THE ANALYSIS OF USING TV (THEMATIC VOCABULARY) CARDS IN INCREASING THE STUDENTS' ENGLISH VOCABULARY

Rahmati*[1] and Helmiyadi[2]
[1]Universitas Islam Kebangsaan Indonesia (UNIKI)
[2]STKIP Bumi Persada Lhokseumawe

Abstract
This study aims to determine whether Thematic Vocabulary (TV) Cards media can improve the vocabulary of students in primary school. In order to achieve the objectives of the study, the researcher designed an action research which consisted of pre-test, 3 cycles of treatment, and post-test. The subject of this study was the students of SMK N 1 Lhokseumawe, with the number of the subject was 26 students; 9 males and 17 females. 2 meetings were held during the research in which the students had to join test and also cycles of treatment which consisted of quizzes and various activities by using TV Cards as the media. which used the Sugiyono's model (2016:298) with adaptation. The data collecting through interview, questionnaire, documentation, and test. The result of this study showed there was a significant improvement made by the students in identifying and remembering new English vocabulary available in the given descriptive texts. Pre- test result showed 27 % of students scored less than 50; 69 % students scored 51- 75; and only the rest of them scored more than 76, meaning that the average score of the class was still low, which was only 54.10. After conducting Post- test, it could be seen that no student scored less than 50; only one student scored 73; and the rest of them successfully scored above 76. Compared to Pre- Test's result, the Post- Test's showed the better average score, which increased up to 79%. In line with the result, Some suggestions are offered for teachers to be a facilitator in creating effective learning activities, to be able to make teaching and learning process more interesting, enjoyable and educative.

Keywords: Vocabulary, Media, TV Cards

INTRODUCTION

Language is the most important part of human life to communicate, express ideas, feelings and opinions either individually or universally. Language does not only comes from words issued by speech (vowels) but also uses sign language or image language. Ancient human civilization before knowing writing was using the language of pictures. Language itself functions as a communication tool that is widely used in every aspect of life such as science, education, business, entertainment and so on. In essence, language learning is learning to communicate. Therefore, the main objective of learning is directed at improving students' ability to communicate in English both orally and in writing.

*correspondence Address
E-mail: zakimaimun87@gmail.com

Ida Ubaidillah Hidayati (2017) says that vocabulary mastery is the most important thing in English because vocabulary is in every skill in English including listening, speaking, reading and writing skills. In doing reading activity, it is essential for the students to have a deep understanding of important words available in the passage they are reading. This argument is supported by Mukoroli (2011: 4), who points out, as the difficulty of words in a text increases, understanding of the text decreases; therefore, it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts. Because of its important role in reading development, vocabulary instruction has been a well-researched area in the field of education for many years (Hanson and Padua, 2011: 4), and it is an area in which the researcher continue to gain new insights.

Vocabulary learning to students should be based on how they learn language. Alizadeth (2016) says that vocabulary is more complex than these definitions suggest. Words can come in oral form such as those used in listening and speaking or the can come in print form such as those words that we recognize and use in reading and writing. Furthermore word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. The teacher needs to provide opportunities for students to find ways of learning. In studying vocabulary students often find several difficulties caused by several factors. several of these factors include: 1) Pronunciation, namely words that are difficult to pronounce are more difficult to learn 2) Spelling, namely sound-spelling mismatches tend to cause errors 3) Length and complexity, namely long words that seem no more difficult to learn than short words 4) Grammar and 5) Meaning, namely words that have several meanings can make students confused and have difficulty understanding vocabulary.

Based on the above factors, the teacher as the facilitator must be able to create a pleasant learning atmosphere for students, be more competent in choosing media that can be used to support the success of learning English in terms of improving the vocabulary skills of students of SMK Kota Lhokseumawe. So far, the teacher has provided vocabulary material, only told students to look for vocabulary in the dictionary then told the students to memorize it. This strategy is not effective enough to be applied because it does not make students interested and enthusiastic about memorizing. Most students feel bored and lazy to look for vocabulary so this affects students' ability in mastering their vocabulary. (Burns, Roe & Ross. 1996) stated that the media is a necessary tool for learning English, especially for children. In addition to this, Anjaniputra and Salsabila (2018) propose that language

focused learning, one of which is vocabulary, should be taught to students through, as further exemplified, repetition or vocabulary learning on cards. Repetition and flash cards are typical of learning vocabulary in Quizlet. Teaching and learning English activities for children should be accompanied by the use of media, especially visuals. Muslichah and Siti Tarwiyah (2017) stated that teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. So that, they should be creative to draw students' interest and motivation in learning

Media is anything that can be used to transmit messages from sender to recipient so that it can stimulate students' thoughts, feelings and interests and attention in such a way. In order for vocabulary learning in the classroom to be more meaningful and enjoyable for students, researchers used vocabulary learning media called TV Cards. The use of TV Cards media at the teaching orientation stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content. TV Cards consists of 5 big cards and 25 small cards which can be used to help students learn new vocabulary as well as help students improve their understanding of English. This research was conducted under the title "Analysis of the Use of TV Cards in Improving Student Vocabulary Ability in English Lessons at SMK Kota Lhoseumawe". The formulation of the problem is whether the use of TV Cards media can improve the vocabulary skills of the Lhokseumawe City Vocational School students. The aim is to determine the extent of the influence of the use of TV Cards on vocabulary mastery of Lhokseumawe City Vocational High School students.

Vocabulary is a form of vocabulary that is learned by students of all levels. It is impossible to be successful in learning English without mastering the Vocabulary. In English, there are four basic components that students must master such as listening, speaking, reading, and writing. Mayristanti (2016) regarding to vocabulary mastery, some researchers have dealt with students' vocabulary problems. They have shown that vocabulary problems interfere with students' communication. In other words, students would have problem in speaking, listening, reading and writing when they do not know or use the right words *Vocabulary* mastery is one of the basic components for mastering English as a foreign language at elementary, intermediate, and advanced levels. vocabulary is a list of words that have meaning. Each word has certain meaningful communication it means that vocabulary has the meaning to communicate with other. Without having a rich vocabulary, students cannot communicate well by using English. So, students should know vocabulary and meaning in order to communicate well in English. "In Vocabulary learning,

a strategy is needed in teaching so that learning is conveyed and students can easily remember vocabulary. Because the large number of vocabulary that students can master will make it easier for students to communicate English well. The way that can be done is to make a useful difference.

Media

Understanding Media

The word Media comes from the Latin Medius which means "Intermediary" or "Introduction" which states that when broadly understood, the media are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Media is not only about objects, teachers and the existing environment, it is media that can be used as a learning resource. In the learning process, media can be defined as photographic, electronic, or graphic tools which are useful for processing information. Learning media can also be used for evaluation at the end of learning.
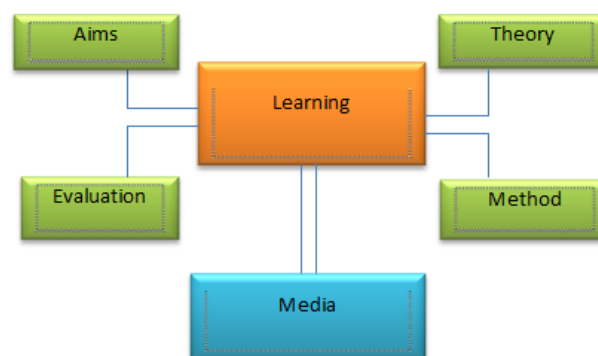

Figure 1. The importance of Using Media

The use of media in learning English is very important because media is able to provide positive learning in certain matters. Some of the practical uses of the use of learning media are 1) learning media can clarify the presentation of messages and information so that it can expedite and improve the learning process and results. 2) Learning media can increase and direct the attention of students so that it can lead to learning motivation and direct interaction between students and their environment. 3) Can learn independently according to their abilities and interests 4) Learning media can also overcome the limitations of the senses, space and time. Azhar Arsyad (2016) explained in his journal entitled "The Importance of Media in the Classroom" that about 98% of all information that enters the brain comes through the senses. Add to that the fact that more than 87% of the students in the class prefer to learn by visual and tactile means. Moreover, he also argues that using media is the key to moving students to higher-level thinking. We need to lead them to the best of the best in term of media and to provide feedback as they work. Knowing how

important teaching media to teach English to young learners. Elham Ghorbanpour (2017) the use of teaching media should be emphasized. Yet in reality, it is found that there are still many teachers in elementary schools do not use the appropriate media to teach their students. Many of them still use traditional method to deliver the materials. To minimalize this problem, the writer conducted a research. The research is focused on developing cards to teach vocabulary to young learners. A card or flash card is a set of card-based instruction bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study

Media TV Cards

TV Cards (Thematic Vocabulary Cards) are media in the form of Thematic Vocabulary Cards. The researcher named it "Thematic" because each card box had a special theme and vocabulary. The TV Cards specifications are:

1) Consists of 25 cards in each box; 5 big cards, and 20 small cards.

2) Each card set has only one specific theme, and 5 main topics related to the theme.

3) In each big card, there is only one picture of main topic with for clues surrounding it, which then have to be paired to the appropriate small cards.

The media contain pictures which not only can bring images of reality, but can also function as a fun element in the class, as Joklova (2009: 15) explains in her thesis. To be more specific, beside lessons where pictures are in the main focus, they might be used just as a stimulus for writing and discussion,as an illustration of something being read or talked about, as background to a topic and so on. Skytt and Couture (2000). Who stated to be more specific, besides lessons where pictures are the main focus, they can be used only as a stimulus for writing and discussion, as an illustration of something that is being read or discussed in the background of a topic. In every research, a frame of mind is definitely needed as a basis or as a guide in determining the direction of research, this is necessary so that research remains focused on the study to be studied. The limited use of instructional media, especially in learning English and the lack of understanding of English vocabulary in class XII students at SMK Kota Lhokseumawe are the main problems faced in this study. These two factors cause students to be less active in following the learning process in class. Therefore, researchers analyzed the use of English learning media in the form of Thematic Vocabulary Cards to help students understand vocabulary in English.

RESEARCH METHOD

This research is a classroom action research or what is called CAR (Classroom Action Research) is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. These actions are given by the teacher or with directions from the teacher carried out by students. Broadly speaking, there are four stages that must be passed to conduct research with classroom action research methods, namely, (1) planning, (2) action, (3) observation, (4) reflection. The four stages are an element in forming a cycle, namely with one successive cycle of activities then returning to the first stage. This classroom action research will be carried out in a participatory collaborative manner, namely research by collaborating or collaborating between teachers and researchers. Data that has been analyzed are stated in descriptions of phenomena, not in numerical calculations. This is in accordance with the characteristics of qualitative research. Analysis is an attempt to observe something in detail by describing its constituent components or arranging these components for further study.

Techniques of Collecting the Data

The data obtained from students were collected using the following steps:

1. Planning

    a. By using a questionnaire, researchers conducted a preliminary study to find specific problems faced by students.

    b. After finding the problem, the researcher designed the media that could be used to solve the problem.

    c. The researcher also designed a suitable vocabulary lesson plan for use in classroom action research.

    d. Researchers make a preliminary test whose difficulty index is measured first through trials before it is carried out.

2. Action

    a. Researchers conducted a pre-test to students.

    b. By using the TV Card, researchers teach vocabulary to students.

3. Observations

    a. The researcher conducted a post-test in which the difficulty index was measured first through a trial before it was carried out.

    b. Researchers conducted a post-test as an assessment to measure student achievement in mastering English vocabulary.

4. Reflection

a. The results of the assessment were then analyzed by the researcher.

b. Researchers compared the results of the pre-test and post-test to find out a significant increase.

Data analysis method

Data analysis is one way to solve research problems. Using data analysis can answer and test hypotheses (Nazir, 2003). In answering research problems, researchers must analyze the data obtained from students. In analyzing the data, the researcher used several steps:

1. Assessing students' answers on the pre-test and post-test The answer is assessed to determine the extent to which students have mastered the material using the following formula:

> *Score = The Number of Right Answer x 10*

2. Calculating the average value on the pre-test and post-test. The mean scores of the pre-test and post-test scores were calculated and then compared to see a significant improvement in student ability. That the score will be obtained after calculating using the following formula:

$$X = \frac{\Sigma nx}{\Sigma n}$$

X = Average value

N = number of students

x = Student Value

3. Compare the results of the pre-test and post-test to see the improvement

$$Percentage = \frac{X2 - X1}{X1} \times 100\%$$

X 1 = average value of pre-test

X 2 = average post test score

RESULTS AND DISCUSSION

Researchers conducted several tests and treatments to see whether there were significant improvements made by students in identifying and remembering new English vocabulary. The method used in this research is Action Research which was conducted during September 2020. The pre-test was conducted at the first meeting. Whereas at the second and third meetings, the researchers held three research cycles where she gave several

treatments and quizzes to students using the same learning media, but with a variety of learning activities. The post-test was then carried out at the last meeting. Students were also asked to fill out a questionnaire sheet to see their opinion on the use of the TV Card to improve their ability to identify and memorize English vocabulary. On September 8, 2020, a preliminary observation was made which aims to identify what problems students have in learning English. Researchers observe class conditions and class systems before observing the attitudes and behavior of participants during the English class. After 40 minutes of observations were completed, questionnaire sheets were then distributed to determine the students' difficulties in learning English. To see students' abilities in identifying new English vocabulary. After analyzing the pre-test results, the researcher constructed several treatments and quizzes to improve students' ability to identify and remember new English vocabulary. In this cycle, participants were given treatment using TV Cards as a medium and Jigsaw Cooperative Learning as a learning technique, and quizzes containing descriptive text and 10 question items. Furthermore, the post-test was carried out to see if there was a significant increase made by the students. In addition to conducting a post test at the last meeting, researchers also distributed questionnaire sheets to find out students' opinions about the media. The questionnaire sheets were distributed to identify how TV Cards improved students' ability to identify and remember new English vocabulary, such as previous questions and research objectives. The questionnaire contains ten question items that must be answered individually based on the participants' own opinions about the media used.

Pre-Test

The initial test sheet contains one part in the form of descriptive text and 15 parts 30 short answer items must be answered. The reading given is in the form of descriptive text with numbers the words are 251 words. Words which have to be answered by the students can be seen on the following list:

Tiger	*Jaw*	*Canines*
Animal	*Neck*	*Body*
Savanna	*skulls pieces*	*Tail*
Leg	*Tongue*	*Stripe*
Claw	*Ribs*	*skin pieces*

First of all, what researchers do is distribute the pre-test sheet to participants. Before being asked to do an assignment, participants are first given it opportunity to read the available sections in five minutes. Then, after the first activity has been completed perfectly,

participants are asked to translate some English words into Indonesian by filling in the blank tables in 15 minutes. In this activity, participants are not allowed to search the dictionary or ask questions friends about answers to questions. During the pre-test, the class atmosphere was quiet because of this The participants took the test seriously. Students' answers on the initial test sheets were corrected and analyzed the same day after the researcher ended the meeting. The scores achieved by students in the pre-test can be seen in Table 4.3 Pre-test results attached to the attachment, where the score is calculated based on the Data Analysis Method formula. The preliminary test results showed that there were 7 students who scored less than 50, 18 students scored 51-75, and 1 student scored 76 -100. This means that the pre-test average value is 54.10.

Post-Test

The post-test sheet contains one part in the form of descriptive text with the number of words is 251 words of which 15 words must be translated properly into Indonesian for 30 minutes. The following are the words the researcher meant:

Tiger	*Jaw*	*Canines*
Animal	*Neck*	*Body*
Savanna	*skulls pieces*	*Tail*
Leg	*Tongue*	*Stripe*
Claw	*Ribs*	*skin pieces*

The first thing the researchers did was to distribute the pre-test sheets to the participants. Before being asked to work on an assignment, participants are given the opportunity to read the available sections in five minutes. Then, after the first activity was well done, participants were asked to translate some English words into Indonesian by filling in the blank tables in 15 minutes. In this activity, participants are not allowed to search the dictionary or ask friends about the answers to questions. The classroom situation is very conducive to the holding of the test. The results of the Post Test show that there are no students who score less than 50, 1 student gets a score of 51-75, and 25 students get a score of 76 -100, and the average post-test score achieved by the students is 87.30. In the test carried out at the first meeting, the researcher saw that the students did not recognize the noun contained in the text given at the beginning of the pre-test, but after the researcher gave the treatment using TV Cards media, the students began to show a significant increase in the results of the Post-test. This can be seen in the table below:

Table 1. Data Research

No	Test form	Score	Percentage
1	Pre-test	54,10	27%
2	Post-test	87,30	62%

The pre-test results showed that 27% of the students 'scores were lower than the students' mean scores and only a few reached 76, meaning that the average scores achieved by students were only around 54.10 scores. But after being given treatment, the results of the Post-test showed a significant increase in student scores, reaching 87.30 scores. This means that the increase in value reaches 62% of the pre-test value.
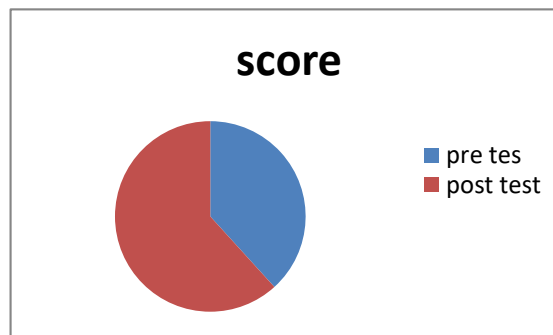

Figure 2. Score Analysis

The result of *post- test* which was conducted on the last day showed that there was a significant improvement on the students" ability in identifying and remembering new English concrete nouns. This means that the achievement of the scores obtained by students shows that the use of Media TV Cards is very influential on students' vocabulary mastery in English lessons.

CONCLUSION

After analyzing the research results in the previous chapter, the researcher concluded that Student progress during teaching and learning activities using Thematic Vocabulary Cards as a good medium. Their achievements in identifying and memorizing new vocabulary is also improved. This is supported by the significant difference between the pre-test and post-test results, which increased by almost 79%. This success is influenced by their interest in the media used and activities through games. Based on the significant improvement made by the students, the researcher concluded that the use of the media TV Cards is effective in improving the students' English vocabulary mastery of class XII.

Media TV Cards can help students improve their ability to identify and remember new English vocabulary by providing attractive pictures and colors so that they can more easily learn new English vocabulary.

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