The Effectiveness of Online Playing Storytelling Card on Student's Vocabulary Mastery: An Experimental Research at SMAN 2 Bengkulu

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Article History	Abstract
  Keywords: online learning, storytelling card, vocabulary mastery	*Online playing storytelling card is the instructional tool that can be used in language learning. The purpose of the research is to find out whether or not online playing storytelling card is effective on students' vocabulary mastery at SMAN 2 Bengkulu. This research was pre-experimental research with one group pretest-posttest design. The instrument used in this research was test and to collect the data, the researcher used rubric as modified from Marek & Wu (2014). In order to determine the successful of the research, the researcher did the one group multiple testing design in this research. Thus, in this research, there are three posttest that are already administered. Based on the data analysis, there is a significant effect of using online playing storytelling card on student's vocabulary mastery. It was proved that the mean of student's pretest and student's total posttest was very significantly different. The mean of student's pretest was 19,60, Then, the first posttest was 21,7667. The second posttest was 23,50 and the third posttest was 25,9333. Then, the three of Sig. (2-tailed) scores were 0,000 which lower than the determined significance value 0.025.*

INTRODUCTION

Learning a foreign language means someone have to master the language skills. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important skill (Ur, 1996). In speaking skill, there are five components; pronounciation, grammar, vocabulary, fluency and comprehension (Harris, 1974). One of the important subskills among them is vocabulary. Mastering vocabulary has an important role for all language skills. Therefore, learners expected to be able to master the vocabulary to achieve language acquisition.

According to Oxford Dictionary (2008) the word mastery defined as great knowledge about or understanding of particular thing. Meanwhile, vocabulary is one of the important sub skills among the other aspects. Mastering vocabulary has an

important role for all language skills. As cited from Richards and Rodgers (2001), vocabulary is one of the most essential components of foreign language learning. Thus, vocabulary mastery means someone who has a competence to know words and meanings. It is necessary to always enrich the vocabulary in order to have a better performance in learning a foreign language.

Ur (1991) proposed that it is more precisely defined as 'to know a word' because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation. In addition, Cameron (2001:78) stated that vocabulary skill is included pronounciation, spelling, grammar and meaning. Moreover, DeCarrico (2001) added that the vocabulary used in such context is rather simple because grammatical and phonological aspect are emphasized; and as a result, the lexical aspect is neglected. In conclusion, vocabulary mastery means more than just introducing new words, but it also needs to pay attention to the other elements such as how to pronounce and spell it, how well the word formation or the grammar and how the students can use the words at will.

Nation (2005) claimed that using cards is an excellent way of quickly increasing vocabulary size. The card game provides a means of delivering basic information for learning in a fun setting while offering the excitement of competition (Dillhoff, 2003). Therefore, the card game that can be used in this study is the storytelling card. As cited from Nephew (2005), storytelling card is a card game in which the players create imaginative and collaborative story by using the elements of cards. Nephew (2005) also discovered that the storytelling card is used to strengthen a variety of fundamental skills. Hence, it teaches those skills in a way the players find fun and familiar. Storytelling card can be a medium to exercise the essential skills in reading, decision making, cooperative play and creativity. It also presents a unique opportunity for use in classes teaching English as a second language (ESL) and foreign language.

Nevertheless, playing storytelling card can be done manually and online. In responding to the outbreak of Covid-19 (Coronavirus Disease 2019), schools and universities applied online learning for the students. With the spread of COVID-19 across the world, as of March 13, 61 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or implemented school and university closures and most of universities have enforced localized closures (Bao, 2020). It distrupted learning activity resulting in students having to do online learning at home. As cited from Johansson (2009) that online collectible card game is a relatively new genre of games that allow the players to collect cards, combine them into decks and play the deck against opponents through the Internet.

Numerous studies of card games and vocabulary mastery have been done in the last decades. Sholeha (2017) and Fiantina (2017) conducted the research about student's vocabulary improvement with card games. Fatmawaty (2016) find out that the effect of flashcard game was successful in improving the student's vocabulary mastery. Furthermore, Muafi (2018) examined a study about the effect of using card sort toward student's vocabualry mastery and this research made students were easier to memorize the new words and motivated to produce as much language as possible.

Depari (2018) conducted a study about the effect of picture card games to student's vocabulary mastery.

From several previous research findings above, the researcher is interested to do the research entitled: The Effectiveness of Online Playing Storytelling Card on Students' Vocabulary Mastery. The study dealing with this topic seems scarcely conducted by the researchers.

METHOD

The design of the research belongs to pre-experimental design. The researcher used pre-experimental design due to establish possible cause and effect between independent and dependent variable. This study used the pretest-posttest design for the research. The population of this research was the students' first year majoring IPA at SMAN 2 Bengkulu in academic year 2019/2020. The technique in this research used purposive sampling. Purposive sampling is a non-probability method in which sampling technique with certain considerations (Sugiyono 2017: 85).

In this study, the researcher used test (pretest and posttest) as an instrument. There are five kinds of stories. Each of the stories has 10 questions. The study is conducted by doing the pretest and posttest to measure the students' vocabulary mastery. Then, to get the data, the researcher used the rubric as modified from Marek & Wu (2014).

In collecting the data, there were several steps done. In the first meeting, the researcher gave the pretest to the students in order to get the data about their prior ability in English speaking especially in vocabulary mastery. In the test, the researcher mentioned some stories that is provided to the student. If the student knew about one of the stories mentioned, the researcher continued the test by giving ten questions related to the story. Then, the researcher used the rubric to get the student's score. Furthermore, the posttest was done three times. Every two meetings, the researcher did a posttest. Thus, the total number of treatment was six times. The posttest is administered to measure the student's progress after having the treatment. However, the student got the same story as in the pretest.

RESULT AND DISCUSSION
Research Finding

The research findings deal with the presentation rate of student's score obtained from the speaking test to measure the student's vocabulary mastery. The minimum range of student's score was 10 while the maximum score of student's score was 50. Statistically, the researcher did the single subject multiple testing design or multiple comparison to find the effectiveness of online playing storytelling card on student's vocabulary mastery and to see whether there was an intervention or not in each of the tests. Therefore, the researcher did three posttests to the students in this research.

Table 1. The result of student's pretest and student's first posttest

Test	N	Max	Min	Sum	Mean	SD	Var
Pretest	30	29	12	588	19.60	4.71681	22.248

First Posttest	30	31	15	653	21.7667	4.64375	21.564

Based on the table 4.1 above, the maximum score of student's pretest was 29 and the minimum score of student's pretest was 12. On the other hand, the maximum score of student's first posttest was 31 and the minimum score of student's first posttest was 15. Otherwise, the mean of student's pretest was 19.60 and the mean of student's first posttest was 21.7667.

Table 2. The result of student's pretest and student's second posttest

Test	N	Max	Min	Sum	Mean	SD	Var
Pretest	30	29	12	588	19.60	4.71681	22.248
Second Posttest	30	33	17	705	23.50	4.65166	21.638

The table above shows the student's pretest and second posttest. The comparison between student's pretest and student's second posttest of maximum score was 29 and 33. However, the minimum score of student's pretest and student's second posttest was 12 and 17. The mean of student's pretest and student's second posttest was 19.60 and 23.50. The difference of the second data is quite significant.

Table 3. The result of student's pretest and student's third posttest

Test	N	Max	Min	Sum	Mean	SD	Var
Pretest	30	29	12	588	19.60	4.71681	22.248
Third Posttest	30	35	20	778	25.9333	4.76288	22.685

After six times did the treatment, the third data of student's pretest and student's third posttest has a very significant result. Comparing the maximum score of student's pretest and student's third posttest was 29 and 35. Otherwise, the minimum score of student's pretest and student's posttest was 12 and 20. The mean of student's pretest and student's third posttest was 19.60 and 25.9333.

Hypothesis Testing

Hypothesis testing is aimed to answer the problem formulation of this research whether there is a significant difference between student's pretest and student's posttests by using online playing storytelling card or not. The hypothesis testing was conducted by using SPSS 26. The datum used was the mean score of pretest and total posttests (three posttests). Furthermore, the significance value 0.025.

Table 4. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	19.6000	30	4.71681	.86117
	Posttest 1	21.7667	30	4.64375	.84783
	Posttest 2	23.5000	30	4.65166	.84927
	Posttest 3	25.9333	30	4.76288	.86958

Based on the table 4.4, the mean of student's pretest and student's total posttest was very significantly different. The mean of student's pretest was 19.60. After the researcher did two times of treatment, the mean score increase to 21.7667. Then, the researcher did two more times of treatment. The total treatment was four times. The mean score of student's second posttest increase to 23.50. Last, the researcher did the last treatment to get the student's third posttest. The result of student's third posttests increase to 25.9333.

Table 5. Paired Samples Test Result
Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest 1	-2.16667	1.26173	.23036	-2.63780	-1.69553	-9.406	29	.000
	Pretest - Posttest 2	-3.90000	1.47040	.26846	-4.44906	-3.35094	-14.527	29	.000
	Pretest - Posttest 3	-6.33333	1.64701	.30070	-6.94834	-5.71833	-21.062	29	.000

Based on the table 4.8, the paired samples test shows the statistical hypotheses of this research. Based on the result, it was obtained that the three of Sig. (2-tailed) scores were 0.000 which lower than the determined significance value 0.025. As the result, it can be seen that $p < \alpha$; (0.000 < 0.025) which means null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The result shows that the student's pretest score and the student's posttests score was consistence. In conclusion, there is a significant effect of using online playing storytelling card on student's vocabulary mastery.

Discussion

The aim of this study is to find out whether or not online playing storytelling card is effective on students' vocabulary mastery at SMAN 2 Bengkulu. Based on the datum which were already collected, the online playing storytelling card was effective to enrich student's vocabulary mastery. Before giving the treatment, the researcher did the pretest to know the student's prior ability in English. The student's pretest score was 19.60. After doing the treatment for six times, the posttest was done three times. In the first posttest, student's mean score was 21.7667. In the second posttest, student's mean score was 23.50 and continued the third posttest was 23.9333.

The result of this research is also supported by the previous researches. The first research was done by Sholeha (2017). The research was improving student's vocabulary by using card game. She conducted classroom action research in three cycles and each of the cycles has four stages; planning, acting, observing and reflecting. The research showed that the other supporting aspects in this research was the teacher always encouraged the students to spell the words. Thus, the students remembered the vocabulary well and can use it in playing the card games. Comparing in this research, the researcher also encouraged the students by asking some questions if the students

stuck telling their story. Then, the researcher also introduced the new possible vocabulary related to the student's story.

The second research was improving grade eight student's vocabulary mastery using flashcards done by Aulia (2017). The research was successful due to she asked the students to bring the dictionary while playing the flashcards that is also similar with this research. On the other hand, the other aspects that made the research was successful was giving the praise rewards. She stated that the praise rewards made the students more confident and attracted to the material given. It similar with research but the researcher only gave appreciation after playing the game. Otherwise, this research also done through online because of responding to the outbreak of Covid 19 and it seems scarcely conducted by the researchers.

Otherwise, there are some limited of the research in this study. First, the problem of signal when playing the online playing storytelling card. Sometimes, when the weather was rainy, it impacted the signal and also the students. The bad signal made the game stayed longer and the students felt sleepy so the researcher need to do some ice breakings with the students to uplifting them. Then, the second problem was the credit or quota of Internet. Sometimes few of the students got a limited of quota.

CONCLUSION AND SUGGESTIONS
Conclusion

The research conducted in grade X majoring IPA at SMAN 2 Bengkulu in academic year 2019/2020. This research began on April 2020 up to June 2020. The research design was a pre-experimental research with one group pretest-posttest. Based on the research conducted, there was an effect of using online playing storytelling card on student's vocabulary mastery. It was proved by the students' score of the posttests was always higher than the students' score in the pretest after the treatment was already given. The mean of student's pretest was 19.60. Then, in the student's posttest, the student's first posttest was 21.7667, the second posttest was 23.50 and the last posttest was 25.9333.

The paired samples test shows the statistical hypotheses of this research. Based on the result, it was obtained that the three of Sig. (2-tailed) scores were 0,000 which lower than the determined significance value 0.025. As the result, it can be seen that $p < \alpha$; (0.000 < 0.025) which means null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The result shows that the student's pretest score and the student's posttests score was consistence. In conclusion, this research proved that the online playing storytelling card was effective on student's vocabulary mastery.

Suggestion

Based on the conclusion above, there were some suggestions related to the online playing storytelling card on student's vocabulary mastery for English teachers, the students, and the other researchers. For English teachers, the English teachers could use some various activities and media to make students be more active and motivated in learning English. It is recommended for the English teachers to use storytelling card to enrich the student's vocabulary mastery and hone their improvisational skill in speaking. For students, The students can play the storytelling card without worries of making mistakes. However, the students can play this storytelling card online. So, they

can play it wherever and whenever with their friends. Least, for the other researchers who are interested in the same field as the researcher did, the result of this study is expected to give an insight of conducting the similar study.

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