

**IMPROVING STUDENTS' VOCABULARY MASTERY
BY USING FLASH CARD AT FORTH GRADE STUDENTS
IN SDN LAWANGAN DAYA 2 PAMEKASAN**

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ABSTRACT:

From the preliminary research of the fourth graders of SDN Lawangan Daya 2 Pamekasan, it showed that most of the students had a lack of vocabulary mastery. This research is conducted to find an effective and appropriate strategy to improve students' vocabulary mastery by using flashcard. Therefore, the appropriate design for this research is Classroom Action Research (CAR). The researcher implemented the strategy in one cycle, those are: planning, implementing, observing and reflecting. The result of the class vocabulay test is analyzed quantitatively, while the result of the data achieved from observation class is analyzed qualitatively. The finding shows that the students' vocabulary mastery increase significantly from the preliminary research. The result can be concluded that (1) teaching and learning process needs an appropriate and effective strategy, (2) flashcard is considered as an appropriate technique to improve the students' vocabulary mastery.

Keywords: Vocabulary Mastery, Flash Card

Introduction

English is very important for the human's life since the world globalization era. It is an International language of

technology and trade. In Indonesia English is as a foreign language, it means that English is not used in daily communication. It's quite different from

countryside like Malaysia and Singapore, English is a second language there. But in fact, English also plays an important role in the field of education in Indonesia. Therefore, English becomes the main subject for students in Indonesia especially in the formal education and it has been taught from elementary school up to university level. .

Based on the 2004 English Curriculum of Junior high school, teaching English covers listening, speaking, reading and writing, including the language component such as vocabulary, structure and pronunciation which has to be mastered by the students.

Vocabulary is the basic thing that must be owned by the students in language learning. Someone can not express the idea into sentences if he or she lacks of vocabulary. Students who learn English need a lot of vocabulary because vocabulary is important to learn the four language skills. Vocabulary is such a complicated material to be taught since it needs deep memorization. Commonly, the students lack of their confidence to memorize so many new words and idioms.

In SDN Lawangan Daya 2 Pamekasan, English teaching is started from first grader, it is a large class because the number of the students are more than twenty five each classes. There are four classes for grade four and the researcher took grade 4C where the numbers of the students are 35 students. Dealing with English teaching and learning process in the class, the students are still lack of vocabulary mastery, they learn new vocabularies by memorizing them. Sometime they get bored in learning English. The teacher should find a good method to solve the problems. Therefore, flash card can be used by the teacher to create an interesting English class environment and to motivate the students in SDN Lawangan Daya 2 Pamekasan in learning English actively and enjoyably.

Hornby (2004:1447) stated that vocabulary is a total number of words in a language that is used by a person. It means vocabulary is all the words that people use in a language. Word and language are set of symbols connected each other. Therefore, learning a language also means researching a word. Another theory stated that vocabulary is central to language and

of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form (Fauziyati, 2005: 155). In this research, the researcher focused on Flash card as media for teaching vocabulary.

From the statements above the researcher concludes that vocabulary is a list or a series of words used to express the idea. It means that vocabulary is very important vocabulary in every aspect as a basic component of language. Students who master number of vocabularies may have a great chance to improve their writing, reading, speaking and listening skill. That is why, mastering a lot of words is very important to help us learning language

Harmer (1993:153) says "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". In addition, he state that teaching vocabulary is aimed at making the learners know the form of the word and one or more of its meaning. vocabulary is the vital organ on learning English language. Without enough vocabulary mastery, learners fail to move

another organ on learning vocabulary. For example grammar and pronunciation. Everybody should master vocabulary first before they understood another branch of learning ones language.

Campbell (2004:108) says "classroom environment can be more interesting if visual presented in the classroom". She added that if a teacher can also present funny flash cards in his/her subject, the teaching will be more joyfull. the researcher determine to choosed the flash card as her media for her instructional media on teaching them. Above stated too, that funny and colourful flash card is more interesting media, and it is appropriate one with the researcher subject of her research. Because junior high school students is still young and we still can call them children. And the children like to saw colourful flash card.

Heinich in Kasbolah (2001:3) said "Instructional media is a means of communication used to carry message with instructional intent". Furthermore, he mentions some considerations in selecting instructional media to teach: it should be easy to be prepared, organized, and it should interest the students. In addition,

that there are three kinds of instructional media: visual media, audio media, and audio visual media. Visual media is any teaching aids or deviser by means of which the process may be encouraged or carried through the sense of sight. Forexample: card, picture, map, photo real thing and etc. Audio media is a kind of media which can only be heard. Usually, it is used to teach listening comprehension skill. Audio media aids are any teaching aids or devices that contribute the message or instruction through sense of hearing such as tape recorder, radio, language laboratory and, etc.

A research by Aini (2013) She studied the effectiveness of teaching vocabulary using flashcard game on vocabulary mastery of the eleventh grade students of MAN kota kediri 3. It is an experiment with one-group pretest and post test design. She found that the students' achievement of vocabulary is posttest (after treatment) was higher than that in pretest. Therefore, it is recommended to use flash cards as media in teaching English vocabulary.

Method

The classroom Action Research was applied in this research. The research applied in this research consists of four stages of activities. They are namely: (1) The planning of the action, (2) The implementation of the actions, (3) Observation and evaluation, and (4) reflection of the action. Those are the main steps of the research design. The main steps were preceded by supporting steps. They were a preliminary research, analysis and identification of problem. After knowing the problem and fact findings, the researcher went to the planning stage where the lesson plan and material were arranged. In this research, the problem appeared in the classroom was on memorizing vocabulary. The researcher designed planning, implementing, observing, and reflecting.

Planning

In planning, the researcher designed the lesson plan before conducting the teaching-learning activity. It was a guide for the researcher in his teaching. In designing the lesson plan, the researcher considered several items, they were the

instructional objectives to be achieved, the time allocation provided, the material to be taught, the media to be used, and the assessment during the learning process. The lesson plan was designed by the researcher also contained the standard competence and the basic competence that were expected to be achieved by the students. It was also contained the procedure of presenting the lesson in each meeting in order to solve the problems faced by the students.

Preparing the Instructional Material and Media. The material taught in this research are based on the syllabus of KTSP for fourth graders of Elementary School. This research focusses on improving vocabulary mastery by using flash card, so the researcher prepared the materials that can be integrated with teaching vocabulary. The materials are : “on the street, things around us and in the market”. The researcher used the flash card to make the students express their idea. The vocabularies are collected from students’ book. The researcher also prepared some sentences that focus on the vocabularies taught to the students. Next, the students follow the researcher instruction in the

class before doing a test in the end of the class.

Designing Teaching Scenario In this phase, the researcher designed strategy in teaching English using flashcard to the students of forth grader. The teaching and learning strategy are as follows:

1. The researcher stuck 5 flashcards on the whiteboard.
2. The researcher ask the students read loudly the flashcards together by rime.
3. The researcher did the activities five times then all of the students are asked to close their eyes.
4. The researcher picked one flashcard on the whiteboard and asked the students to guess the missing one.
5. The researcher did the same thing with different flashcards.
6. The next step is the researcher took all the flashcards and asked the students to mentions all the flashcards which are delivered before.
7. The researcher then asked the students to write in their book the vocabularies that they memorize.
8. At the end of the class the researcher gave a test to the students which focus on the students’ understanding about

the meaning of the vocabularies and the use of the vocabularies in the sentences.

Implementing. Action is the phase where the researcher implements what has been planned in general planning. The action was conducted during the school hours of English subject. The researcher did himself the strategy that has been designed. Sheet of the tests are also given to the students to know the result of students' vocabularies mastery.

Observing. The following step is monitoring the effect of the action. The observation may be carried out while the researcher takes the action. Observation and action occur simultaneously.

In this research, the observation was done during the implementation and after the implementation of the treatment. The observation was not only the teaching learning process but also the learning progress the students achieved. Researcher did observation during the implementation of process. To get the data in observation, it was conducted by observing the teaching learning process and conducting test.

Based on the result of reflection, the researcher would determine whether he had

to continue or to stop the research. It depended on main problem whether it had been solved or not. If it was needed, the revised plan could be designed.

Reflecting. After analyzing the result of the implementation and observe all the activities starting from planning until the test. The researcher would do reflection to know the result of the treatment given and to determine whether the treatment was stopped or would go on to the following cycle by giving some improvement and evaluation to make the following treatment better.

The formula below is used to measure the students' vocabularies mastery.

$$E = \frac{n}{N} \times 100\%$$

E : The percentage of the students' achieved the minimum standard score requirement

n : The number of the students achieved the minimum standard score requirement

N : The total number of the students doing the test.

Result

The researcher conducted the test in the end of the meeting. The result of the vocabulary test indicated the level of vocabulary achieved by the students. As mentioned before that the number of the students are 35 students and the result of the test showed that there are 17 students got very good, 13 student got good and 5 students fail or under criteria of success. In other words, there were 48% students got very good, 37% students got good and 14% students got under criteria of success. The result showed that there was an improvement of the students' vocabulary mastery when the researcher use flashcard compared to the preliminary research.

Discussion

Based on the research finding, there was an improvement of students' vocabularies mastery. It means that the researcher answered the problem of the students, which was the students who are taught using flashcard have significantly vocabulary mastery than before. In other word, teaching vocabulary using flashcard

on the fourth grade students of SDN Lawangan Daya 2 was effective.

The result of this research also proves and supports the theory proposed by Heinich that teaching vocabulary by using flashcards is useful to facilitate the students to acquire language skills in which they use the language actively (Heinich in Kasbolah, 2001:3). The word "actively" means by mastering vocabulary, the students can use the language for all skills: listening, speaking, reading and writing. Thus, the use of flashcard game facilitates the students in mastering vocabulary as a part of language skills through flashcard.

The students looked enthusiastic. They laughed and focused on what they learned. The atmosphere of the class was conducive. The students gave more active responses to the material taught. They learned happily and they can also answer the test better.

Based on the facts above, it can be inferred that students had positive response toward the use of flash cards. The positive responses were given by the students in learning vocabulary through flash cards that providing more enjoyable learning

atmosphere and increasing the students' learning achievement.

Conclusion and Suggestion

Conclusion

Flash card is an appropriate strategy for the students of grade four in SDN Lawangan Daya 2. It can be applied to solve the students' problem that has lack of vocabulary mastery. The flash card have to be in interesting, big enough to see, and colorful designed. This strategy can improve the students' vocabulary mastery. The improvement can be seen from the percentage of the students' score on their vocabulary test. Their score has improved compare with their score from the preliminary research.

Suggestion

1. The English Teacher

The researcher hopes that the English teachers can use flash card as one of the teaching media to improve students' vocabulary mastery.

2. Future researchers

Deal with the result of this research, the researcher suggests that the further

researchers can use more creative technique in conducting the research, use more interesting and colorful flashcard. The students prefer using flashcard to memorizing vocabularies.

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