

Practical English Learning Using Word Cards In Tiwoho Village, Wori District, North Minahasa Regency.

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Abstract: *English competence is formed from various components including mastery of grammar, vocabulary and pronunciation which are the raw materials for the formation of language skills. The general objective of this study is to strengthen the basic foundations of English which includes strengthening basic grammar, developing vocabulary and practising English pronunciation, all of which are the basis for developing English skills. The specific target of this study is to equip participants with daily conversational skills, including the ability to talk to foreign tourists who visit mangrove tourism destinations in Tiwoho village. It is a comparative research using percentages as the data analysis method. The results show that the use of word cards can make easier for participants and material providers in learning, an increase of 380 points from the initial value, this proves that with the use of media (word cards) the ability of participants in practical English learning increases by 142% from the original value, whereas if they do not use it only increases by 120%, so there is a large difference of 22%. Thus it is recommended that in practical English learning it is better to use word card media.*

Keywords: *Learning, practical English, Media, Word cards.*

I. Introduction

English language skills have become a demand in various sectors of life. It is no longer merely an academic requirement like the previous decades where English became a foreign subject and became a scourge for most students. Foreign languages are becoming increasingly unfamiliar with book-centered learning methods, page after page. Learning is more dominated by written exercises from chapter to chapter so that it is boring and tends to produce passive abilities. Nowadays learning activities are more varied with the use of various learning media, both audio media, visual media or audio visual media to facilitate the delivery of material and also facilitate understanding and stimulate students' creativity in learning English while using the language they are learning to express their feelings and ideas. In other words, participants are trained to use the language they are learning. The learning media chosen was word cards because of the ease of procurement and practicality in its use. Word cards are easy to make at low cost, both by the teacher as a medium for delivering material and by participants as additional training media outside the classroom, as a skill improvement tool before attending the next meeting. In addition to the availability and practicality factor, the use of the card is also very suitable for village conditions where electricity is often an obstacle, in the use of electronic media. So that learning using Word Card media becomes practical, efficient and effective.

II. Studying And Learning

Studying and learning are closely related. Gerlach and Ely in Arsyad 2011: 3) state that studying is a change in behavior, while behavior is an observable action. It can be said that behavior is an observable action or result caused by an observable action or several actions. This is the same as what was said by Abdillah in Aunurrahman (2016: 3) which states that studying is a conscious effort made by individuals in changing behavior both through training and experience that includes aspects of cognitive, affective and psychomotor to obtain certain goals. From the two definitions above, it can be concluded that studying is a change in behavior of individuals who carry out studying activities related to increasing knowledge, attitudes, skills, understanding, self-esteem, interests, character and adaptation. Related to learning, H.R. Muslim in Hermawan (2014) says that learning is a two-way process, where teaching is carried out by the teacher as an educator, while learning is carried out by learners.

III. Language Teaching

Skinner in A. Lumettu and T.L Runtuwene (2018: 2) says : “ Teaching is a process of giving the students experience in creative understanding.” This statement indicates that learning activities should involve students in experience learning the language as well as using it in expressing their feelings and ideas. It means that teaching is meant not only to provide the learners with the things to understand but most importantly with opportunities to use them in meaningful contexts and situations. Therefore, teaching must involve the students in the activities using things they learn. Another definition about language teaching is given by Sheik (2015: 204) stating that : Teaching a language means being able to guide the learners in their journey to understand, communicate and think in another language. In teaching a language, a teacher provides the students with the rules as well as gives them various language functions , and more importantly, helps the learners to speak the language using various language functions and think in that language. Similarly, Hartono (2020 : 13) says that English teachers should provide the learners with various contexts and wide opportunities for the learners to use the language; be the role model for the learners and apply various creative techniques to develop the learners' English competence.

IV. Practical English

According to Wordnet 3.0 , the word ‘ practical’ means concerned with actual use or practice or having or put to a practical use. So , practical English is the type of English which is meant for actual use or practice. It is taught or learned for practical use. Therefore , the material components including Vocabulary, Grammar and Conversations should be practical and directed to practical use.

V. Instructional Media

The success of learning is determined by several interrelated components, namely objectives, materials, methods, media and learning evaluation (Falahudin, 2014). Furthermore, Falahudin mentioned that the use of learning media in the teaching and learning process generates new interests and desires, generates motivation and stimulation of learning activities and even brings psychological influence on learning. In order to achieve high effectiveness, there are several things that must be considered in choosing learning media. First, learning media must be practical. This means that learning media are easy to hold and practical to use. Second, learning media must be in accordance with the characteristics of students because their perceptions of learning media will affect learning. Third, learning media must be a good means of presenting a particular learning activity. This means that the media must support the activities that will be presented in class. (MI Lestari, 2013) (digilib.uinsby.ac.id). According to Brets (<https://www.asiklearning.com>), there are 7 classifications of learning media. Motion audio-visual media, such as sound films, films on television and animation. Silent audio-visual media such as slides. Semi-motion audio, such as moving writing with sound. Moving visual media such as silent film. Silent visual media, such as silent slides, printed pages, photos. Audio media such as radio, telephone, audio maps. Print media, such as books, modules. Meanwhile Anderson (1976) in (<https://www.asiklearning.com>) suggests 10 types of media. Audio such as audio cassettes, radio broadcasts, CDs, telephones. Print such as textbooks, modules, brochures, leaflets, pictures. Audio-printed, audio cassette with written material. Silent visual projection, such as OHT, slide. Projection of still audio-visual, such as movies, sound frames (slides) Motion visuals, such as silent films. Motion-visual audio, such as sound motion films, video/VCD, TV. Physical objects, such as real objects, models, specimens. Humans and the environment, such as teachers, librarians, laboratory assistants. Computers, such as CAI, CMI. Thus, learning media are everything that can be used to channel messages that can stimulate students' thoughts, feelings, concerns and willingness to learn. (Miorso, 1989 in Types of Learning Media and Their Strengths and Weaknesses (<https://dotdua.net>)).

VI. Word Card

Cards are one of the teaching media as discussed in the previous section. Ida Drastiana (2019) stated that cards and pictures are intended to inspire enthusiasm in students so that students can actively participate in learning activities. In connection with the characteristics of effective and efficient teaching media as mentioned in the previous section, namely the availability of media and the practicality of their use, word cards are very appropriate because they can be made by yourself at low prices and can be used easily to encourage students' creativity in making sentences, paragraph and even a story or speech. In fact, each student can make the same cards to use in their own practice at home. Cards can also be used anywhere in the classroom or outside the classroom. Word cards can also be used for various topics for different ages. Word cards can be used for various levels: starting with making sentences based on words (for basic levels), making paragraphs or dialogues (for intermediate levels) and making stories or speeches for advanced levels).

VII. Method

Quantitative approach is a process of finding knowledge that using data in the form of numbers as a tool to find information about what is known. This approach emphasizes the existence of variables as the object of research and these variables must be defined in operational form of each variable. Comparative research is essentially different from non-comparative research. The reason is because this study tries to explore the meaning of conclusions outside of single cases and explain the differences and similarities between research objects, analysis, and the relationship between objects with contextual background conditions. Comparative research is research that is essentially a comparison between independent research variables but for more than one sample or at different times.

This research was conducted at Tiwoho Village , Wori Sub- district, North Minahasa Regency. It was done for 3 months starting from May up to August 2021. Data were gathered from primary data sources – data which were directly obtained from the first hand sources, both by observation and by testing. The data were obtained from the participants' test results. Analysis of data using percentages with the following formula : Percentage (%): Number of parts/Total number x 100%.

VIII. RESULTS

Tiwoho Village is located on the west coast of North Minahasa Regency, is one of the villages in the Bunaken National Park Area based on the Decree of the Minister of Forestry No. 730/Kpts-II/1991). Geographically, Tiwoho Village is located at the position of 01° 35.29' 19" North Latitude and 124° 50.16' 22" East Longitude, with an altitude of 0 - 400 m above sea level. The area of this village covers an area of 557.3 hectares, mostly consisting of coconut plantations, fields, and mangroves. Topographically, Tiwoho Village is flat and hilly. With a soil slope of 0 – 200, with an air humidity of 70%, a minimum temperature of 290 C and a maximum of 350 C, the average temperature reaches 330 C, and an average rainfall of 400-600 mm. Most of the land is used by the community for agriculture and plantations because most of the people in Tiwoho village are farmers but also have fishing skills. From the initial observations and interviews that the researchers did, it was obtained an overview of some of the problems that exist in Tiwoho Village, namely: 1. Tiwoho Village is a mangrove tourism destination and is part of the Bunaken Island conservation area. This causes the fishing area in this village to become increasingly limited. 2. Most of the population is young, namely school children from the elementary, junior high, high school levels and some are in college. They are potential workers who do not have jobs. 3. The income level of most of the population is at a low and moderate level because they only rely on agriculture and small marine products. On the other hand, as a tourist destination village, the community has the opportunity to create environmentally friendly businesses in order to increase their income and improve their welfare.

Learning development is an effort to improve the quality of the learning process both in terms of materials and methods and substitutions. Factors of the learning process (learning process); the existence of learning activities that cause changes in the knowledge and behavior of individual learning participants in the achievement of skills. In line with this, in this study the researcher has determined one group to be used as an experimental group (A) = (Experimental group) and the other group as a comparison (B) = (Control group). In the Experimental group, researchers used word cards as learning media, while in the Control group learning was carried out as usual (without using word cards), but before taking measurements for both methods, both groups were given an initial test with the same material.

The test material is Practical English in 3 aspects, namely Basic Vocabulary, Basic Grammar and Basic Conversation. After the material giver gives a brief explanation of what must be done in the same amount of time, each participant in his group immediately completes the test. The test results of the two groups can be seen in table 1 below.

Table 1. Results of Pretest Experimental Group and Control Group

No of Participants	Experimental Group	Control Group
1	55	56
2	60	50
3	50	55
4	70	75
5	50	60

6	60	50
7	60	75
8	50	65
9	80	80
10	60	55
11	70	60
12	65	75
13	65	55
14	65	55
15	75	60
Total	935	926

Source: Results of data processing.

From the test results above, it can be seen that the values obtained by the two groups have started to differ, namely the experimental group reached a value of 1,255, while the control group only reached 1,085. If the percentage is measured, the difference is already visible, which is 1.15%.

When compared with the results of the first test, there was an increase of 320 points for the total experimental group score, which on average had a class average of 21.33 points of increase in skills and knowledge of each participant in this experimental group. Meanwhile, the control group also experienced an increase of 160 points for the total score of the control group, which on average each participant got an increase of 10.67 points. If the difference in increase between the initial test and the first treatment test is calculated, there are 160 points, which means that on the average class, each participant in the experimental group increased 11.66 points higher than the participants in the control group.

After the first treatment test, the researcher continued the learning material in the same way. Both groups were then tested to determine the progress obtained. The test results of these two groups are called the second treatment test which can be seen in table 3 as presented below:

Table 3. Tests After Second Treatment

No Participants	Experimental Group	Control Group
1	80	65
2	85	65
3	75	65
4	80	70
5	65	65
6	80	65
7	75	75
8	75	70
9	85	75
10	75	60
11	85	60
12	85	65
13	80	75

14	80	60
15	80	60
Total	1.185	995

From the table above, it is known that the experimental group reached 1,185 points while the control group only reached 995 points, so the difference between the two groups was 190 points. This means that the average value for each participant in the experimental group is 79 points, while the average value for the control group has only reached 66 points, so there is a difference of 13 points. Furthermore, learning continues with the provision of material in small groups. In this activity, small groups are no longer given different treatment. This was done to find out whether there was a significant difference between the experimental group and the control group. After completing this lesson, the participants were tested again, and the results were as shown in the following table:

Table 4. Final Test Results of Experimental Group and Control Group

No of Participants	Experimental Group	Control Group
1	90	75
2	90	70
3	80	70
4	85	75
5	70	65
6	90	65
7	85	80
8	85	80
9	90	80
10	80	65
11	90	65
12	85	75
13	85	80
14	90	70
15	90	65
Total	1285	1080

From the table above, it is known that the value for the experimental group has reached 1285, while for the control group it has reached 1,080 points, here the difference between the two groups is getting clearer, where the difference is 205 points. If the class average is calculated, it turns out that in the experimental group each student can reach 87 points, while in the control group each student only reaches 72 points, so there is a difference in value of 15 points on the average class.

Finally, calculations were carried out to compare the effect of giving material using word cards and those not using word cards, for the two groups, the results of which can be seen in table 5 on the following page.

Table 5. Comparison of Initial Test Scores and Final Test Values
Experimental Group and Control Group

Number of Participant	Experimental Group		Control Group	
	PreTest	PostTest	Pre Test	Post Test

1	60	90	60	75
2	65	90	55	70
3	55	80	60	70
4	60	85	65	75
5	50	70	60	65
6	60	90	50	65
7	55	85	70	80
8	50	85	65	80
9	70	90	70	80
10	60	80	55	65
11	70	90	60	65
12	60	85	70	75
13	55	85	50	80
14	65	90	55	70
15	70	90	55	65
Total	905	1285	900	1080

When calculating the increase achieved by the experimental group from the beginning to the end of this lesson, there is a difference in value of 380 points, while in the control group it only reaches 180 points from the original value, this proves that with the use of media (word cards) the participants' ability in Practical English learning increases by 142% from the original value, whereas if you don't use this media it only increases by 120%, so there is a big difference, namely 22%.

IX. Conclusions And Suggestions

CONCLUSION:

Based on the results and discussion above, the following conclusions can be drawn:

1. Learning English is not only about providing material but also providing opportunities for participants to learn to use what they learn to express their feelings and thoughts.
2. To facilitate the learning process, learning media are needed to encourage enthusiasm, stimulate creativity and facilitate understanding. If only delivered using text, learning tends to be boring and produces passive mastery for most participants.
3. The use of word cards is recommended for learning English, especially in rural areas which often experience electricity problems so that the use of electronic media is often constrained.
4. Word Card media are very practical and inexpensive both in terms of procurement and use.
5. In this study, using the word card media, the increase achieved by the experimental group is 1285 points, while the control group only reached 1080 points.

SUGGESTION :

Based on the results and discussion above, the following can be suggested:

1. Learning English should provide opportunities for participants to be able to express the feelings and expressions of learning participants.
2. In learning English, it is better to use media to facilitate understanding, encourage enthusiasm and stimulate creativity of the participants.
3. The use of word cards is highly recommended to minimize obstacles in learning English, due to electricity disturbances that often occur in villages.
4. It is recommended to use word card media as it is very practical, cheap and easy to use.
5. The experimental group achieved an increase of 380 points from the initial value, while the control group only reached 180 points from the initial value. The difference in the achievement of learning outcomes is very significant.

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Research team,

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