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UTILIZING FLASHCARD MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS BOARDING SCHOOL TAHFIDZ BAITUSY SYAKIRIN

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Abstract

Vocabulary is the base component of language that needs to be mastered because it covers all of the language skills. To help learners improve their vocabulary mastery, visual media has been reported effective in many studies as media to assist students in mastering vocabulary. Hence, the objective of this research was to know whether utilizing Flashcard Media could also improve the students' vocabulary mastery at the seventh grade of Junior High School. This research was conducted at MTs Boarding School Tahfidz Baitusy Syakirin which was carried out in the VII-2 class with 20 students. The research design employed was classroom action research with two cycles. In every cycle, the researcher collected qualitative and quantitative data. The qualitative data were obtained from observation, interview, and diary note. While the quantitative data were taken from Pre-Test, Post-Test I, and Post-Test II. Based on the qualitative data, the researcher found three main findings. First, the students gained better understanding and memorizing of the meaning and the writing of the words. Second, the students were more motivated and enjoyed the vocabulary learning, and third, they felt more interested and interested in learning vocabulary. Whereas based on the quantitative data, the researcher found there were 10 students who achieve the Minimum Criteria of KKM score in the post test in cycle I, and 15 students in the post test in cycle II. It can be concluded that students' scores improved in each test. Thus, it could be concluded that Flashcard Media could be utilized to improve students' vocabulary mastery.

Keywords: Flashcard Flashcard Media, Senior High School, Vocabulary Mastery

INTRODUCTION

The development of English is greatly affected by globalization. According to Fithriani, Globalization has made English the world's most widely spoken language for trade, education, business and tourism. It means English is considerably used by people of diverse mother tongues and countries of origin as a language as connection in

immediate communications. Especially in education, English becomes a tool for obtaining global education which it means English becomes the most important and vivid means of global communication to rapid progress and development in all sphere's life.

In Indonesia, the government decided to include English as a foreign language that is learned in school until university. Moreover, in Indonesia education system, there are two things that must be mastered and learned by students when learning English, namely: skills and linguistic components.

Based on the 2013 Curriculum (K-13), which has been applied in all levels of high school since 2014, the teaching of English as a foreign language in Indonesia (TEFL) should focus on increasing language skills on four areas namely listening, speaking, reading, and writing. Furthermore, it is stated that the goal of TEFL

in Indonesia is to provide students with the ability to develop oral and written communicative competence. Meanwhile, the linguistic components are grammar, pronunciation and vocabulary. Particularly in linguistic components, vocabulary becomes the most dominated component that must be mastered by students.

According to Nushi and Jenabzedah vocabulary is not only about simply single words but also multiword phrases, idioms and even sentences. Besides, learning vocabulary acts crucial role altogether language skills (i.e. listening, speaking, reading, and writing) and becomes basic stride in English learning.

Based on Curriculum K13 of English at the Junior High School level in educational system of Indonesia, vocabulary is the one of the linguistic elements which becomes the part of the learning material that should be taught appropriately as the basic competence. It should be attained by the students that are taught by associating learning material by teacher in every lesson meeting. Furthermore, there are many kinds of vocabulary that learned by Junior High School students, particularly at the seventh-grade students, namely: noun, adjective and verb.

Nevertheless, in fact, there are still many students find difficulties mastery in vocabulary. It is found in some previous studies: firstly, according to Suprayitno, the problems that faced by students in learning English is most students got difficulties in translate each word in text and they often did not know the meaning of word. Secondly, according to Widiastuti, the problem is faced by students are most students difficult to grasp and use some of the words.

Lastly, according to Aulia, students have difficulty distinguishing the form grammatically such as part of speech; noun, verb, adjective, and adverb. In addition, the researcher also found the same problems in preliminary research when did practical teaching practice (PPL).

Based on preliminary data that gained from observation, the researcher found the problem faced by students were most students difficult to write vocabulary because they knew the pronunciation but did not know how to write the spelling. Then, the media was used by teacher to teach the student was used the audio and wrote the vocabulary in white board without showing the picture of vocabulary. Hence, it did not varied and monotonous for every kind of students.

Meanwhile, based on the result of interview with the students, they mentioned that it was difficult to remember of word especially noun because there were some factors: firstly, they did never see and heard the noun before. Secondly, sometimes they forgot about the form of noun asked to them so they couldn't mention the meaning or the name of the noun.

Furthermore, based on the result of interview with teacher, there were also some of the students were passive in the class, they rarely wanted to search the meaning of the words in the dictionary by themselves, they just waited for teacher to tell them the meaning of noun vocabulary and they also did never want to repeat all the vocabulary that they have learned before. It led to make the ability of students' vocabulary mastery were low.

By considering the situation above, one of the solutions that the researcher believed to overcome the student's problems above was by using visual media. According to Nana, visual media is aimed to introduce, form, enrich and clarify comprehension abstract concept to the students, developed desired behaviour and support students' more continuous activity. One of the kinds of visual media that used was Flashcard.

Flashcard is pictures (or diagrams, words, etc.) that you can display to students, when standing in front of the class.

According to some previous studies, Flashcards helps to improve student's vocabulary mastery. The first study was Nugroho's research, who found the students at Fourth Grade of Elementary level were able to learn vocabulary more easily and they can memorize and understand the English words faster after they were taught by

utilizing Flashcard Media. The second research was from Widiastuti's research, who found that there was the enhancement of second grade of elementary level students of their mean score of the test which improved from 56.5 in the Pre-Test to 77.1 in the post test one and 83.7 in the post test two.

RESEARCH METHODOLOGY

This research was conducted by applying Classroom Action Research (CAR). According to Niff, action research (for that matter all kinds of research) is more than just doing activities. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.

In this study, the subject was chosen by the researcher. The subject were the students in the seventh grade. The researcher chose this grade because based on curriculum K13 of Junior High School this grade is the more focus in learning vocabulary of than the eighth and ninth grades. There were 2 classes of the seventh grade students with a total of 45 students.

In this chance, the researcher chose the VII-2 class as the participant because based on the observation, that researcher did when PPL III of the researcher found this class has lacking in mastery vocabulary that consist 20 female students.

RESEARCH AND DISCUSSION

This chapter presents the research findings consist of data description and discussion of the utilizing Quizlet application to improve students' vocabulary mastery.

A. Data Description

This research conducted in two cycles on 30th September- 04th November 2020 that cycle 1 conducted on 30th September 2020 – 14th October 2020, cycle II conducted on 21th October 2020 - 4th November 2020 and every cycle consisted of four steps, they were: planning, action, observation and reflection. The first cycle conducted in six meetings include pre-cycle (Pre-Test). The second cycle conducted in six meetings as well. This research was conducted in VII class of Boarding School Tahfidz Baitusy Syakirin which consists of 20 students female.

For analyzing the data the researcher collected the qualitative and quantitative data. The qualitative taken from observation, diary notes, interview, and documentation. While, quantitative data taken from the test that consisted pre-test, post-test I, post-test II, and Post-Test II. The students taken the test as the pre-test and post-test in every last meeting of each cycle.

1. Report of Preliminary Study

Preliminary study is an initial exploration of issues related to a proposed quality review or evaluation. The purpose of this study is to find and identify the students' problems that related with the significance of the research. In this research, the researcher done the preliminary study when the researcher did PPL III and before the researcher did the cycle I on 30th September 2020.

2. Qualitative Data

Based on the result of qualitative data, when the researcher that gained from observation, the researcher found the problem faced by students are most students difficult to write vocabulary because they know because they know the pronunciation but don't know how to write the spelling. Then, the media used by teacher to teach the student used the audio and write the vocabulary in white board without showing the picture of vocabulary. Hence, it did not seem varied and monotonous for every kind of students

3. Quantitative data

Quantitative data in the preliminary study obtained through pre-test activities. The purpose of doing pre-test to know the students' ability in vocabulary mastery before doing the treatment. The students can't achieve score of their KKM. So, the researcher continued to the next cycle vice versa. In this study, the pre-test activity carried out at the first meeting on 30th September 2020. This pre-test was followed by 20 students. From the results of this pre-test, there were 17 students could not get the score up to the 75 or it can be said that the students were unsuccessful. While only 3 students passed the score up to 75. The total score of the students was 1186 with mean 59,3.

Based on the result of qualitative and quantitative data above, the researcher concludes that the ability of students to mastery vocabulary is still very low. Therefore, the researcher continues to the first cycle, and students improves their vocabulary mastery.

a. Report of Cycle I

The Researcher continued to the first cycle, after finishing the preliminary data. Cycle I conducted six meetings on 30th September- 14th October 2020. In cycle I, the researcher also completed some steps like in the preliminary data.

b. Qualitative Data

I. The Implementation of Flashcard Media in Cycle I

There were seven meetings in the cycle I. The meetings were on 28th Sept, 30th Sept, 1st Okt, 7th Oct, 8th Oct, 14th Oct, 15th Oct, 2020. Every single meeting had same procedure in implementing Flashcard media. Before the researcher implement the Flashcard media, there some activities that the researcher had done, they were: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) explained how important the next competence learning that should be mastered by the students in English and the last (5) teacher gave the purpose of the study.

The implementing of flashcard media were involved in three steps: (1) applying the Flashcard media (2) divided the students into 4 groups to discuss the meaning of the vocabularies (theme: things in the classroom in 2nd meeting, public buildings in 3rd meeting, things in living rooms and kitchen in the 4th meeting, things in the bedroom and bathroom in fifth meetings, and animals in the sixth meetings) that they got during the learning process (3) present the result of discussion in front of the other groups.

The aim of the researcher to apply Flashcard media to the students was the students' can improve their vocabulary mastery. There were three steps in implementing the core activity of the plan in every meeting.

1. Applying Flashcard media in Vocabulary Class

Learning vocabulary by using Flashcard media made students easier to add their vocabularies. It can be seen from the result of the students' vocabulary test in cycle I that was showed an improvement of students' vocabulary mastery. In the first cycle the researcher planned to introduce Flashcard media and implemented it to the students' in the vocabulary teaching and learning process. Flashcard Media also helped the student to improve their vocabulary mastery.

In this step, the researcher asked the students to use Flashcard Media with their group. The researcher also would ask the students to tell the meaning of the vocabulary

in flashcard media and grouping the words based on the theme such as; things in the classroom and public buildings to avoid students' boredom.

So, in this step, every student had to guess the words by looking the picture of the Flashcard Media. The students also wrote the vocabularies that they got during by using flashcard Media in their notebook. The researcher also interviewed the students to know what technique that their teacher used for teaching vocabulary.

Based on the result of transcript above, this activity could add the students' vocabulary and it was the new steps for them when learned vocabulary by using flashcard media because their teacher only used technique questioning, asking and searching by using the dictionary for learning vocabulary.] It also supported by the teacher that said (*See in appendix XII*):

2. Dividing the Students into some Groups

Dividing the students into some groups was an effective ways to make them more understand about the meaning of vocabularies that they got from the Flashcard Media. It was because the students always do and discuss to finish by themselves for the assignment that their teacher gave.

Thus, in this case, the researcher wanted to make new atmosphere in teaching learning process, especially in vocabulary material. The students discussed about every meaning and described the function of the vocabularies that they got during using flashcard media with the theme; things in the classroom, bedroom, kitchen, and bathroom living rooms, public buildings, and animals in their own group.

The researcher made this technique to make the students easier to find out the meaning of the vocabularies. In this group, the students also learned to confident to deliver their opinion about the elaborate of the meaning by describing of the vocabulary. In this step the researcher had discussed to the English teacher that the group divided based on their seat because it did not waste the time.

3. Presenting the Result of Discussion in front the Class

After discussed in a group, the researcher asked one of the members in every group to present the result of their discussion. This activity was aim to build the confident of the students to speak up in front of the small group like a class by describing the characteristics of the vocabulary that they got from flashcard .

So they can make description the vocabulary by using an exact word. But in the first cycle the researcher found that only some students who wanted to speak up in

front of the class and explain the result of their group discussion and sometimes their description the thing with unclearly explanation. Thus, it made the other students can't guess the meaning of the vocabularies that they had description before the characteristics.

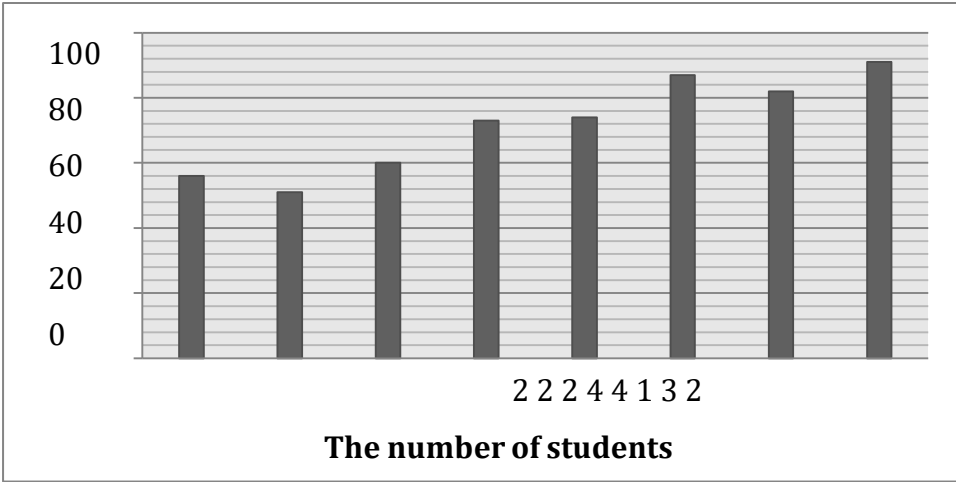
It was because some the reasons, first the students did not usual to speak by using English, the second picture of flashcard is tiny, the last, the things never have known and seen by students before, so they couldn't explain it and know the meaning.

It also supported by the diary's note in the cycle one meeting mentioned that: *"Only some students who wanted to explain the definition of vocabulary and others refused it. The students were still aso have many mistakes in prnounce and write the vocabularies"*

c. Quantitative Data

The researcher took the quantitative data from the result of the test that had given to the students. The test that the researcher had given was based on the material that had learnt in the class previously.

The result of this data was collected which is used the basic reflection. In the first cycle it showed that the total score of the post-test was 1463, it was about 10 students who had succeed the test and got score up 75 from 20 students and 10 students did not pass the test and got score under 75. The mean score of the students' in the test was 72, 15.



b. Report of Cycle II

Cycle II was purposed to solve the problem that occurred in cycle I or in the other words there were some solution to the problem in cycle I. It was the reason why

the researcher decided to continue the research to the cycle II. The focus of the cycle II was little bit different of the cycle I. So, the researcher still used Flashcard Media as the media to improve the students' vocabulary mastery. In this research conducted six meetings on 21th October -4 th November 2020. In cycle II, the researcher also completed some steps like in the cycle I. The steps were: plan, act, observe and reflect.

1. Qualitative Data

The finding of the implementation Flashcard Media in improving students' vocabulary mastery based on qualitative data carried out from observation, diary note's, interview and documentation discussed as follow:

a. The Implementation of Flashcard Media in Cycle II

The implementation of the cycle II was held on in six meetings. They were on 21Th Oct, 22nd Oct, 27th Oct, 28th Oct, 4th Nov, 5 Novth 2020. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' vocabulary mastery.

Before implementing the cycle II, the researcher had discussed to the English teacher to make the new plan. This plan would be done in cycle II that was aim to solve the problem in the cycle I. there were some activities, such as: introduction activity, core activity, and post activity. In the introduction activity the researcher had done (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) gave the purposed of the learning process.

In the core activity, the activities that had done by the researcher were: The implementing of Flashcard Media was involved in two steps: (1) Applying Flashcard Media (2) Discussion and everygroups present the result of discussion in front of the other groups.

1.Using Flashcard Media

The activities carried out this time were different, where there was a system change in the use of Flashcard Media and the size and image that was clearer than the Flashcard Media. Here the researcher tries to help students describe the description of the object, then the other students are asked to paste the appropriate picture from the description and so on until all the questions are answered and this made them feel the increase in student learning activities in learning vocabulary mastery which is more fun

and makes them better understand the meaning of the vocabulary.2. Discussion and everygroups present the result of discussion in front of the other groups.

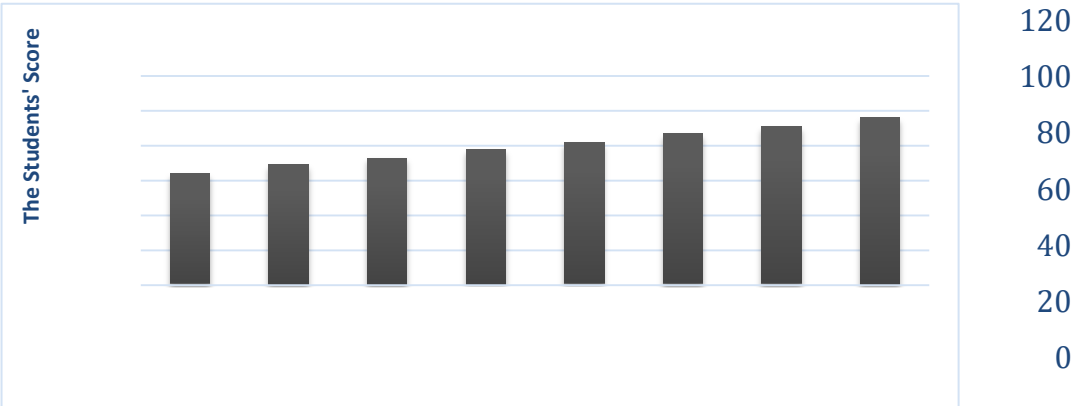
After they presented the results of their discussion in front of other groups. The teacher gave a Flashcard with the same picture but they were required to fill in the missing letters of the word on the card. After that the teacher asked them to say the word, if it was wrong the teacher corrects it and it was repeated by the students.

This was useful for training them to remember the writing and pronunciation of the word. So that there were no more mistakes in writing or pronouncing the vocabulary. It also can be seen from the result of the observation checklist, diary notes cycle II and interview sheet (see appendix VIII, X & IX). The observation checklist, diary notes and interview sheet showed that the activeness and enthusiastic of the students were increase.

2. Quantitative Data

The quantitative data was taken from the result of the test that had given to the students. The test that the researcher had given was based on the material that had learnt in the class. In the cycle II, the researcher gave students the Post-Test II, it used for knowing their ability in vocabulary mastery.

The result showed that there were 15 students passed the vocabulary test and 5 students were unsuccesed in vocabulary test. The result showed that the total score of the students was 1628 and the mean of the students' score was 81, 4. It means that the results of vocabulary test in cycle II is higher than pre-cycle and cycle I.



64 69 73 78 82 87 91 12 2 3 4 5 1 2

96

The Number of Students

Discussion

In this research, the researcher conducted Pre-cycle, Cycle I, and Cycle II. Based on the result of this research, the result in pre-cycle to the cycle I there was improvement of the students in learning activities, the students were more focused although only 10 students can pass the minimum passing grade. It was because in cycle I the student's got some difficulties during the teaching and learning process. The problems that the students faced in the cycle I were the students still got difficulties in finding the meaning, writing, and memorizing of the vocabulary, there were only some students who had good motivation, enthusiastic and participation.

These findings also found in the Nugroho's research, in her research she found that the students' difficulties occurred because they were still low in understanding, pronouncing or writing the vocabulary and also only some students has good motivation in learning because some of the other students were busy talking with their friends and busy drawing picture to their books Even though there was an improvement of the students' score in vocabulary test. But the improvement of the students' score between preliminary study and cycle I was no significant. It can be seen in the table of the students' score improvement in appendix XVI. In Sutresno's research also found there is improvement of the students' score between Pre-Cycle and Cycle I. Meanwhile, based on the finding of the cycle II, It showed the improvement of the students' vocabulary mastery. The qualitative data was taken from the observation sheet, interview and researcher's note that showed that the situation of after using Flashcard Media, the learning activities of English class walked effectively because students felt happy, interested and enjoy in learning vocabulary and it could be look of their improvement of memorizing, understanding and knowing meaning or writing of the vocabularies.

This is in line with the research of Widiastuti also proved that teaching English especially in vocabulary material by using Flashcard Media is effective. It is because using flash cards could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. On her result research also, students were not shy anymore and highly motivated to join the teaching and learning process. The result also supposed by theory of Haycraft told that, the form of Flashcard is a simple and effective, but they require careful thought and preparation in advance.

Furthermore, the result of the quantitative data of this research showed that the students' score in vocabulary test was improved from the first test until third test. It

was proven by the students' mean score which increased in every test which were 59,3 to 72,1 to 81,4. It also supposed in Kosim's research, the improvement students' score from 50 to 89, 3. From the explanation above, the researcher concludes that Flashcard can use as the media in learning and teaching process. Based on the data which had been collected and analyzed, the researcher concludes Flashcard Media can improve the students' vocabulary mastery in Seventh Grade of Boarding School Tahfidz Baitusy Syakirin.

CONCLUSIONS

Based on the finding and discussion obtained in this study, the data were taken from qualitative and quantitative data by the researcher. The researcher found learning vocabulary by using Flashcard media has a positive impact in improving students' vocabulary skills which is characterized by improving student learning completeness in each of cycle.

According to the qualitative data, the researcher found learning vocabulary by using Flashcard media is considered effective to facilitate students in learning vocabulary, as well as making the students are easier to remember, to know, and to understand the meaning or writing of the vocabulary and they become motivated to learn vocabulary. While, based on the quantitative data the researcher also found the significant improvement in each cycle. In pre-cycle, only 3 students achieved passed the test which is only 15 % with means 59,1 in the cycle II, there was improvement, the students that passed the test were 50 % which was 10 students with means 72,3 and the last in the cycle II, there was 75 % improvement, which was 17 students passed the test with means 81,4.

Based on the data which had been collected and analyzed, the researcher concludes that Flashcard Media can improve the students' vocabulary mastery In Seventh Grade of Boarding School Tahfidz Baitusy Syakirin. Furthermore, the researcher concludes Flashcard Media is effective to improve the students' vocabulary mastery because it can improve students ability and motivation in learning vocabulary.

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