All the words were guessed correctly by group 2. The teacher gave applause to the group 2 because they guessed the meaning all the words.

The third group also gave 4 cards. The four cards were tomato, carrot, spinach and cabbage. The teacher gave Mn to hold the card. Group 3 guessed the two cards (tomato and carrot), but they couldn't guess the word cabbage and spinach. The teacher repeated the words (cabbage and spinach) and mentioned the meaning of the words (*kol dan bayam*)

The group 4 took 4 cards. The cards were long bean, garlic, onion and corn. The teacher gave the four cards to KL. The group 4 guessed only one card. The card was corn. They couldn't guess the other words they are garlic, onion and long bean. The teacher repeated the words and mentioned the meaning of the words.

When the students were doing the activities, the teacher sat in front of the class and keep observed the students. The students were following the class enthusiastic because they tried to answer or guess all the words. There was no students went out the class. Most of the students followed the teaching and learning process with fun and enjoy.

The teacher asked the students to do the exercise. The students were going to make a sentence, for examples I like potato, Rina likes pumkin, They like eggplant. The teacher explain the meaning of the sentence was '*saya suka kentang, Rina suka labu, mereka suka terong*'. There were 10 kinds of vegetable so the students were going to make ten sentences with the words as well as the example.

The teacher asked the students about all the new words. The researcher said to the students to memorize the new words. The teacher concluded the material.

2. Second meeting

The second meeting was on Friday, at 09.30 a.m along with the first meeting, the teacher entered the class and greeted the students. Then the teacher checked their attendance. The process of teaching and

learning was using word card as a media. The topic for this meeting was about profession. The teacher wrote all the new words about the profession on the board. The researcher read the words one by one and let the students to repeat after the teacher. The teacher gave the translation of the words. The teacher also gave some questions related to the material at the time to motivate the students continue the reading and learning process. The students answered all questions. The teacher used Indonesian language when explained the word or asked the questions.

The teacher informed the students that there were cards about the kinds of profession. The teacher showed and read the wordcards about kinds of profession one by one. The example of the word cards as follow:



The teacher asked the students to do the activity with the cards. The name of activity was "De vowelled words".

The process of the activity was: in the beginning the teacher arranged students by divided them in groups, each or group select a wordcard from their word cards set and one member of group writes it down on the board without its vowel, for example the student write N...RS..., the other student answered it was *nurse*. Each group has ten of cards about kinds of profession. The teacher explained the rule two times until all the students understood the rule. The teacher explained the rule in Indonesian language. The students paid attention when the teacher explained the rule and gave some response with said "baik maam" there 2 students had not understood yet the rule of each activity so he asked the question. The question was how was finished the activity. The teacher answered that the groups were finish when all of the cards were answered correctly by the students. After the students understood how to do the activity, the teacher let them to play it in group.

The researcher found that most of the students liked the activity, the students tried to memorize the words in the cards. They enjoyed the activity using wordcards. Every pair of students got 10 cards to play in the class. The teacher kept observed the students when they were in activity. The researcher didn't found the students who didn't follow activity.

The teacher gave the students 30 minutes to do the activity using the wordcards. The teacher asked them if they had memorized

all the word cards. When the students had memorized the words on the card about the kinds of profession, the teacher gave exercise about how to use the words in sentence. One of the teachers examples was "I am a teacher" after that the teacher gave one exercise. In the exercise the students had to complete the sentence by filled one of the kinds of profession. For example: "my mother is" the students had to answer with "my mother is a nurse". Before the students did the exercise there were one students asked a question. The question was did we answer with our mother or our father profession in fact? And the teacher answered that they can be answered not according the true condition. There were ten numbers of exercises. The researcher found that none students felt difficult to answer the exercise, because they answered correct the exercise. But there were two pairs were late to finish their exercise.

The teacher then asked the students to conclude the material by mentioning the new words with their meaning and conclude with the example of sentence using kinds of profession. The teacher also asked whether the material was difficult of easy for them to understand. Most of the students responded to the teacher eagerly and said that the listening material was not difficult for them. the teacher close the meeting by saying leave greeting. "Good bye and see you on Wednesday"

3. The third meeting

This meeting was held on Wednesday. The topic of this meeting was about kind of food and drinks to make a cake. For example bread, sugar, rice, cheese, pizza, coffee, tea, milk, etc. The teacher also used the word card media in this meeting. The example of wordcard is



Students listened carefully when the teacher explained the word with their meaning. The students also gave good response when the teacher asked the students some questions by answered the questions. The teacher and the researcher entered the class at 7.30.a.m. the teacher and the researcher greeted the students and checked their presence. After explaining the material they would learn during the meeting, the teacher wrote all the new words on the whiteboard. The teacher read the words one by one and let the students to repeat after the teacherall the vocabulary was also gave the meaning by the teacher. The teacher showed

the new wordcards to the students. The wordcards about the kinds of food and drinks. The teacher showed and read the cards one by one and let the students to repeat after the teacher. The teacher showed one card and asked the students to give the meaning of the word. The teacher did this activity for two times until almost students remember the meaning of the wordcards about the kinds of food and drinks. The teacher said to the students that they learn together use with the cards. The process of the teaching and learning at the moment was using "Ghost writing" activity.

The process of teaching and learning in Ghost Writing activity using wordcards was: the teacher asked them to make a pair; the teacher explained the activity. The teacher gave the example by asking one pair of student to come in front of the class, in the pair of students, one of the students wrote one words on his partner back and their partner have to guess what the word is. The teacher gave each pair of student 4 cards that they had to use. Both of the students did to write on their partner back the wordcard one by one. After the students understand the rule then the teacher do the activity in pairs.

The teacher give a chance two students to implemented the activity in front of the class the students initial (KL and VP). The teacher give four cards to the students. The teacher asked KL to do the activity first. He wrote on VP back b-r-e-a-d. VP asked KL to rewrite the word on his back. VP tried to guess the word and said bread. VP also mentioned the meaning of the word was *roti*. The teacher give applause to both of students. The teacher let the other pair to continue the activity in their seat. The teacher walked to each pair and motivates them to finish the quickly. The students played the enthusiastic. All of the pair finished in guessing all the cards. The researcher also observed the pair of students which were pair for the student felt difficult to finish the . The researcher found that there was one pair of student was late to finish the . It means that they felt difficult to guess the word. When the researcher asked the student "was the word difficult for them?" they said "yes" they difficult to identify the word because his friend didn't write the word clearly on his back.

Then the teacher stopped the when the students have finished to use all wordcards on their hands and they understood the words, the teacher challenged them read and translate the wordcards quickly. Two students still late to do it and they could not do it well. The purpose was to make sure that the students had

mastered the all the wordcards about kinds of food and drinks.

The teacher also explained the using of words in a sentence and give exercise to the students to make a sentence. The example of sentence was I like bread and tea. The teacher asked the students to submit their exercise one by one.

Finally, the teacher asked the students to conclude the material by mentioning the new words with their meaning and conclude about the usage of sentence to say what kind food or drink they like. The teacher also asked whether the vocabulary was difficult or easy for them to understand the meaning of the words. Most of the students responded to the teacher eagerly and said that the vocabulary material was not easy nor difficult for them, but in the medium level.

Discussions

The result of observation teaching vocabulary using word cards during the three meeting in the class were implemented well. The teaching vocabulary using wordcards applied with three kinds of activities. The activities were (1) Guess my word, (2) De-vowelled words and (3) Ghost writing. The s based on theory of Schoot Thornbury (2002).

The teacher and students were enjoy the process of teaching and learning vocabulary it can be seen by their face in the activity. The teacher was easy to control the class and the students also gave the good behavior during the class. The students enthusiastic when the teacher asked them to answer the question or did the activities in group or in pair.

Every meeting the teacher always greets the students. Greeting is the first which is needed in the beginning of the lesson. it is used to make the students familiar in expressing English greetings. The teacher always greeted the students before starting the lesson, for example: Good morning students, How are you today?. Then the teacher gave brainstorming to make the students interested in the lesson and it gives a chance for them to express their opinion. The writer did it by asking some questions related to the material which would be discussed in the lesson. for example the topic of the material was about kinds of vegetable. The teacher give the questions about kinds of vegetable by using some questions for example: Do you know what the important of vegetable? (the teacher using Indonesian language to ask the questions) What kind of vegetable do you like?It was done to make the students ready in accepted the material for that day. It could also make the students more interested and enjoy in learning

the material. The teacher began to explain the material by giving some skills that must be mastered by them in learning English. They are listening, speaking, reading, writing, vocabulary, and simple grammar. For example the other skill mastered by the students are speaking, the students can be pronunciation the word by repeated the word many times, in listening also the students listened the word when the teacher read the words one by one in many times. In reading, the student read the word carefully before they played the using wordcards. In writing, the student mastered the writing when the students played the ghost writing, because they have to write the word clearly so their partner can be guess the word. Simple grammar is introducing by give example of using word in sentence. After the teacher explained the material on the day, she gave some a chance to play a with wordcard to the students. The aim of this activity is to help the student in memorizing and understanding the vocabulary that they learned before. The following s applied by the teacher in teaching vocabulary using wordcard. The s were (1) Guess my word, (2) De-vowelled words and (3) Ghost writing. To evaluate the students' knowledge about the material, the teacher gave exercises to the students. The aim of this activity is to check the student' progress in learning the vocabulary material. Before the teacher finished the teaching and learning process about vocabulary material, she tried to remind the students about the material on that day. As the closing, the researcher reviewed the student about the previous material. The aim of this activity is to know whether the students really understood the material that they had been learned before or not.

Based on the researcher observation, she found using wordcards were made them easy to remember the new words. The activities were related to fun, movement, and competition. Children can get bored easily if there is the same activity. Moreover their concentration is shorter that adult's concentration. So the teacher must apply a good ad creative method to keep the students' concentration in learning the material. In otherwise applying some activities in teaching and learning process was by doing wordcard the teacher only had a little time to explain the new vocabularies.

Conclusions

The conclusion that can be drawn from this research based on the discussion. The conclusions are as follows:

The process of teaching vocabulary by using wordcard in three meeting to students in SMP Sintuwu Maroso Poso were applied with kinds of activities. The activities were (1) Guess my word, (2) De-vowelled words and (3) Ghost writing.. The kinds of wordcards were about the kinds of vegetable, kinds of profesion and kind or food and drink. The process was show the wordcards and read the card loudly. The teacher asked the students to repeat after the teacher. The differences between the first to third meeting in teaching and learning process using wordcards are the activity of each meeting. The first meeting the teacher using the Guess My Word Activity, the activity was the students in group guess the written form on front and back side of wordcards the teaching and learning process about the kinds of vegetable.

The second meeting the process of teaching and learning vocabulary used word card with Devowell word activity. The materiel at the second day was about the kinds of profession. The students in groups got four cards and one member of the group hold the cards and wrote the word in the paper without vowel and the other students complete the words.

The third meeting the process of teaching and learning process of vovabulary used word card with Ghost Writing activity. The wordcards about the kinds of food and drinks. The students in pair got 4 cards. One of the students wrote the word on his friend back. The other students said the word.

Suggestion

1. Teachers

The teachers tryto use of word card in teaching vocabularybecause it can give good contribution for them in order to use alternative technique in teaching English vocabulary for junior high school students andthe teacher can be variety technique in learning English vocabularies.

2. Students

The students can be learning new word using wordcard by themself in class or at home with fun, joyful so their vocabulary increasing time by time.

3. Next Researchers

The next researchers can continued this research about using word card in teaching vocabulary for example the advantage and disadvantage of using wordcard. It can give contribution and references to complete their study.

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