

## **Improving Students Vocabulary Mastery Using Flashcard at The KAI**

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### **ABSTRACT**

This study discusses the improvement of students' English vocabulary by using flashcards. This research aims of the paper are: (1) Can flashcards improve students' vocabulary, (2) What is the students' vocabulary achievement before and after using flashcards. The subjects of this study were students in Brainy English at The KAI, where a total of 30 students were from classes D1 to D4. This research was conducted in the academic year 2022/2023. The model of Classroom Action Research (CAR) is stated by Kemmis and Mc Taggart (in Burns, 1993:32) who state that the model of Classroom Action Research is consist of four steps. They are namely: planning, acting, observing, and reflecting. Based on this study, it was stated that there was an increase in students' vocabulary after learning using flash cards. The average value of student achievement in cycle 1 was 65.5, and the average value of student achievement increased to 79.7 in cycle 2. Therefore, the author can conclude that the use of flashcards is the most appropriate medium to attract students' interest and make the classroom atmosphere fun and can improve student learning outcomes vocabulary. The author hopes that this thesis can be used as an additional reference, namely: will be the next researcher with a different discussion who can revise the development of this flashcard.

**Keywords:** Vocabulary Mastery, Flashcard

### **INTRODUCTION**

English is an international language that is used to communicate around the world. There are even some countries that make English the official language or main language. Likewise in Indonesia, English is a subject that is taught to students in the hope that students can use it to communicate. Language skills such as listening, writing, reading, speaking and language elements such as vocabulary must be taught to students. Vocabulary is the key to language. Mastering language skills, namely: students must first develop their vocabulary. most of the students lack vocabulary making them unable to speak or write well. Without vocabulary, students cannot speak and share their thoughts with others.

According to (Ur, 1998:60) Vocabulary is a collection of letters arranged in a dictionary, which consists of one or more meaningful words. Likewise, according to Murcia (2001: 285) vocabulary learning is the center of language acquisition, whether the language is a first language, a second language, or a foreign language. Vocabulary achievement is an important factor in second language acquisition. (Wilkins, 1983:3) also argues that without grammar nothing can be communicated, and without vocabulary, nothing can be communicated. This means that the ability to communicate really requires mastery of vocabulary. Mastery of vocabulary is important to make sentences that contain a lot of information.

Meanwhile, according to Brown & Payne in Hatch and Brown (1995: 373), vocabulary learning has 5 important steps, namely: (1) Finding the source of new words. Source sentences from various reading materials from books and mass media are the best for discovering new vocabulary. (2) A clear understanding of new words, whether seen or heard. It is clear that new words can be seen in forms, especially nouns, or heard in one-way conversations or verbal interactions, such as greetings, speeches, lectures, etc., as well as two-way conversations or conversations. (3) Understanding the meaning of the word. In this case, it must be investigated whether the new words found are nouns, verbs, adjectives, adverbs, and so on. (4) Make a strong structure between the form of the word and its meaning. Changes in word form from various types of words, such as from adjectives to verbs, nouns to adjectives, and so on. (5) Using vocabulary or applying new vocabulary in writing or speaking.

One type of image media that can be used to teach vocabulary is flashcards. Flashcards are simple and effective teaching and learning tool, especially for English vocabulary. Flashcards are one type of media that can be used to teach English, especially vocabulary. There is no universally accepted definition of a flashcard. Several experts have provided relevant explanations of the meaning of flashcards. According to Wura (2010), flashcard media or flashcards are cards used to remember and review the information during the learning process. As a result, flashcard media is a type of media that helps in remembering and reviewing lesson content such as definitions, phrases, symbols, foreign language spellings, formulas, and so on. Likewise, Cross (1991:119) believes that flashcards are simple images on paper or cards which are one of the most widely used visual aids in language education. That is, flashcards can help students expand their vocabulary while also helping them to remember the words they have learned. Flashcards are excellent study aids. It's a fun, colorful technique, and inventive to help students remember and retain vocabulary words. With the use of flashcards, it is easier for children to bind vocabulary and helps teachers to increase students' interest and motivation to acquire language as a result. During the teaching-learning process, it makes students feel happy and entertained. If students are taught to use flashcards as a medium, it is hoped that their vocabulary will increase." It is hoped that through this teaching, students' vocabulary will be better.

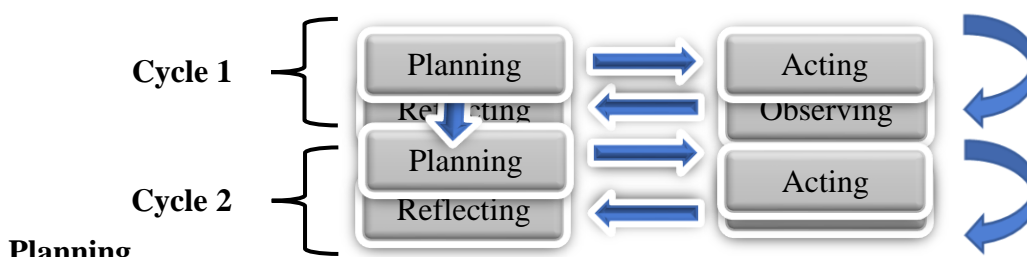
## Teaching English Using Flashcard

The use flashcards to teach vocabulary to students because flashcards are visual teaching aids that can provide motivation and inspiration in learning. It aims to help students practice their English in situations where they can use it to express their ideas, and the use of flashcard media in learning is also an effective process that can be carried out by teachers. Flashcards usually contain pictures, text, or symbols that aim to help students understand and remember new vocabulary. The introduction of new vocabulary such as cars, motorcycles, fried chicken, milk, etc., can be helped by flashcards, even though the teacher is not holding the original object. One example of teaching is like, the teacher takes a flashcard then mentions the meaning of the image on the flashcard, then puts it down and replaces it with another flashcard.

## METHOD

### Samples and Design

The sample in this study were English brainy students at The KAI, where as many as 30 students came from classes D1 to D4. This research was conducted in the academic year 2022/2023. And design used in this study is Classroom Action Research (CAR) as state by Kemmis and Mc Taggart (in Burns, 1993:32) who state that the model of Classroom Action Research is consist of four steps. They are namely: planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action). All these aspects are made a cycle:



### Planning

After finding students' problems in learning vocabulary, the researcher designed a plan in sequence to improve their vocabulary mastery. Researchers prepare and plan teaching materials based on the material contained in the syllabus.

### Action

In action, the researcher taught the students' vocabulary using flashcards. That action is carried out in two cycles, namely cycle 1 and cycle 2.

### Observation

In this phase, the researcher makes observation notes, and takes documentation during the study application of flashcards to improve vocabulary mastery of brainy english students at The KAI.

### **Reflection**

At the end of each cycle, the researcher reflected and evaluated the actions. This is done by evaluating the data that has been collected. Then the researcher determines the actions that are considered successful. This action will be maintained in the next cycle, while the less successful actions will be revised to be implemented in the next cycle.

### **Cycle 1**

#### **Planning**

After determining the most important and worthy problem to be solved, the researcher determines some course of action to solve the problem. Action focused on improving students' vocabulary mastery using flashcards. Based on the results of discussions with English teacher first cycle action plan is as follows: 1) Determine the schedule and the time allotment, 2) Setting up teaching and learning scenario for each meeting, 3) Preparing the instrument needed in doing the observation, 4) Preparing Flash Cards, and 5) Preparing post-test at the end of the cycle.

#### **Action and Observation in Cycle 1**

The implementation of the actions in the first cycle was carried out in three meetings. The topic of the first cycle is the types of animals and vehicles. During the action, the researcher acts as teacher and English teacher acts as observer.

### **Reflection**

As the plan that has been implemented in the first cycle of action, teachers and researchers hold discussions to reflect successful and less successful actions during application. Then they evaluated Cycle 1 by analyzing data from field notes and observations.

### **Cycle 2**

#### **Planning**

In this cycle, the activities were almost the same as the activities in the first cycle. It would modify the activity by giving an additional exercise. There was also being four processes in this cycle. 1) Determine the schedule and the time allotment, 2) Prepare teaching and learning scenario for each meeting, 3) Preparing the instrument needed in doing the observation, 4) Designing and preparing some additional exercises, like teaching language focus on vocabulary, 5) Preparing Flash Cards for the second cycle, 6) Preparing the second post-test that would be given at the end of the cycle.

#### **Action and Observation in Cycle 2**

In the second cycle, as planned before, there were two types of flashcards that would be implemented in this cycle. They were the picture-word cards and the word cards as in the first cycle. The students were already familiar with the use of flashcards in the classroom, so they followed the flow of the lesson much smoother compared to the first cycle.

## Reflection

In Cycle 1 there were several obstacles during the implementation of the action. Therefore, researchers formulate revision actions to be implemented in Cycle 2. The results of Cycle 2 became the subject of discussion for researchers to reflect and evaluate the actions in Cycle 2. According to the results of the first and second cycles, the use of flashcards in teaching and learning was effective in increasing students' vocabulary. The use of flashcards piqued students' interest in classroom activities and kept them engaged in the learning process. Other actions taken in this study yielded positive results for the students.

## Data Analysis

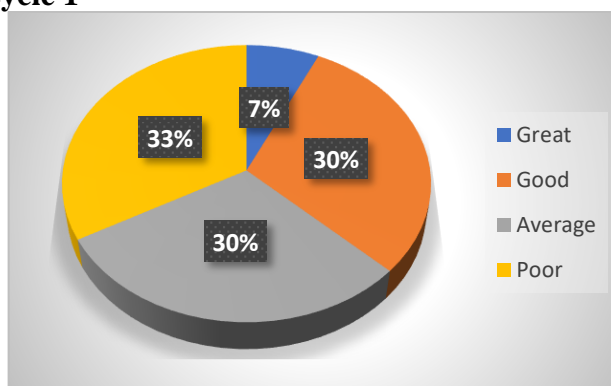
In the process of data analysis, the researcher conducted a test, after the test was completed, the researcher corrected it with a maximum value of 100 and then grouped it according to its level, the levels can be seen in table 1:

*Tabel 1. The Rate Percentage*

The Percentage of Correct Answer	Grade	Level
90% – 100 %	A = Excellent	Outstanding
70% – 89 %	B = Great	Above average
60% – 69%	C = Good	Satisfactory
50% – 59%	D = Average	Below average
0% _ 49%	E = Poor	Insufficient

## RESULT AND DISCUSSION

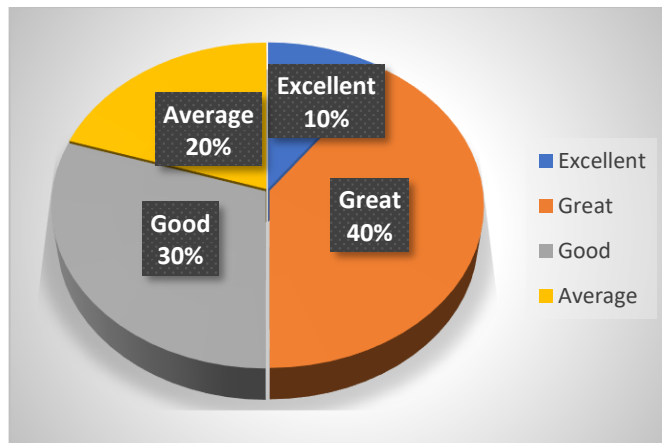
### The Result of Cycle 1



*Pie Chart 1. The Category of The Students' Scores and Their Percentage*

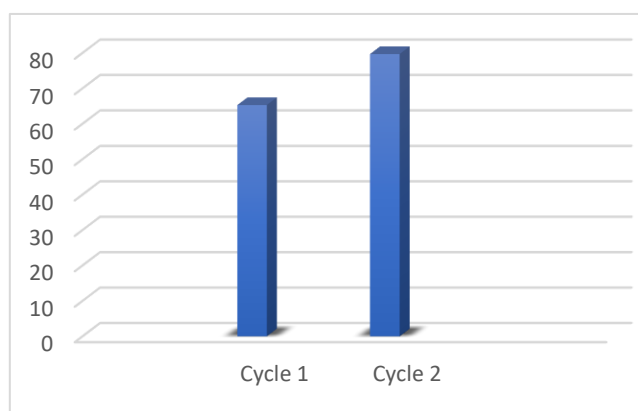
Based on the pie chart 1, it could be seen that 7% or 2 students got 80-89 or great, 30% or 9 students got 70-79 or good, 30% or 9 students got 60-69 or average and 33% or 10 students got 50-59 or poor. And the score average (mean) of students in cycle 1 is 65,3.

## The Result of Cycle II



*Pie Chart 1. The Category of The Students' Scores and Their Percentage*

Based on the pie chart 2, it could be seen that 10% or 3 students got 90-100 or excellent, 40% or 12 students got 80-89 or great, 30% or 9 students got 70-79 or good, and 20% or 6 students got 60-69 or Average. And the average (mean) achievement of the students in the second treatment was 79,7. Therefore, the results of cycle 1 and cycle 2 show that there is an increase in students' vocabulary mastery achievement after using flashcards, it can be seen from the histogram as follows:



*Figure 1. The Diagram of the Whole Test*

In the diagram above, the researcher can conclude that there is an increase in students' vocabulary after learning using flash cards. Student achievement in cycle 1 is 65,5, this shows that some of the student's abilities are still low. Student achievement increased to 79,7 in cycle 2. This means that there was an increase after using flashcards. Related with the advantages, flashcards are easy to use, flashcards can be used in games for learning vocabularies, flashcards can be fun, and new words can be practiced easily.

## CONCLUSION

Based on data processing and analysis and the results obtained, it can be concluded that the use of flashcards is the most appropriate medium to improve students' vocabulary mastery and attract students' interest and make the class atmosphere fun. Therefore, in this study, the use of flashcard media has succeeded in improving students' vocabulary mastery at The KAI. Improved outcomes of behavior change during lessons. When the teacher entered the class, the students were very happy. They were curious about the flash card that the teacher brought. They waited with bated breath to see what the teacher would do with the flashcards and what they would learn from them. They enjoyed the lesson as well. Furthermore, whenever the teacher asked the students to guess and answer a question, they became extremely active, enthusiastic, and engaged. The increase in the test scores before and after the application of the flashcard was from a mean value of 65.5 to 79.7. This means that the use of flashcards can improve vocabulary teaching at the KAI. The researcher makes some recommendations for students and English teachers based on the research findings. Students are expected to be more active and motivated in their English learning. Furthermore, they provide instruction to maximize learning. Students can study English not only in the classroom but also anywhere and at any time. They can also use English in their everyday lives. English teachers should improve their ability to teach English. Vocabulary instruction the instructor should have an appropriate technique to instruct on vocabulary English instructors can also use media to educate vocabulary. One of the media that can be used to teach vocabulary is flash cards. Teaching vocabulary by using flash cards can attract students grasp and remember new vocabulary more easily. English teacher can also mix or combine flash cards with another technique like game or quiz to make students more attracted and to avoid the boredom. The combination also makes students controllable and decreases the noise.

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