

# PROCEEDINGS

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MALAYSIA



THAILAND



**20-21**  
**May 2016**  
Bandar Lampung  
University, Indonesia

## 4<sup>th</sup> ICEL 2016

### THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



# PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**4<sup>th</sup> ICEL 2016**

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20 -21 MAY 2016



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4<sup>th</sup> ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

**Drs. Harpain, M.A.T., M.M**

*4<sup>th</sup> ICEL 2016 Chairman*

## **PROCEEDINGS**

The Fourth International Conference on  
Education and Language (4<sup>th</sup> ICEL 2016)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21 2016

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## **Table Of Content**

Preface.....	ii
Steering Committee .....	iii
International Advisory Board .....	iv
Organizing Committee.....	iv
Table of Content .....	vi

### **Keynote Speakers :**

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool .....	I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda .....	I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi .....	I-11
4. Challenges For 21 <sup>st</sup> Century Learning In Indonesia – Hendarman .....	I-20

### **Paper Presenters :**

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto .....	II-1
2. Adapting Meg Cabot’s Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani .....	II-6
3. Analysis of Students’ Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal .....	II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi .....	II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem .....	II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari .....	II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S .....	II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noiija .....	II-46
9. EFL Teachers’ Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni .....	II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara .....	II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini .....	II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra .....	II-72
13. Improving Students’ Pronunciation By Using Audio-Visual-Assisted Text – Yanuaris Yanu Dharmawan & Mutiatas Saniyati .....	II-75
14. Informal Assessment for Language Skills: The Learners’ Perspective – Apsus Grumilah & Irfan Nur Aji .....	II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuaris Yanu Dharmawan .....	II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika .....	II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum .....	II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom’s Revised Taxonomy – Candra Jaya .....	II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni .....	II-118
20. Scanning Of Students’ Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo .....	II-125
21. Society’S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah .....	II-131
22. Students’ Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia .....	II-136
23. Students’ Perception In A Blended Learning Speaking Class – Desi Ike Sari .....	II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira .....	II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh .....	II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) “XYZ” Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo .....	II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika .....	II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni .....	II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa .....	II-186



30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading  
Viewed From Students' Intelligence - Aksendro Maximilian ..... II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking  
II Class Of English Education Study Program Of Teacher Training And  
Education Faculty Of Bandar Lampung University - David Ginola & Dameria  
Magdalena S ..... II-199
32. The Implementation Of Using Online Application In Increasing Students'  
Motivation - Dhia Hasanah ..... II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking  
Impromptu Speech - Galuh Dwi Ajeng ..... II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester  
Students Of English Education Study Program Of Teacher Training And  
Education Faculty Of Bandar Lampung University - Helta Anggia & Randi  
Setyadi ..... II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela ..... II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade  
Of SMA Bodhisattva - Ezra Setiawan ..... II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana ..... II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The  
Extensive Listening Class - Delsa Miranty ..... II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa  
Indonesian - Diah Supatmiwati ..... II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama ..... II-261

# **THE USE OF CARD TRICK TO BUILD STUDENTS' VOCABULARY**

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## **Abstract**

Language teachers have been told a great deal about new discoveries in English grammar, but they have heard much less about ways to help students learn new words. As an English teacher who had to perform in front of the class with fresh ideas, card tricks turned out to be a brilliant idea, especially when you have to teach new vocabulary to students. The purpose of this study is to determine the strategies that support and enhance students' understanding of new vocabulary and to help students remember their English vocabulary by teaching in a fun strategy.

*Keywords:* Card Tricks, English Language, English Teaching, Vocabulary

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## **1. INTRODUCTION**

It is generally accepted that vocabulary is 'the heart in learning a second language', but the acquisition of a large number of vocabulary items may be one of the most difficult aspects of learning a second language for most L2 learners [1]. These scholars' statements sum up the importance of vocabulary as a very essential component of any language as well as the core of language learning and communication. Although vocabulary has always been a crucial part of language learning and teaching and communication, it is said that vocabulary teaching has not been receptive to problems in the area, and most language teachers have not fully recognised the great communicative advantage in developing an extensive vocabulary [2]. Vocabulary often seems to be the least systematized and the least well-catered for of all the aspects of learning a foreign language, such as listening, speaking, reading, writing, grammar, or even pronunciation.

There are many techniques employed by teachers in teaching vocabulary and they can improve their students' knowledge of vocabulary by helping them in building a large number of words to choose from anytime they want to convey their intended message in different contexts.

Without an extensive knowledge of vocabulary and strategies for learning new words, learners may feel disappointed and lose their confidence [3]. Therefore, it is necessary to familiarize learners with a number of useful strategies to expand their vocabulary learning and to teach them how they can make use of these strategies. The present article will introduce different strategies of teaching vocabulary items to English language learners and provide the results of a study concerning the use of card tricks.

### **1.1 Vocabulary Teaching**

One of the major problems that the majority of language learners encounter in initial stages of language learning is that they cannot make appropriate choice regarding what type of vocabulary learning strategy they should adopt in their learning process. It is the teachers' responsibility to help their students learn second language words efficiently. Hence, investigating different strategies and procedures that teachers should make use of in the process of language teaching is an important issue.

Vocabulary is a main component of literacy and affects the overall understanding of what is being learned. Often times, students are instructed to get a dictionary and look up definitions to words they come across that are unfamiliar to them. When this happens, the word is stored in the short term memory and typically is not fully understood or applied in other contexts [4]. Flynt and Brozo state that, the more meaningful and authentic the context a teacher uses the greater the impact on students' ownership of the targeted terms [5]. The objective is not for students to know the meaning of the word for a day, or even an hour, but instead to have them engage in the words so that they are able to apply them to their everyday lives.

### **1.2 Card Tricks**

Magic card (card tricks) is one series of an exciting performances magic show. People likes to watch magic cards because it is interesting, intriguing and not boring. For thousands of years, magicians have amazed

audiences by developing and applying intuitions about the mind. Skilled magicians can manipulate memories, control attention, and influence choices. If magicians can amaze the audience's, so do the English teacher.

As an English teacher who had to perform in front of the class with fresh ideas, card tricks turned out to be a brilliant idea, especially when you have to teach new vocabulary to students.

The cards used as a medium of magic is a deck of cards that we know as *Kartu Remi*. One deck of playing cards consists of 52 cards with a word on it.

## **2. DISCUSSION**

It has been found that students learn languages best when they experience it in context and use the language independently in speaking and writing. As the Position Paper of the National Focus Group on Teaching of English (National Council of Educational Research and Training, 2006) states:

Research has also shown us that greater gains accrue when language instruction moves away from the traditional approach of learning definitions of words (the dictionary approach) to an enriched approach, which encourages associations with other words and contexts (the encyclopaedia approach).

However, learning a new word or phrase once does not mean that the student will remember it and be able to use it. That is why students also need support in learning how to record new vocabulary and repeatedly review it. If students improve their knowledge of vocabulary, they can understand their lessons more easily and will write and speak better in English, which can also lead to them performing better in exams.

The techniques in this paper help your students to become independent language learners who are able to understand, record and learn new vocabulary by themselves.

### **2.1 How to change card magic into a new vocabulary learning materials**

First of all, make sure you have prepared 50 cards printed in a buffalo or manila paper. Each of card is written with the vocabulary word that we want to teach. Here are four tricks I want to share, namely Mind Reader 1, Mind Reader 2, Mind Reader 3, and Mind Reader 4. In order to make it surprisingly, I will share the hint after the presentation.

#### **Mind Reader 1**

First, cut the cards into two decks, put it on your right hand and left hand.

Second, ask your students to pick one card from your right or left hand. Do not let him to show the card to you.

Third, ask him to show the card to his friend, but once again, Do not let him shows the card to you.

Fourth, put his card back to the deck, and shuffle it.

Fifth, look after the card and find your student' card.

Finally, Voila! You find the card and your student will amazed!

#### **Mind Reader 2**

First, choose your student as a volunteer.

Second, ask his friend to describe his personality based on word on the card, for example "HANDSOME"

Third, put "handsome" card back to the deck.

Fourth, ask another student to choose number from 10 to 18, for example he chooses "15"

Fifth, tell your student if student A is really handsome, so the fiftin card would be "handsome"

Sixth, count the card together with your student. Ask students, "what is 15? 15 is 1 and 5. What is 1 plus 5? It is 6. So, the sixth card would be "handsome"

Seventh, Voila! It is "handsome"!

#### **Mind Reader 3**

First, ask the student to pick one card, see by himself and put it back.

Second, do the magic to the card

Third, ask your student to check is his card still there or not.

Fourth, do the magic again, and voila you find the card.

### **2.2 What are the advantages of this activity?**

The use of card tricks in teaching has some advantages. They are great for introducing new vocabulary, memorising, revising and consolidating vocabulary and concepts, and for stimulating discussion. They have the advantage of enabling you to turn a learning activity into a game. A different atmosphere, joyful, challenging. Students will pay attention, and students will recognize all 52 vocabulary you teach. Tell the students that you as a teacher will teach students this trick with one condition. The main condition is the students should be known kind

of vocabulary (verb and adjective) and their meaning. If they are familiar to 52 words, it means that they have learned, without realizing it, in a fun way.

### **3. CONCLUSION**

The conclusion that can be drawn is that teaching vocabulary well is a key aspect of building and developing students' vocabulary. Introducing vocabulary with creative strategies that are authentic to students provide them with the opportunity to make a personal connection to the new terms, as well as be able to make connections among other words. Students remember words better if they connect new meaning to knowledge they already have.

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