

THE USE OF FLASHCARD MEDIA IN IMPROVING STUDENTS' ABILITY IN LEARNING VOCABULARY AT ENGLISH CLASS VII AN-NURMANIAH JUNIOR HIGH SCHOOL

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Abstract

The purpose of this study was to determine the learning process and increase students' vocabulary skills in learning English using flashcard media in Class VII SMP An-Nurmaniyah. The research method used is classroom action research with the following stages: planning, implementation, observation and reflection. Data collection techniques used in this study are: (1) tests, (2) interviews, (3) observation. The results obtained from this study are that the implementation of the first action learning has not achieved maximum results, it appears that there are still students who are less involved in the use of flashcard media and there are still students who feel confused about what the teacher bothered so that the average score obtained by students in the first cycle was 68, with learning completeness around 72%. By looking at the Minimum Completeness Criteria (KKM) that has been set at SMP An-Nurmaniyah, namely 65, there are 13 people who reach the completeness criteria, meaning only 72%, while according to the KTSP a learning is said to be complete if the completeness score obtained by students is 75% of the total the number of students. Meanwhile, the second cycle has increased with the average score obtained by students in the second cycle is 84, with learning completeness around 100%.

Keyword : Flashcard Media, Student Ability, Vocabulary, English

INTRODUCTION

Educational theory is the foundation and starting point in the development of educational practice, for example curriculum development, school management and teaching and learning processes. Curriculum and learning have links with educational theory or in the preparation of the curriculum and this learning plan refers to educational theory (Sholichah, 2018).

In this era of globalization, language has a very important role, especially the function of language as a communication tool, one of the languages that must be mastered is English, because English is an international language and is used as a tool to communicate both orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and

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culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and produce spoken or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

English is also called a second language, because English is the target language, which is a language that is deliberately studied with a specific purpose (Brown, 2008). This is what underlies the consideration that English began to be given to elementary school students (bsnpindonesia.org). Minister of National Education of the Republic of Indonesia. No. 23 of 2006 states that elementary schools can make English a local content subject. English is an international language and is also the language of instruction for most primary, secondary and tertiary education for children who learn English at school age (Fitriyani and Nulanda, 2017). English as a foreign language in Indonesia has become a concern, especially in the area of basic education since the early 90s based on the awareness of the importance of learning English as early as possible to be able to compete in an increasingly modern and globalized world. It was this awareness that finally made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that SD can add subjects to its curriculum (Kulsum, 2016). This policy ultimately underlies the inclusion of English subjects as part of local content in elementary schools (Faridatuunnisa, 2020).

English in Junior High School is a local content that is mandatory for all students at the Junior High School level. English at the junior high school level aims to enable students to develop communication competencies and have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society. To achieve this goal, basic communication skills are required, one of which is the ability to master vocabulary. To obtain these abilities, learning must be carried out interactively, inspiring, fun, supported by the use of media that can motivate students to participate actively in learning.

The main content of language is vocabulary. Vocabulary is used to form a sentence that expresses an idea. People can express more thoughts if they have a large vocabulary. In the acquisition of a second language, vocabulary development is critical. One of the interesting issues to study related to good English mastery is grammar. The main function

of language is to communicate. In communicating, every speaker must try so that what is in his mind can be conveyed properly and clearly. He wants his message to be well understood by listeners. However, this is often difficult to do, the process of delivering messages is often hampered due to several factors, for example the presence of interference and limitations in language skills (including grammar and vocabulary) which are often experienced by language learners (Santosa, 2017). The ability to compose sentences that convey some signals for social interaction necessitates a strong command of terminology. The majority of students at An-Nurmaniyah Junior High School, on the other hand, struggled to understand the meaning of words. Due to their restricted vocabulary, the kids were unable to communicate in English.

There are several factors that cause the low level of vocabulary mastery in students, including the factors of teachers and students. Based on the observations obtained by the researchers, some students still open their dictionaries to translate difficult vocabulary in English texts. This method is considered less effective in mastering the vocabulary of students. Because when using a dictionary, students only know the meaning of the word without understanding the meaning or similarity of words in English. Meanwhile, teachers provide more reading text exercises without letting students understand difficult vocabulary in deeper texts (Sekarini, 2018).

Several solutions can be used to solve this problem. This technique or strategy is expected to be able to improve students' ability in mastering English vocabulary. One of these strategies is learning using flashcard media. Flashcard media is media in the form of cards in which certain pictures or instructions are given with the aim of making it easier for students to learn a subject matter. According to (Arsyad, 2011) Flash cards are small cards containing pictures, text, or symbols that remind or direct students to something related to pictures. Flash card media is one of the visual media. Flash cards are cards that contain symbols, signs, pictures, words and definitions that are used as media in helping students understand a learning material. Learning media using flashcards is a very familiar learning media in improving vocabulary mastery in language. This is because Flashcards are picture cards that help students master the learning material. (Ahmad Susanto, 2011) suggests that Flashcards are picture cards that are equipped with words. The use of learning media during the learning process greatly affects the enthusiasm and interest in learning for students. It can provide learning motivation for students before learning activities begin. In light of the foregoing, the instructor should provide engaging media to encourage pupils to participate in vocabulary learning. Flashcards are one of the

media used to teach vocabulary. As a visual tool, flashcards are an intriguing medium that can assist kids in memorizing words. The colorful image helps pique a student's interest in learning.

Flashcard media is learning media in the form of picture cards whose size is about 25 × 30 cm. The images in this media are a series of messages that are presented with their descriptions (Indriana, 2011). While Chatib (2011), explains that Flashcard media is a card that contains pictures or writings related to concepts. Another definition expressed by Windura (2010), that flashcard media or flashcards are cards that are used to remember and review in the learning process. So, flashcard media is a media that helps in remembering and reviewing lesson materials such as: definitions or terms, symbols, foreign language spellings, formulas, and others. The first advantage of flashcard media described by Indriana (2011) and Riyana and Susilana (2009) is that it is easy to carry everywhere because of its small size and light weight. The second is practical in making and using it, so that whenever students can learn well using this media. Third, flashcard media are also easy to remember because these cards have pictures and are very eye-catching, contain simple letters or numbers, so that they stimulate the brain to remember the message longer. This media is very fun to use as a learning medium, it can even be used in the form of games (Maryanto and Wulanata, 2018).

Azhar Arsyad in Sekarini (2018) states that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring about psychological influences on students. The advantage of using flash card media is that students feel helped by the various cards and instructions given by the teacher through the card. According to Susilana and Riyana (2008), flash card learning media has a number of advantages, namely: “(1) easy to carry; (2) practical; (3) easy to remember; and (4) fun.” Based on the explanation above, the researchers used a learning model using flashcard media in an effort to improve students' vocabulary mastery skills to get good results in increasing students' vocabulary mastery skills during the learning process.

The results of the research are expected to be able to provide benefits for teachers, students, schools, and researchers themselves as an effort to improve learning in the classroom. Based on an explanation of the advantages of using Flash Card media, the researchers used Flash media in vocabulary learning. The following are the steps for using flashcard media proposed by Rudi Susilana and Cepi Riyana, among others; The cards arranged are held at chest level and facing in front of the students, remove the cards one

by one after the teacher has finished explaining in front of the class, give the explained cards to students sitting close to the teacher. Ask students to observe the cards one by one, then continue to other students until all students get to, if the presentation is a game, put the cards in a box randomly and do not need to be arranged, prepare students who will compete, for example three people standing in a row , then the teacher gives orders (instructions).

Before starting learning using flash card media, the teacher first explained the technicalities and rules of the flash card game. The following are the steps for applying flash cards to students adapted from indonesiamengajar.org. in (Alamsyah Said and Andi Budimanjaya), among others; the teacher distributes flash cards to each student in a closed state. (the part that contains writing face down). Students are not allowed to open before the signal is given), the teacher gives the signal and students open the cards simultaneously, students look for their line based on the cards they hold. (the activity of looking for a line based on a card is done without sound), the teacher gives a time limit. Don't forget to countdown when the time is almost over, the teacher invites students to check each line, whether all students have entered the proper line, the teacher gives appreciation to the correct and complete line.

Based on what has been mentioned above, it can be concluded that the use of FlashCard media is very easy and can be applied in small and large classes, and can be used by students in class activities, groups, and work in pairs.

RESEARCH METHOD

This research uses Classroom Action Research. According to Subrata, classroom action research is a problem-solving strategy that utilizes real action in the form of an innovative ability development process in detecting and solving problems.

In practice, Classroom Action Research linking meaningful actions with research procedures. This research was conducted by a researcher who collaborated with the subject teacher in question. Trying to formulate a problem to improve the situation, then carefully observe the implementation to understand the level of success. Classroom action research includes several stages whose implementation consists of several cycles. Each cycle consists of planning, implementation, action, observation and reflection. The stages of research in each action occur repeatedly until it finally produces a complete value that

has been determined according to the assessment criteria. As for the implementation through the stages that make up a cycle of these stages as follows:

1. Research Plan

The research plan is an action that is systematically arranged to explain the procedure for carrying out activities, such as what, why, when, where, by whom and how the action will be carried out. The stages of preparing the actions that the author did in this study were:

- a. Determine the material to be taught.
- b. Determine the cycle to be carried out, which consists of two cycles.
- c. Develop a Learning Implementation Plan
- d. Develop evaluation tools or tests
- e. Make an observation sheet for teacher and student activities

2. Action Implementation

The implementation of classroom action is the teacher teaching the material that has been planned with the lesson plan. Actions that what teachers (researchers) do in this phase is how teachers manage learning such as how teachers explain subject matter, convey learning objectives, motivate students, guide students in class, and how teachers give rewards to students. After completing the action in the first cycle, the researcher held a test to determine the extent of the results of the action in the first cycle and so on until the last cycle.

3. Observation Observations are observations that are carried out collaboratively involving teachers and peers as observers in the classroom. Observations were made on student activities during learning and how the teacher managed the class. Observations were made when the activities of cycle I and cycle II were carried out.

4. Reflection

Reflection is done by the teacher (researcher) to see what has been achieved and what still needs to be improved in the next lesson. The results of the reflection are used to determine further steps in an effort to achieve the objectives of the Classroom Action Research. If the Class Action Research problem has not been completed, the Class Action Research will be continued in the next cycle through the same stages as the previous cycle.

The subjects in this study were students of class VII An-Nurmaniyah Junior High School Ciledug Tangerang in the 2018/2019 academic year, totaling 37 students.

The place and location of the research that will be carried out by researchers is at An-Nurmaniyah Junior High School, Ciledug, Tangerang.

The research instrument is one of the devices used to facilitate data collection and data analysis. In this study used research instruments in the form of:

1. Observation sheet

In the form of teacher activity sheets and student activities on learning activities consisting of indicators that are assessed and affixed with checklist marks.

2. Test Kits The tests were given to students as subjects in this study which included the subject matter presented in the Flashcard. The test serves to obtain data about the ability to speak using flashcard media.

RESULT AND DISCUSSION

A. Description of Cycle I

These observations can be seen from the I post test assessment, the teacher's performance observation and the student's activity observation. In the examination of the I test given by the teacher's assessment was the truth in filling in the question of listening as a double choice of 10 issues and speaking of truth in uttering a vocabulary of the names of animals in English.

After the assessment has been done, the average value students acquire on the I cycle is 68, with sharp learning about 72% as for the value being gained from the assessment aspect of listening to vocabulary (listening) and speaking vocabulary (speaking). As for the average value derived from paying attention to vocabulary was 71 with learning acuity 72% and the average value of uttering the 64 vocabulary with only 50% less. By observing the Minimum Criteria that have been determined on mi ar-rochman is 65, there are 13 people who reach the final criteria, meaning that only 72% of the students succeed on the subject, whereas according to Education Unit Level Curriculum a study is said to be completed when students score $\geq 75\%$ of the students.

Compared with the study before using this medium flashcard, the number of students who have already reached the near limit of learning has increased, 44% in origin to 72%. From scores scores it is concluded that use of media flashcards in study of the English vocabulary can help improve students' abilities to the material they learn.

Reflection

From the observer's observations on teacher performance, the average observer scores well, but there are several things that need to be followed up by the teacher (writer)

in the I listening cycle study course below: 1. The teacher is too eager to carry out the learning, so the time allotted is beyond the appointed time 2. Teachers were still poorly involved in the use of students in flashcards, as there were some students who did not dare to appear in front of the class to enter the picture contest. 3. Lack of reward given to students 4. There is still a student confused in the listening.

After analyzing the things teachers need to follow up on, the observer offers the input that in conditioning and organizing student activities, the teacher must take into account the availability of time allotted, so that the learning can be accomplished more effectively. In addition the observer also provides input so teachers can engage more students in the use of flashcards to make learning more active and fun and get all students involved in the use of the flashcard media. In addition the observer offers input to encourage the student should be given reward both praise and reward and in the next cycle the teacher would rather explain instructions on the problem at hand. As for the observation of the teacher's activities at the meeting of the I speaking cycle, the observer provides input on matters that are best followed up for purposes of the next cycle: 1. In the experience of conception and motivational giving activity it is best not only to applaud for the boredom of the child but also to be added to the songs leading to material giving. 2. In a teacher's learning should involve students more in the use of a flashcard medium, and in its use should be more directed at the learning goal that students can properly pronounce a vocabulary. 3. In addition the observer offers input to encourage students to be more excited and should be given reward both compliment and reward.

While the results of observations from student activities went smoothly, it was just that in the learning process listening to vocabulary (listening) cycle I, student activity in participating in the game was still lacking and students were still shy to ask questions that they did not understand, besides the lack of student interaction with students. As for the results of observations from students' activities in listening activities (pronouncing vocabulary) there are several things that need to be improved including the lack of student activity in interacting with their friends and learning motivation for their friends, for that observers provide input so that in learning interactions between students and students are further improved and directed by the question and answer between students and students for example with a classmate.

In addition to the learning process of teacher and student activity, the students' vocabulary capability is seen from the acquisition of the I cycle's value that has not

reached the minimum criteria designed by 65, so the author and observer of the study are making the replanning to go into the next cycle.

B. Description of Cycle II

These observations can be seen from the results of the post cyclical test II assessment, the assessment of the student's vocabulary skills, the observation of teacher performance and the observation of student activity. In the coverage of the post cycle test to II the assessment is done on the pupil's exactness in filling in the double-choice test for listening and the student's assessment of ability in uttering the vocabulary.

After the assessment has been done, the average value students acquire on the cycle II is 84, with sharp learning about 100 % as for the value being gained from the assessment aspect of listening to vocabulary and speaking vocabulary. As for the average value that comes from paying attention to vocabulary is 90 with 100% learning accuracy and the average value of uttering the 78 words with the sharpness of studying only 100%.

By looking at the minimum minimum minimum criteria (KKM) that have been determined on mi ar-rochman is 65, there are 18 people who have completed the criteria, meaning that 100 percent of the students have succeeded on the subject because as noted in the curriculum a lesson is completed when the student's failing score is $\geq 75\%$ of the student's number.

After the post test, surveillance came from the teacher's performance observation. Where a teacher's performance in the performance of the learning in the second cycle from beginning to conception through follow-up, the observer assesses well, as the flaws in the I cycle are followed up on this cycle.

Reflections

By looking at the available data, both from post test results, observation and student interviews results can conclude that English learning by using media flashcards can enhance the student's vocabulary and help students to remember vocabulary. Although it takes a teacher's effort to guide and direct students to understand a material, especially for elementary school students of class ii who still consider English lessons as difficult and foreign, not the language that is often heard in students' daily lives. But in spite of it all, the writer felt deeply satisfied with the results of the study of the class ii students a mi ar-rochman who was always zealous in following the learning activity so as to increase their vocabulary ability primarily on the subject listening to vocabulary (listening) and speaking vocabulary (speaking).

CONCLUSION

Based on the collection of research data that the author has implemented, both qualitative and quantitative data and the other findings that support the study's execution bring the conclusion to the writer as follows: The learning process by using a medium flashcard in order to enhance the ability of students in the English vocabulary on the subject listening and uttering a vocabulary of animal names in class ii a mi ar-rochman can be effective, can be seen from teacher and student activity during the learning activity. With the use of media flashcards can make learning materials easier and for students can improve students' vocabulary and make learning fun and motivate children to function active in learning activities so as to have a positive interaction of both teachers with students, students with students and students with learning media.

Students' abilities on the subject of listening and uttering a vocabulary of animal names in class ii a mi ar-rochman can be enhanced by using a flash card medium. This increase can be seen from the average result of students' continuing experience of increased on each cycle, the average value students earn on the I cycle is 68, with sharp learning about 72% as for the value being obtained from the assessment aspect of listening to vocabulary (listening) and speaking vocabulary (speaking). In cycles II further increases with the average value students receive in the ii cycle is 84, with sharp learning about 100% and where it comes from the assessment aspect of assessment in listening to vocabulary (listening) and speaking speaking vocabulary (speaking).

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