Using Flashcard Media to Increase Students' Vocabulary Mastery

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Abstract. English language learning in elementary schools based on the 2013 curriculum is included in local content, where English language learning becomes learning that is not mandatory in elementary schools. However, some elementary schools require their students to learn English, but the schools educator shortages. At the elementary school SDN Bereng Kajang - 1, researcher found that the school has a local content teacher, but the teacher have no basic in english learning. The researcher's goal is to improve English learning through vocabulary material with flashcard media. This research uses the CAR (Classroom Action Research) method in which this research collaborates with the teacher in observing the student learning process while in the classroom. This research was conducted in 2 cycles; the sample of this study was grade 4 students and total of the students are 12. In this study, researcher are more concerned with the process of each cycle stage in order to get satisfactory results.

Keywords: Vocabulary, Flashcard, Classroom Action Research.

Abstrak. Pembelajaran bahasa inggris di sekolah dasar berdasarkan kurikulum 2013 dimasukan keadalam muatan lokal, yang mana pembelajaran bahasa inggris menjadi pembelajaran yang tidak wajib untuk dipelajari pada sekolah dasar. Namun Sebagian dari beberapa sekolah dasar mewajibkan siswa mereka untuk mempelajari bahasa inggris tetapi di sekolah tersebut kekurangan tenaga pendidik. Pada sekolah dasar SDN Bereng Kajang – 1 yang peneliti temukan yaitu sekolah memiliki guru muatan lokal, namun tidak ada dasae dalam bahasa inggris. Tujuan peniliti di sini yaitu untuk meningkatkan pembelajaran bahasa inggris melalui materi vocabulary dengan media flashcard. Penelitian ini menggunakan metode PTK (penelitian Tindakan Kelas) yang mana penelitian ini berkolaborasi bersama guru dalam mengamati proses pembelajaran siswa saat berada di keklas. Penelitian ini dilakukan dalam 2 siklus, sampel dari penelitian ini yaitu siswa kelas 4 berjumlah 12 orang. Pada penelitian ini peneliti lebih mementingkan proses dari setiap tahapan siklus agar mendapatkan hasil yang memuaskan.

Kata kunci: Kosa Kata, Flashcard, Penelitian Tindakan Kelas.

INTRODUCTION

English course in elementary school was combined into the local content course, following the application of the curriculum 2013 where learning is used theme. English course in elementary school included in the local content course. Curriculum 2013 does not encourage English to be given in elementary schools, the implementation is submitted to each school in the area as an extracurricular (Sutrasyah, 2013).

For elementary schools, local content subjects only exist once a week. The elementary schools that became part of the research is SDN Bereng Kajang – 1. Researcher had previously do the pre-observations in this school, there are local content courses in which the students only learn Dayak languages. With this condition, the student at the elementary school has no basis or basic English lessons. Researcher are also interested in researching vocabulary materials because of the condition of the students at the primary school in which they have no basic English studies, so the researcher want to teach vocabulary as a basis for the students to learn English.

It will be more interesting to learn English vocabulary using media on it. Using media can be more effective in improving English vocabulary. The teacher must provide the media that could motivate students and make them more interested in learning English vocabulary (Setiawan et al., 2020). This study is focuse to increase students vocabulary using flashcard media.

REVIEW OFLITERATURE

1.1.   The Concept of Action Research Model

In this research, the concept of action research that the researcher use is action research model by Kemmis and McTaggart. Because a stage in his actions is simple, thus easily understood by the researcher. According to Indahri & Djahimo (2018), This action research model has four steps in a spiral process. There are:

a. planning; the researcher prepares everything needed to take action. For example, she prepares lesson plans and the materials that will be used in activities. She also prepares evaluation material after action to provide information on whether the talk will increase.

b. Acting, After preparing the study plan, the material, and the evaluation, the researcher implemented the plan. In the study, the researcher would implement a game of memorial cards in teaching vocabulary and a commemorative card game carried out within the group. She also gave a preliminary test, the material, and the end of the lesson after the test.

c. Observing, The researcher noted the effects of a critically informed action in the setting in which it appears. In addition, the researcher also makes an observation sheet on the teaching process in the learning process.

Reflecting. After doing the observation, the researcher goes to the next stage of reflection. At this point, the researcher shows how the teaching process takes place. A function of reflection is to know the weaknesses and strengths of the action. He also prepared other planning if the action did not improve the students vocabulary skills

1.2. Concept of Vocabulary
1.2.1. Definition of vocabulary

Vocabulary is one of the three key factors for learning a language. It is the basis for creating sentences and expressing thoughts and meaning, and the main requirement of language communication, so a stable amount of vocabulary in a large amount is significant and essential (Bai, 2018). Vocabulary is important to learn in addition to learning vocabulary and can also expand our language knowledge. English vocabulary can be a good lesson for children and adults for their future.

1.2.2. Vocabulary mastery

Vocabulary mastery is the activity of mastering or the ability to understand and use words contained in a language, both spoken and written(Agistiawati & Asbari, 2020) . Mastery of vocabulary is essential because the more a person has, the easier it is for him to convey and receive information, even vocabulary can be used to measure someone intelligence.

1.3. Concept of Flashcard
1.3.1. Definition of Flashcard

Flashcard is a media that can attract students' attention and encourage them to learn and be interested in English learning. Therefore, it is hoped that completing the flashcard card will be an effective learning strategy, as self-testing has proved to be a great benefit to retention (Miyatsu et al., 2018).

1.3.2. Flascard as a Teaching Strategy

Flashcard is the media that can improve the learning, teachers have to acquaint the learners with new strategies in vocabulary learning. Flashcards are one of the most common languages and

vocabulary study strategies (Andari et al., 2022). Based on several previous studies prove that vocabulary is capable of increasing learning for students

RESEARCH METHOD

1.4.   Method

This research is a action research, which is a researcher in collaboration with local content teachers in conducting research. This method is supported by using a media that is flashcard media that contains pictures or photos where the pictures are adapted to the material to be taught. A caption or text on the card represents the intent of the picture, thus enabling the teacher to make learning material easier for students through this media. The material in using media flashcards is vocabulary, so the media contains pictures adjusted to the vocabulary to be studied

1.5.   Technique of Data Collection

Classroom action research needs to collect data to support the investigation and the researcher use qualitative method to collect the data. The techniques of data analysis that will be use in this research is:

1.5.1. Observation

The observation sheet serves to observe and measure the success rate or the achievement of learning purpose in learning activities. To get data, which is to use an observation sheet as an assessment of teachers and whether learning goes well. Also, know the research ability to manage to learn using the learning strategy.

1.5.2. Test

To Collect the data researcher selected by using the problem, in the first cycle the researcher wants to know if some students had basic English or had once studied English. Also, the researcher wants to see the ability of the students. In the second cycle, the researcher wants to improve their learning and wanna know if there is an increase among students in learning English Vocabulary by using a media flashcard.

1.6.   Criteria of Succes

This classroom action research was successful if the teaching strategy of English vocabulary by media Flashcard would increase the fourth grade students of SDN Bereng Kajang – 1 in academic year 2022/2203. With a score that exceed KKM 70 in the end of the cycle

1.7.   Technique of Data Analysis

The researcher explains the method to analyze the test and assess the data. After collecting the data through the test, Researcher analyze the data using quantitative analysis to provide test scores. The process is 1) the researcher calculate the number of students, 2) then calculate the total of all test scores that the student has answered, and get the mean score from the student is calculated in the following formula:

$$\bar{X} = \frac{\Sigma f}{N}$$

$\bar{x}$: mean score

f : all of the test score

N : number of students

From all the data that has been generated then the data can be Summarize in the table :

Kind Of Test	Pre – test	Post – test (cycle 1)	Post – test (cycle 2)
Total Score			
Mean Score			

THE RESULT AND DISCUSSION

1.8.   The Analysis of Pre – Cycle (pre – test)

When students entered the class, the researcher first introduced himself and informed the students of the aims and objectives of the researcher. The researcher asked students to provide stationery on the table and then gave sheets of questions to the students. Furthermore, the researcher explained how to answer the question, namely first filling in the name and class on the question sheet that had been provided. Then to answer the question, students were allowed to give an O or X mark on the part of the answer sheet that had been provided. Students were told not to

cheat and be noisy when answering questions, but students were also allowed to ask questions when they had something they wanted to ask. The researcher gave 45 minutes for them to answer the questions and gave an additional 10 minutes to students who still needed to finish answering the questions. After carrying out the pre-test on students, the researcher checked the students' answers and then added up the scores of all students, namely:

No	Students Initial Name	Students Score
1	A	35
2	FHA	25
3	Jefri	30
4	MA	30
5	PT	20
6	RA	30
7	SD	30
8	S	20
9	SO	35
10	U	25
11	YA	35
12	ZPA	25
Total		340
Mean Score		28,30

After the researcher gets the results of the average value of students, the researcher begins to develop lesson plans and use learning methods that are suitable for students, by using Flashcard media as a tool used to assist classroom learning. Researcher coordinate with the elementary school's student teacher or local content teacher to synchronize the schedule so they can enter the class together. At the same time, the local content teacher also accompanies and observes the researcher when teaching in class.

1.9.   The analysis of cycle 1

Researcher started the treatment of cycle one, there are 2 treatment in the cycle 1. By following methode of Kemmis & McTaggart, there are: a) planning, b) action, c) observation, d) reflection. Then the researcher do the post test of cycle 1 and got the result:

No	Students Initial Name	Students Score
1	A	70
2	FHA	40
3	Jefri	70
4	MA	65
5	PT	55
6	RA	60
7	SD	55
8	S	45
9	SO	65
10	U	60
11	YA	75
12	ZPA	65
	Total	725
	Mean Score	60,40

Based on the results in cycle 1, 3 out of 12 students whose scores reached the KKM and 9 students whose scores did not reach the KKM. Therefore, the researcher discussed with the collaborative teacher to continue to cycle 2.

1.10.   The analysis of cycle 2

In this cycle 2, the researcher prepared vocabulary material to be learned and also flashcard media that would be used during learning. Researcher started treatments one and two, then conducted a cycle 2 post test and obtained the following results:

No	Students Initial Name	Students Score
1	A	100
2	FHA	65
3	Jefri	95
4	MA	80
5	PT	70
6	RA	90
7	SD	75
8	S	65
9	SO	95
10	U	75
11	YA	100
12	ZPA	80
Total		990
Mean Score		82,5

Based on the results of the cycle 2 post-test, 10 out of 12 students whose scores exceeded the KKM and 2 students whose scores failed to reach the KKM. Researchers decided to Do not proceed this research until cycle 2 because seeing the achievements obtained by students.

RESULT

The results of this research are successful in that flashcards can improve English language learning for students, as seen from the pre-test results, which is the initial value of the students below the KKM and their low mean value. Also, the results of their post-test in cycle 1 showed that as many as 3 out of 12 students whose scores exceeded the KKM and most students whose scores were close to the KKM. Also, the researcher's observation of students understanding the material, as many as 3 out of 12 students whose scores managed to reach the target, made the researcher decide to continue to cycle 2.

Then in the cycle 2 post-test results, there were 10 out of 12 students whose scores exceeded the KKM, and 2 students who failed but their scores were close to the KKM. Then for the assessment of material understanding, as many as 10 out of 12 students whose scores reached the target. Therefore, the researcher decided that this study was successful because the number of students whose scores exceeded the KKM was more than the students who scored below the KKM as well as the way students captured the learning well, namely those who were able to master the vocabulary well and their pronunciation was good. The researcher has summarized the results of cycle 1 and cycle 2:

Kind Of Test	Pre – test	Post – test (cycle 1)	Post – test (cycle 2)
Total Score	340	725	990
Mean Score	28,3	60,4	82,5

DISCUSSION

The results of this study indicate that there is an increase in students learning vocabulary by using flashcards media. Based on the results of the post-test in cycle 1 the mean value achieved by students is 60.4 in cycle 1. This research is said to have yet to reach the target or have failed to achieve KKM. The weaknesses obtained in the first cycle are students who find it difficult to understand vocabulary whose mention is different, some students need help pronouncing it.

Therefore, the researchers continued the research in cycle 2, and the results of the cycle 2 process showed the results of a post-test score of 82.5. The results of this study are successful because it reaches the target determined by the researcher. The researcher stopped the cycle

process until cycle 2 because the researcher had obtained the study results, which were following and reaching the predetermined target.

CONCLUSION

Based on the problems that occur, students at SDN Bereng Kajang - 1 have never learned English except for learning about counting using English from 1 - 100. Based on the research gad, the researcher went directly to the field to observe students and took data needed during the study. The researcher is considering with the teacher to conduct collaborative research on 4th-grade students of SD Bereng Kajang - 1 as the object of research. Here, the researcher wants to improve student vocabulary assisted by flashcard media. Researchers took data, namely conducting pre-tests on students and getting an average score of 28.30. Then the researcher started the cycle one treatment and applied flashcard media as teaching materials to help students learn vocabulary. Then the researcher conducted a post-test on students. The researcher got an average score of 60.40, and as many as 3 out of 12 students whose scores reached the kkm for the results of the observation of researchers using observation sheets on students, namely 3 out of 12 students who managed to get the predetermined target.

The researcher also evaluated the teacher and decided to continue the cycle two treatment because the results of the students' average scores had yet to reach the target that satisfied the researcher. Researchers continued treatment for cycle 2 to improve student vocabulary assisted by flashcard media. Then the researcher conducted a post-test of students and obtained a mean student score of 82.5 and as many as 10 out of 12 students whose scores reached the kkm and based on the observation of the researcher using the observation sheet as many as 10 out of 12 students whose scores reached the target. Here the researcher discussed with the collaborative teacher and decided to end the research until cycle two because the scores had reached the target and the results were satisfactory for the researcher.

SUGGESTION

Based on classroom action research conducted by researchers in terms of improvements to increase English vocabulary by using flashcard media, the following suggestions are given:

1.11. To the Headmaster

Based on the research results, it is hoped that the principal will follow up on English language learning at SDN Bereng Kajang - 1. Seeing the enthusiasm of the students who are so excited about this learning, it is hoped that the principal will be able to facilitate some learning media for students to use.

1.12. To the Local Content Teacher

Based on the research results, it is hoped that local content teachers will be able to provide English language learning to students. By mastering the learning media, teachers can think creatively to use media that can be taught to students.

1.13. To the Students

Based on the results of the research that has been done, students should prepare themselves more in learning to be more focused on participating in learning and are expected to practice vocabulary well and look for vocabulary material not only with what has been learned but also look for English learning such as books, dictionaries or the internet by following the times well.

1.14. To the Next Research

Future research should research things that have not been achieved optimally in improving English vocabulary learning using flashcard media. This is done so that the learning atmosphere in the classroom can run smoothly and be conducive so that schools can produce well-learned students and complete knowledge

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