# TEACHING NON-BINARY ANTONYM THROUGH CARD GAME STRATEGY TO THE SEVENTH GRADE STUDENTS

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**Abstarct**: The main problem of this research was "Is it effective to use card game in teaching non-binary antonym for the seventh grade students of SMP Negeri 08 Prabumulih?" Therefore, the objective of this research was to find out whether or not it is effective to use card game in teaching non-binary antonym for the seventh grade students of SMP Negeri 08 Prabumulih. The true experimental method was used in this research. The writers collected data from the seventh grade students of SMP Negeri 08 Prabumulih with the population of 175 students, 70 students were taken through cluster random sampling procedure, in the sense that there were two classes randomly chosen as the sample. One class was the experimental group and the other class was the control group. To collect data, a written test was used. The analysis data was done by using the matched t-test. Based on the result of the data analysis, it showed that the result of the matched t-test calculation was 6.090 and the critical value of t-table at 5% of significance level with df = 28 (29-1) was 1.701. It means that t-obt was higher than t-table, meaning that null hyphotheses (Ho) was rejected and alternative hyphotheses (Ha) was accepted. In conclusion, it was effective to apply the card game in teaching non-binary antonyms to the seventh grade students of SMP Negeri 08 Prabumulih.

**Keywords**: Vocabulary, Non-binary Antonym, Card Game

## INTRODUCTION

Teaching is an interactive process between the teacher and students and among the students themselves. It is a profession and work of teacher. As fast as it goes English has important roles today. So that is why it has been chosen as the first foreign language to be though as a compulsory subject from the fourth grade of the primary school up to the university level.

Teachers may use various methods in teaching a language. The methods used in teaching and learning process influence the result of learning. A method is also an important component in education and instruction. The teacher should know the concept of the method in order to know what is suitable to use, one method is different from other methods because each concept differs from other.

One of the aspects in teaching language is to teach vocabulary. As we know that antonym is part of vocabulary, and lack of vocabulary is the main problem for the students when they learn English, for instance, when the students need about something, it can be sure that they will get some new words from the text, because English has a very large vocabulary consisting of more than a million words. Perhaps, it makes the language learners are not easy to learn English as a foreign language and cannot do the task well. So, to assist the students in improving their ability in learning the writer assumed that teaching antonyms needs a particular strategy. In other words, in this case the teacher of English subject who teaches antonym has to develop their way of teaching so that the students are more interested in learning antonym. In teaching and learning process the teacher also gives an active motivation. Saleh (1997:35) noted that a

teacher of English who acts as guide in his teaching should always try to develop her students motivation, for example by presenting material of varying ways of his teaching.

Actually, there are so many ways that can be used by the teachers of English when they teach antonym. One of them is teaching English non-binary antonym through card games. According to Kreidler (1998:100), non-binary antonym is opposite ends of a scale along which intermediate degrees. Some examples of non-binary antonyms are:

1) big    x  small          4) low      x   light

2) tall    x  short          5) cheap    x   expensive

3) rich    x  poor           6) old      x   young

Therefore, it is interesting to carry out a research to find out whether it is effective or not teaching non-binary antonym through card games to the seventh grade students of SMP Negeri 08 Prabumulih.

**Formulation of Problem**

The problem of this research is formulated in the following question: "Is it effective teaching English non-binary antonyms through card games to the seventh grade students of SMP Negeri 08 Prabumul

**Hypotheses**

Fraenkel and Wallen (1993:51) state that hyporesearch is simply a prediction of some sort regarding the possible out games of the research .There are two hypotheses of this research: null hypotheses (Ho) and the alternative hypotheses (Ha) as stated below:

**(Ho)** : It is not effective teaching English non-binary antonyms through card games to the seventh grade students of SMP Negeri 08 Prabumulih.

**(Ha)** : It is effective teaching English non-binary antonyms through card games to the seventh grade students of SMP Negeri 08 Prabumulih.

**The Criteria for Testing the Hyphotheses**

Testing a hyphotheses means to accept or to eject it. In this research, the hypotheses are tested by the critical value of t in the t distribution table (Hatch and Farhady, 1982:272). The sample students used for this research were 70 students and than the number of the students as the sample of this research was 35 pairs of students, and the significance level is 0.05 (95%). The critical value of t is 1.701. If the result of the matched t-test is less than 1.701, the null hyporesearch was accepted. On the other hand, if the result of the matched t-test equals or exceeds 1.701, the alternative hyporesearch was accepted and consequently the null hypotheses were rejected.

**LITERATURE REVIEW**

According to Brown (1987:8), teaching is showing or helping someone to learn how to do something giving instructions, guiding in the research of something, providing with knowledge, causing to know to understand. Furthermore, Saleh (1997:12-15) states that there are better concepts of teaching characterized by the activities performed by outstanding teacher of English as foreign language. According to Saleh (1997:12-15), teaching is

1) making an effort to help student's accomplish (a) Declarative knowledge reflected in form of preposition and (b) procedural knowledge represented in the form of productions;

2) trying to keep the students' motivation high by using a variety of short activities;

3) carrying out on the basis of specific learning objectives;

4) an interactive process between the teachers and the students and among students themselves;

5) involving selecting and grading materials by observing the principles of the few before the many.

### Concept of Antonyms: Binary and Non-Binary antonyms

According to Kreidler (1998:100), antonym is two words that differ in polarity like these are mutually contradictory. If one is true, the other must be false. Two sentences that have the same subject and have predicates which are antonyms are also mutually contradictory. They are called "binary antonyms." The following are the examples:

a. On    x    Off

In the sentences, for example:

- The television is *on* now.

- The television is *off* now.

b. Single    x    married

In the sentences, for example:

- Mr. Adams is a *single* man.

- Mr. Adams is a *married* man.

c. Open    x    Close

In the sentences, for example:

- Budi *opens* the door.

- Budi *closes* the door.

d. Dead     x     Alive

In the sentences, for example:

- She *dead* in 2009 year.

- She *alive* in 2009 year.

According to Dalilan (2009:11), two words are antonyms if their meanings differ only in the value for a single semantic feature. Non-binary antonyms can be used in comparative constructions like **bigger than** and **smaller than**. Antonym pairs of adjectives are especially numerous. The following are the  examples of non-binary antonyms:

| | | | | | |
|---|---|---|---|---|---|
| Long | x | short | old | x | young |
| High | x | low | tall | x | short |
| Thick | x | narrow | poor | x | rich |
| Above | x | below | hot | x | cold |
| Ugly | x | beautifully | slim | x | fat |

The  meanings  of  the  membe0s  of  each  pair  are  presumably  identical, except for opposite values of some semantic  feature.

**The Concept at Non-Binary Antonym**

According to Magdad (2009:27), non-binary antonym may now be used as an inclusive term for all the above contrastive sense relations but also, in relation

to opposition, in the more restrictive sense of gradable opposite. Non-binary antonym are also called pairs antonym, for example:

1) a. Luke is *rich*.

   b. Luke is *poor*.

2) a. The dictionary is more *expensive* than the novel.

   b. The novel is less *cheap* than the dictionary.

3) a. The novel is *heavier* than the comic.

   b. The comic is *lighter* than the novel.

4) a. Budi is *love* sinta.

   b. Sinta is *hate* budi.

5) a. The student research in a *large* classroom.

   b. The student research in a *long* classroom.

6) a. The boys is *fat*.

   b. The boys is *slim*.

7) a. My sister is *beautiful* girl.

   b. My sister is *ugly* girl.

8) a. Your trousers are *dirty*.

   b. Your trousers are clean.

9) a. Lamp is very *light*.

   b. Lamp is very *dark*.

10) a. The women is *big* body.

    b. The women is *small* body.

Non-binary antonyms are like binary ones in that the truth of either member of pairs entails the falsity of the other member, but unlike binary antonym, both members of non-binary antonym pair can be false. Some semantic it's use the term "complementary" antonym in place of binary antonym and contrary instead of non-binary antonyms.

**The Concept of Card Games**

According to Saleh (1997:57), card games is one of the media that can be used in teaching and learning process, for example in teaching and learning non-binary antonym. It is categorized into visual media. In this investigation, the game that will be used is in the form of matching game.

Games are applied in order to help the students to be able to understand the topic chosen. According to (http://www.teflgames.com/games.html (2008:3), games are often used as short warm-up activities or when there is some time left at the end of a lesson. Games also lend themselves well to revision exercises helping learners recall material in a pleasant entertaining way. Saleh (1997:57) states that games is a kind of play that can be used to practice in certain language features at a certain phase in a learning process in order to develop communication skill.

Based on the statement above card game is one of the media we use in teaching, especially for teaching word formation. In playing card game, players' have certain articles or cards that they are willing to exchange for others in order to complete a set.

**RESEARCH PROCEDURE**

**Method of Research**

This research used the true experimental method with the Randomized Posttest-Only Control-Group Design, Using Matched Subject (see Fraenkel and Wallen, 1993:241). The posttest-only control group design involves two groups: the experimental group and the control group, both of which are formed by random assignment. A diagram is designed as follows:

$$\begin{array}{ll} Treatment\,Group & \underline{R\ X_1\ O} \\ Control\,Group & R\ X_2\ O \end{array}$$

Where:

Treatment Group

R         : Randomization

$X_1$        : Teaching by Card Game

O         : Posttest

Control group

R         : Randomization

$X_2$        : Teaching Without Card Game

O         : Posttest

**Population and Sample**

McMillan (1992:69) states that population is a group of elements or cases, whether individuals, objects, or events, that conform to specific critters and to which we intend to generalize the results of the research. Population is the whole collection of units from which a sample may be drawn. According to Fraenkel and Wallen (1993:84),   population is a group to whom the researcher would like to

generalize the results of the research. The population for this research will be all the seventh grade students of SMP Negeri 08 Prabumulih.

The total number of population was 175 students. The distribution of the population in this research can be seen in Table.

| No. | Classes | Number of Students |
|-----|---------|--------------------|
| 1. | VII.1 | 35 |
| 2. | VII.2 | 35 |
| 3. | VII.3 | 35 |
| 4. | VII.4 | 35 |
| 5. | VII,5 | 35 |
| Total | | 175 |

Source: SMP Negeri 08 Prabumulih

Sample is a part of the population that will be used to be the object of the research. According to McMillan (1992:62), a sample is the group of elements, or a single element, from which data are obtained.

In this research, the sample was assigned by using the cluster random sampling in the sense that there were two classes that were delibsately chosen as the sample. One class was the experimental group and the other class was the control group. Table 2 belows shows the number of the pairs of the students as the sample.
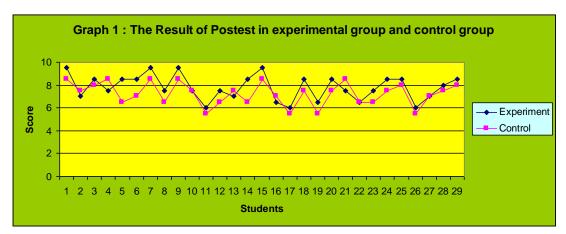
| No | Class | Number of Students | Groups | The Number of the Matched Pairs |
|----|-------|--------------------|--------|--------------------------------|
| 1 | VII.1 | 35 | Experimental | |
| 2 | VII.2 | 35 | Control | 29 |
| Total | | 70 | | |

**FINDINGS AND INTERPRETATION**

**Findings**

The findings of the research show the following points: (1) the post-test scores of the students in the experimental group, (2) the post-test scores of the students in the control group, (3) the result of the t-test calculation between the students' scores in the post-test in experimental and control groups.

In general, the findings of the research are described below. Based on the t-test calculation the writer found out that the 6.090 and the critical value (95%) with df 28 (29-1) was 1.701. Obliviously the t-obt was higher than the t-tab. Graph 1 below shows the comparison of the students' post-test scores in the experimental and control groups.



**The Students' Posttest Scores in the Experimental Group**

Based on the data analysis of the post-test in the experimental group, it showed that the highest score of the post-test was 9.5 reached by four students, while the lowest score was 6.0, reached by three students. The average score of the experimental group was 7.89. There were nine students who got 8.5, six students got 7.5, eleven students got 7.0, and four students' score was 6.5 as their

**POST-TEST SCORES IN
THE EXPERIMENTAL GROUP**

| Students | Students' Scores | Frequencies ( f ) |
|----------|------------------|-------------------|

| 1 | 9.5 | 4 |
|---|---|---|
| 2 | 8.5 | 9 |
| 3 | 7.5 | 6 |
| 4 | 7.0 | 11 |
| 5 | 6.5 | 4 |
| 6 | 6.0 | 3 |
| **Total** | $\sum X = 226/29 = 7.89$ | $\sum f = 29$ |

**Students' Posttest Scores in the Control Group**

The result of the post-test in control group showed that the highest score of post-test showed that the highest score was 8.5 obtained by six students, the lowest score reached by four was 5.5, and the average score of the control group was 7.22. Table 6 shows the score distribution in the control group

### THE RESULT OF THE POST-TEST IN THE CONTROL GROUP

| No | Students' Scores | Frequencies ( f ) |
|---|---|---|
| 1 | 8.5 | 6 |
| 2 | 8.0 | 3 |
| 3 | 7.5 | 7 |
| 4 | 7.0 | 3 |
| 5 | 6.5 | 6 |
| 6 | 5.5 | 4 |
| **Total** | $\sum X = 209.5/29 = 7.22$ | $\sum f = 29$ |

**The Calculation of the Matched t-test**

In the calculation of the students' scores that had been obtained in the posttest both in the experimental and control groups, to find out whether it is effective or not teaching the non-binary antonym through the card game, the writer calculated the data by using formula of matched t-test. The writer showed the following calculation of t-test below. Table 6 below presents the specific calculation in more detailed.

## THE RESULT OF POST-TEST OF EXPERIMENTAL GROUP AND CONTROL GROUP

| No | The students' Scores in the Posttest | | D | $D^2$ |
|---|---|---|---|---|
| | Experimental group ($X_1$) | Control group ($X_2$) | | |
| 1 | 9.5 | 8.5 | 1 | 1 |
| 2 | 7.0 | 7.5 | - 0.5 | 0.25 |
| 3 | 8.5 | 8.0 | 0.5 | 0.25 |
| 4 | 7.5 | 8.5 | - 1 | 1 |
| 5 | 8.5 | 6.5 | 1 | 1 |
| 6 | 8.5 | 7.0 | 1.5 | (Continued....) |
| 7 | 9.5 | 8.5 | 1 | 1 |
| 8 | 7.5 | 6.5 | 1 | 1 |
| 9 | 9.5 | 8.5 | 1 | 1 |
| 10 | 7.5 | 7.5 | 0 | 0 |
| 11 | 6.0 | 5.5 | 0.5 | 0.25 |
| 12 | 7.5 | 6.5 | 1 | 1 |
| 13 | 7.0 | 7.5 | - 0.5 | 0.25 |
| 14 | 8.5 | 6.5 | 2 | 4 |
| 15 | 9.5 | 8.5 | 1 | 1 |
| 16 | 6.5 | 7.0 | - 0.5 | 0.25 |
| 17 | 6.0 | 5.5 | 0.5 | 0.25 |
| 18 | 8.5 | 7.5 | 1 | 1 |
| 19 | 6.5 | 5.5 | 1 | 1 |
| 20 | 8.5 | 7.5 | 1 | 1 |
| 21 | 7.5 | 8.5 | - 1 | 1 |
| 22 | 6.5 | 6.5 | - 1 | 1 |
| 23 | 7.5 | 6.5 | 1 | 1 |
| 24 | 8.5 | 7.5 | 1 | 1 |
| 25 | 8.5 | 8.0 | 0.5 | 0.25 |
| 26 | 6.0 | 5.5 | 0.5 | 0.25 |
| 27 | 7.0 | 7.0 | 0 | 1 |
| 28 | 8.0 | 7.5 | 0.5 | 0.25 |
| 29 | 8.5 | 8.0 | 0.5 | 0.25 |
| Total | $\sum X_1 = 226$ $\sum X1 = 7,89$ | $\sum X_2 = 209.5$ $\sum X1 = 7,22$ | $\sum D = 14.5$ | $\sum D^2 = 23.75$ |

Based on the analysis above, it showed that the value of t-$_{obt}$ was 6.090 at the significance level $\alpha$ 0.05 for one-tailed testing with degree of freedom (df) = 28 (29-1) pairs of students. Meanwhile, the critical value of t-table was 1.701.

Since the value gained was higher than the critical value of t-table or 6.090 >1.701, it means that the card game was effective to be applied in teaching non-binary antonym to the seventh grade students' of SMP 08 Prabumulih.

**Interpretation**

After analyzing the data, the writer would like to interpret her findings based on the result of the pre-test and post-test in the experimental group and in the control group by using matched t-test formula.

The result of the test showed that the students' semantic, especially the non-binary antonym in the experimental group was better than in the control group. It was proved by the matched t-test value of both experimental group and control group was 6.090, at the table value of significance level $\alpha$ 0.05, the degree of freedom df = 28 (29-1), with the critical value of t-table was 1.701. Since the value gained of matched t-test exceeded the value of t-table or 6.090>1.701, it meant that Ho was rejected and Ha was accepted.

Interpretatively, it could said that teaching non-binary antonym to the seventh grade students' of SMP Negeri 08 Prabumulih by using card game was effective.

**CONCLUSION**

Based on the data analysis that has been described in the previous chapter, the conclusions are drawn. Firstly, the result of average score of post-test in experimental group was 7.89, the highest score was 9.5, and the lowest score was 6.5. It showed that it was higher than the average post-test score in the control group.

Secondly, from the students post-test score in the control group the average score of post-test in control group was 7.22, the highest score was 8.5, and the lowest score was 5.5.

The third, result of the matched t-test exceeded the value of t-table 6.090>1.701. It means that the null hyphotheses (Ho) was rejected and consequently the alternative hyphotheses (Ha) was accepted. In conclusion, teaching non-binary antonym through card game to the seventh grade students of SMP Negeri 08 Prabumulih was effective.

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