

**LEMBAR PENGESAHAN ARTIKEL ILMIAH**

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING  
FLASH CARDS AT SIXTH GRADERS OF  
SD NEGERI 007 BANGUN PURBA**

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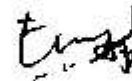
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## **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLASH CARDS AT SIXTH GRADERS OF SD NEGERI 007 BANGUN PURBA**

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### **ABSTRAK**

Penelitian ini melaporkan tentang penggunaan flash card dalam meningkatkan penguasaan kosakata siswa . Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana penggunaan flash cards dapat meningkatkan penguasaan kosakata. Penelitian ini menggunakan penelitian tindakan (PTK) di SDN 007 Bangun Purba dengan 32 siswa sebagai sampel. Penelitian ini menggunakan dua jenis teknik pengumpulan data termasuk tes kosa kata dan empat minggu observasi kelas. Temuan menunjukkan bahwa ada peningkatan penguasaan kosakata siswa setelah siswa diajarkan dengan menggunakan flash cards . Hasil skor rata-rata penguasaan kosakata siswa dalam siklus 1 adalah 52,65 dan siklus 2 adalah 75,83 . itu berarti bahwa meningkat 23,18 yang menunjukkan pengobatan yang efektif dalam meningkatkan penguasaan kosakata siswa.

*Kata kunci : flash cards/ kartu flash , penguasaan kosakata.*

### **ABSTRACT**

This research reports on the use of flash cards in improving students' vocabulary mastery. The purpose of the research was to find out what extent the use of flashcards can improve the students' vocabulary mastery. The study employed an action research in SDN 007 Bangun Purba with 32 students as the sample. The study used two types of data collection techniques including vocabulary tests and a four-week of classroom observation. The findings showed that there is an improvement in the students' vocabulary mastery after the students were taught by using flash cards. The result of students' mean score of vocabulary mastery in cycle 1 was 52.65 and that of cycle 2 was 75.83. It means that it improved 23.18 which indicate the treatment is effective in improving the students' vocabulary mastery.

*Keywords: flash cards, vocabulary mastery*

### **INTRODUCTION**

Teaching English for Young Learners (TYL) in Indonesia emerges pro and contra. Some experts support teaching English for kids since it is assumed introducing English at primary schools will give a good basic knowledge for students when they continue study in secondary schools (Alwasilah in Maswandi, 2009). On the contrary, some experts argue this reason since in real world the lack of competence English teachers at elementary schools creates another big problem in teaching English.

In accordance with teaching vocabulary for young learners particularly in sixth grade of SDN 007 BangunPurba, there are some problems occur at the preliminary research in the sixth grade. 1) The students have difficulty in understanding the meaning of some words; 2) The students have difficulty in pronouncing and spelling the

words correctly; 3) The students did not involve actively in learning vocabulary; 4) The students have low motivation in learning vocabulary. It is assumed that the student get difficulty in learning English as they have difficulty in vocabulary mastery. As a result, students' lack of vocabulary influences their ability in making simple sentences. The students' lack of vocabulary also influences their involvements in learning process. They have low interest and motivation to practice their English.

These problems might happen for the teaching methods and techniques have not engaged the students to involve actively and both the methods and techniques have not created learning and fun in parallel (Paul, 2009). Moreover, the teaching methods have not provided students with real situations so that their English have notdevelop rapidly (Brown, 2001).Therefore, applying a teaching technique which supports the students' engagement in the teaching

learning process is assumed to develop student's learning achievement, particularly in their achievement of vocabulary mastery.

Based on the consideration of its importance and necessity for the students to learn vocabulary, mainly in the secondary level, this study will apply flash cards in the context of secondary level. Therefore, this study will be conducted to serve the purpose and aimed to explore the use of flash card in improving the student's vocabulary mastery and to find out the factors that influence the change of students' vocabulary mastery.

The formulation the problem can be formulated as follows:

- a. To what extent can use of flashcards improve the students' vocabulary mastery at sixth graders of SDN 007 Bangun Purba?
- b. What factors influence the change in the process of students vocabulary mastery of using flash cards at the grade sixth students of SDN 007 BangunPurba?

This research was conducted to found out:

1. To explain whether flash cards improve students' vocabulary at the grade sixth students of SDN 007 BangunPurba
2. To explain the factors that influence the use flash cards in improving students' vocabulary at the grade sixth students of SDN 007 BangunPurba.

## RESEARCH METHODOLOGY

This study employed a Classroom Action Research. Classroom action research derives from Action research. This action research carried out through two cycles. Each cycle consists of three meetings. In every cycle there are four steps namely plan, action, observation and reflection. This classroom action research was carried out at SD Negeri 007 Bangun Purba, Rokan Hulu Regency. It is located at Tegal Sari street.

To collect the data, this study employed two data collection techniques. They were classroom observation, interview, field notes and test of vocabulary mastery. Classroom

observation was done during the treatment or on-going way in this case during teaching vocabulary by using flash cards. The interview was done after completing the treatment. Meanwhile, writing field notes was done during the process of teaching. Meanwhile, writing field notes was done during the process of teaching. Furthermore, evaluation test I, II, and III were conducted after the teaching in every meeting to see whether or not there was an improvement in their vocabulary mastery.

The data of this research was analyzed based on quantitative and qualitative forms.

### 1. Quantitative Data

To analyze quantitative data which were in form of pre-test, test I and test II of vocabulary mastery, the researcher found student's score by using this following formula:

$$\text{The student's score} = \frac{\text{The number of correct answer}}{\text{The number of items}} \times 100$$

(Adopted from Anggoro, 2008:11)

Second, the total students' scores were figured out the mean test I, test II and test III by applying this formula:

$$\text{Mean (Average score)} = \frac{\text{Total scores of students}}{\text{The number of students}}$$

(Hatch and Farhady, 1982:55)

Third, the mean score of the third tests were compared to see the improvement of students' vocabulary mastery.

The indicators of vocabulary mastery can be seen as follows:

**Table 1**  
**Indicators of Vocabulary**  
**Mastery**

No	Indicators of Vocabulary mastery	Percentage
1	Pronunciation	40%
2	Spelling	20%
3	Meaning	20%
4	Grammar	20%

For each indicator, the formula used is:

Total percentage =  $\frac{\text{Score}}{\text{total score}} \times \text{indicator percentage}$

Meanwhile, the specific indicator formulas are:

Pronunciation percentage =  $\frac{\text{total score}}{\text{total score}} \times 40\%$

Spelling percentage =  $\frac{\text{total score}}{\text{total score}} \times 20\%$

Meaning percentage =  $\frac{\text{total score}}{\text{total score}} \times 20\%$

Grammar percentage =  $\frac{\text{total score}}{\text{total score}} \times 20\%$

Furthermore, to know the category level of the students' vocabulary mastery this following theory was applied:

**Table 2**

**The table of category level of the students' vocabulary mastery**

No	Classification	Score
1	Good	80-100
2	Average to good	60-80
3	Average to poor	40-60
4	Poor	0-40

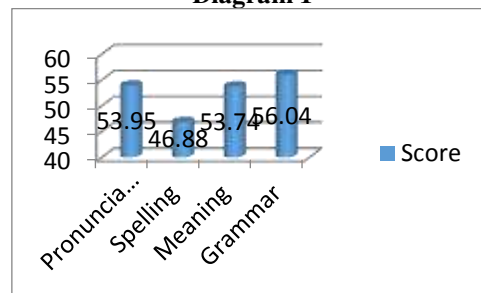
gathered from the action research activities. The data was attained from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students mastered the words given in this action research. The analysis of each activity started from test of first meeting to test of sixth meeting.

**Table 3**

**The Mean Scores of the Students' Vocabulary Mastery of Each Indicator in Cycle 1**

No	Indicators of Vocabulary Mastery	Score
1	Pronunciation	53.95
2	Spelling	46.88
3	Meaning	53.74
4	Grammar	56.04

**Diagram 1**



1  
s

**Table 4**

**The Mean Scores of the Students' Vocabulary Mastery of Each Indicator in Cycle 2**

No	Indicators of Vocabulary Mastery	Score
1	Pronunciation	71.56
2	Spelling	73.96
3	Meaning	75.63
4	Grammar	77.91

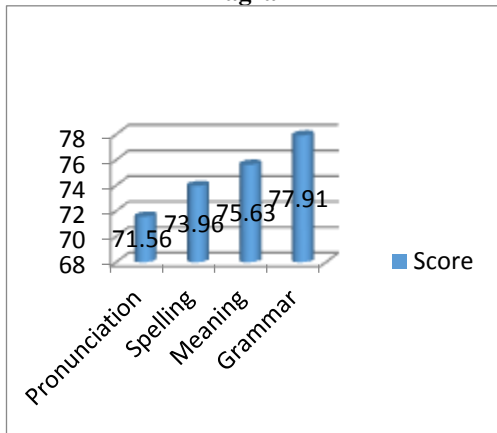
2. Qualitative data

To analyze qualitative data which was taken from observation sheet, interview and field notes this study conducted the steps proposed by Marczyk, DeMatteo and Festinger (2005:198):

**FINDINGS AND DISCUSSION**

In this chapter, the researcher would like to analyze each data of the

**Diagram 2**



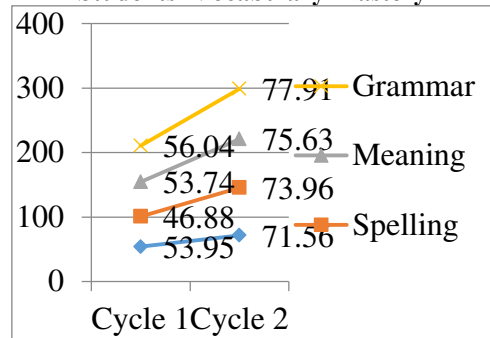
To sum up, it can be seen that there was an improvement on the students' score of vocabulary test for each meeting. This following table shows the improvement of the mean scores of students' vocabulary mastery for each indicator of vocabulary in cycle 1 and cycle 2:

**Table 5**  
**The Improvement of the Mean Scores of Students' Vocabulary Mastery**

No	Indicators of vocabulary mastery	The mean score of vocabulary mastery of cycle 1	The mean score of vocabulary mastery of cycle 2
1	Pronunciation	53.95	71.56
2	Spelling	46.88	73.96
3	Meaning	53.74	75.63
4	Grammar	56.04	77.91

**Diagram 3**

**The Improvement of the Mean Scores of Students' Vocabulary Mastery**



The tables and the diagrams above showed that there was an increasing of students' vocabulary mastery for each indicator in cycle 1 and cycle 2. The mean score of students' pronunciation of cycle 1 (53.95) improved to become 71.56 in cycle 2. It is also found out that the mean score of students' spelling of cycle 1 (46.88) improved in cycle 2 (73.96). The mean score of students' meaning of cycle 1 (53.74) improved in cycle 2 (75.63). The mean score of students' grammar of cycle 1 (56.04) improved in cycle 2 (77.91).

After conducting this action research, it was found out that there were some factors influenced the improvement of students' vocabulary mastery.

a. Material

The materials used in this research were selected based on the young learners' characteristics. They are meaningful, contextual and interesting. They are meaningful as the words studied are needed by the students in their daily life. The words are contextual as they were chosen based on the students' preference. They are interesting as flash cards were made of colorful cards. It made the students like to see the cards and learned well. Therefore, during the process of learning the students enjoyed the activity. They liked to involve in the activity such as responding to the teacher's questions relate to the pictures shown.

b. Teaching Media

The teaching media applied in this research influenced the improvement of the students' vocabulary mastery. The colorful cards attracted the students to know more

about the words. The flash cards helped the students to develop and improved their vocabulary mastery.

#### c. Teaching Activity

The teaching activities involved in this research varied from classroom discussion to the small group discussion. The game played by using the flash cards varied. First, it was conducted by the teacher and the students and the next step, it was done by the students in small groups. This change supported and developed students to internalize the materials. In the first step, they could build their concept of using flash cards and how to use it. Meanwhile in the next step which was playing a game using flash card in small groups supported them in sharing and helping among others in understanding the materials in this case vocabularies which were learned.

#### d. Teacher

The teacher who did the teaching vocabulary by using the flash cards was also influenced the student's achievement in their vocabulary mastery. It showed that the teacher well prepared of conducting the teaching. He organized the classroom well. He encouraged the students to involve in the activity. As the result, the teaching learning process runs well. In other word, he was a facilitator, a controller and a motivator of the teaching and learning in this action research.

The number of students who participated in the classroom improved in every meeting. Initially, some students seemed reluctant to involve in the activity such in repeating the words said by the teacher or in practicing pronouncing the words. However, starting from the third meeting, most of students participated actively in the teaching and learning vocabulary by using the flash cards.

It showed that the students participated more actively in playing the game by using the flash cards. It indicated that using the flash cards helped the students in learning vocabulary. It attracted their attention and developed their interest and motivation in learning vocabulary. In other words, the students' participation either in the whole class or small group

activity assisted them in internalizing, recognizing and memorizing the words learned.

To sum up the discussion, the use of flash cards improved the students' vocabulary for five reasons. First, the topics discussed were in grouping in this case part of body and rooms so that it helped the students to memorize and internalize the words. This supports the previous research (Grains & Redmen in Komachali, 2012; Haycraft and Cross in Nugroho, Nurkamto and Sulistyowati, 2012) that the flash cards can be arranged to create logical grouping of target words which assist learners in memorizing words easier.

Second, the findings show that using the flash cards helped learners in acquiring vocabulary easier. The flash cards which consisted of some pictures attracted the students to know and learn them. As a result, the students knew part of body in one meeting of teaching. This supports the previous research (Schmitt & Schmitt in Komachali, 2012 and Schmitt & Shcmitt in Muhammadnejad & Nikdel, 2012) that using the flash cards help learners in acquiring vocabulary effectively.

Third, as mentioned in previous sub section (see A.1) that based on the result of pre-test, most of the students were poor in their vocabulary competences. After they were taught by implementing flash cards, their vocabulary competences improved which was indicated by their recognition of the words. This supports the previous research (Culyer in Komachali, 2012) that the flash cards improve word recognition if they are poor readers.

Fourth, as teaching English for young learners in Indonesia particularly in SDN 007 Bangun Purba is considered as teaching English for foreign language, the use of flash cards supports the students learned the English vocabularies. Therefore, their vocabulary mastery developed and improved. This supports the previous research (Ervin in Komachali, 2012) that the use of flash cards is effective in learning English as a foreign language.

Fifth, the students felt fun to learn vocabularies. As the result, the flash cards help the students to remember the letter. They also help the teacher to increase the students' interest and motivation to learn

vocabulary. These support the previous research (Marpaung, 2012) that implementing the flash cards can be fun, colorful and creative ways to aid in memory and retention of vocabulary words. Further he stated that the use of flash cards make the student feel joyful and fun in the teaching learning process.

### CONCLUSION AND SUGGESTION

As mentioned in the previous chapter, this study was intended to find out to what extent can use of flashcards improve the students' vocabulary mastery at sixth graders of SDN 007 Bangun Purba and what factors influence the change in the process of students vocabulary mastery of using flash cards at the grade sixth students of SDN 007 Bangun Purba.

Based on the result of the findings, here are some conclusions:

1. There is an improvement in the students' vocabulary mastery after the students were taught by using flash cards. It was proved by the data which showed that the mean score of cycle 2 was 52.65 and that of cycle 2 was 75.83. It meant that it improved 23.18.
2. The field notes and observation sheet indicated that the situation of teaching and learning process was better from the first to the second cycle. The students enjoyed and actively participated in the teaching and process. They paid attention and involved actively.
3. There are four factors that influence the students' improvement in their vocabulary mastery; the materials, the teaching media, the teaching activity and the teacher. First, the topics discussed were in grouping in this case part of body and rooms so that it helped the students to memorize and internalize the words. Second, the using the flash cards help learners in acquiring

vocabulary easier. Third, the flash cards improve word recognition of most of students were poor readers. Fourth, the teacher's role varied in the research who created the supportive joyful and fun teaching learning process. As the result, the flash cards help the students to remember the vocabulary.

The implication that can be inferred from the results of qualitative and quantitative data, it was found out that the use of flash cards successfully improved the students' vocabulary mastery.

Based on the conclusion above, there are some suggestions that might be helpful for the teacher, the students and the readers.

1. The teacher is suggested to apply flash cards in the classroom to develop students' vocabulary mastery.
2. The students are expected to elaborate their vocabulary by using flash cards game outside the classroom to have better ability.
3. For further researchers, it is suggested that they investigate the use of flash cards in teaching other language skills such as listening, reading, speaking and writing.

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