

The Effectiveness Of Application Of Flashcard In Mastering English Vocabulary For Fifth Grade Student At MI Rare Muchtary

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Abstract

This study aims to 1) analyze students' English vocabulary mastery (2) describe the process of applying flashcard media and analyze students' English vocabulary mastery after using flashcard media; and (3) find factors that support and hinder the application of flashcard media for fifth grade children at MI Rare Muchtary. Sources of data were obtained from 32 student of five grade in MI Rare Muchtary. The results showed that the students mastery of english vocabulary was quite good although in reality several things were found to be factors in the learning process, both factors from students and environmental factors.

Keywords: Fifth grade student, Flashcard, English vocabulary

1. Introduction

Vocabulary is one of the basic components to be able to understand a language, especially English. In learning English, the material on vocabulary is the first material to be taught because vocabulary is the basis for being able to understand the following materials contained in English lessons. This is in line with the view of behavioristic psychology which has the view that children learn to speak by imitating the sound patterns they hear from their environment. This view was later refuted by Chomsky (Nativist school) who said that humans from birth have been gifted with language talent by God because they are equipped with language acquisition devices (LAD) (Chaer, 2003). This talent or potential can be seen from biological evidence, namely the mouth, lungs and brain. These two views are interconnected with each other because the potential or talent possessed by children will continue to develop along with the influence of the surrounding environment so that they are able to support and develop children's speaking skills.

In elementary school students are taught four basic skills, namely reading, speaking, listening and writing. Good mastery of language vocabulary will make it easier for students to improve these four abilities. In fact, there are still many students who have difficulty in improving these 4 abilities, one of which is speaking skills such as the problems found in fifth grade students of MI Rare Muchtary which is located on Jalan Gunung Lebah IV, Gang Harmoni, Tegal Harum, Denpasar City, Bali.

Elementary school age students are actually still the right age and it is very important to be taught or introduced to English vocabulary because at that age students can still remember and understand more vocabulary. Especially in fifth grade elementary school students who will later continue their education to a higher level, therefore it is very important to teach vocabulary recognition from the beginning to be able to help them in the future. Besides, because in grade Fifth children, more vocabulary is taught and the level is more difficult than before. However, it is necessary to have a learning media that can help improve the ability to remember and pronounce English vocabulary correctly and of course also fun because it cannot be denied that the existence of media will help smooth the learning process. Media can help liven up the classroom atmosphere and avoid a monotonous and boring atmosphere so as to make the learning process more interesting. Learning through fun media will make students practice while playing. Media that can be used such as media in which there is a game that contains various types of game models about the vocabulary are expected to make it easier for students to remember vocabulary quickly, especially if the time is limited, such as the media used in this study, namely *flashcard media*. *Flashcard* is a commonly used medium in learning and is one of the popular media in learning vocabulary, especially English vocabulary.

Flash cards are small cards that contain pictures, text, or symbols that remind or guide students to something related to pictures that can be used to practice spelling and enrich vocabulary (Arsyad, 2011). Carpenter and Olson (2011)

also say that the images contained on the *flash cards* will help improve children's memory, because visuals have a greater influence on remembering and understanding things than verbal or audio.

In this study, flashcards will be displayed audio-visually which will be presented in *powerpoint* with more interesting pictures and will also be presented how to pronounce them because this study will focus more on student pronunciation. media *flashcard* is provided on a large projector screen so that it can attract students' attention, make it easier for students to learn vocabulary and make it easier for students in terms of pronunciation.

2. Theoretical Framework

Learning Media

Media comes from Latin in the plural medium, meaning everything that carries a message from a source to the recipient of the message (Anita, 1987: 72). According to Wuryandani, learning media is a tool to facilitate the delivery of subject matter to students. Learning to use interesting and fun media will make children interested in seeing it and children's enthusiasm for learning will be more motivated and more active.

Flashcard

One of the media that can improve children's vocabulary understanding is *flashcard* (picture cards). *Flashcards* are picture cards with words, introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. In *Flashcard* media, there are many interesting topics to learn so that it can indirectly increase vocabulary. These topics usually consist of various images such as images of fruit, animals, vehicles, colors or numbers, and others. Usually the learning cards are played by showing them to the child and reading them quickly, in just one second for each card. In this study, *flashcard* will be made as attractive as possible in which there is a vocabulary game model that is expected to be able to assist in mastering English vocabulary, especially in terms of pronunciation. The material to be taught will be adjusted and the pronunciation will be displayed along with pictures on each card which are specially designed to improve children's ability to memorize and master English vocabulary. There are also questions about vocabulary provided in the form of a picture guessing game. Children can practice guessing the picture and saying the name of the picture in English. So, children can learn English while playing. This of course can make it easier and more fun when learning English because it can learn in a relaxed manner, it doesn't have to be serious or depressed so that children don't get bored easily learning English with the media that will be used.

Vocabulary

Vocabulary is one of the keys to mastering a language, both *speaking, listening*, and *writing skills*. Tarigan (1993:109) states that a person's language skills depend on the quantity and quality of the vocabulary they have. The richer the vocabulary of a person, the more likely that person is skilled in language. Komachali & Khodareza (2012) state that vocabulary is an inseparable part of every language learning process. It is impossible to learn a language without vocabulary. Vocabulary usually develops and increases at every age level, and fundamentally functions as a communication tool. So, the richer a person's vocabulary, the more it will help in mastering the language, in this case English. The vocabulary related to this research is that the child mentions the English vocabulary shown on the *flashcard*.

3. Methods

This study uses the type of experimental test *one group pretest and posttest*, namely there is only one experimental group that is given a *pretest* to determine the initial state of students' vocabulary pronunciation and then proceed with material procurement, and *posttest* to determine the effect of *flashcard* media in mastering English vocabulary of fifth grade students.

Table 3.1
Description of One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Remarks:

O₁ : Before being treated, namely learning without using *flashcard*

X : Treatment / Treatment, namely learning using *flashcard*

O₂ : After being given treatment, namely learning by using *flashcard*

Sampling was carried out with a purposive sampling technique, namely a sampling technique with certain considerations (Sugiyono, 2016:85). Class 5 is divided into two classes, namely class 5 A and 5 B. From these two classes, class 5A is determined as the research sample with 32 students.

Qualitative research emphasizes more on descriptions or all things in the form of sentences that can provide information as in this study which discusses students' vocabulary mastery. In this study, qualitative analysis was used to explain the results of the descriptive analysis regarding the students' vocabulary mastery skills before and after the application of *flashcard*.

Data obtained from the results of the pretest and posttest. The data were analyzed quantitatively to determine the difference in the results before and after being given the action. The formula that can be used is as follows:

Individual Student Score

$$P = \frac{F}{N} \times 100\%$$

Description:

P : Percentage

F : The value obtained by the child

N : The number of children is

100% : The value is constant (Sudjana, 2005: 94)

4. Results and Discussion

The results of qualitative data were obtained from observations during the learning process and tests. The results of the data are used to describe students' mastery of English vocabulary before and after the application of flashcard as well as the factors that support and inhibit the application of flashcard media for fifth grade student. In the quantitative data results obtained from the pretest and posttest scores. Furthermore, the overall test results are compared to determine the students' English vocabulary mastery before and after the application of flashcard as well as to determine the effectiveness of the learning media used with student learning outcomes. The results of the students' pretest scores can be seen in the table below.

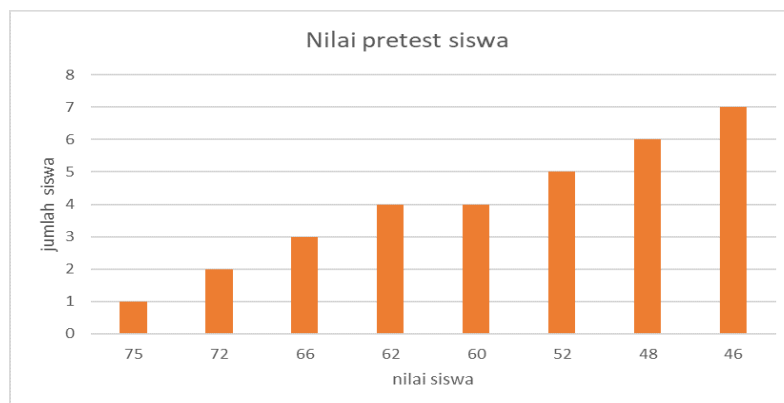


Diagram 1. Pretest of Students' English Vocabulary Mastery

Based on the bar chart in the figure, it can be seen that there are still many students who have not achieved the score in accordance with the minimum completeness criteria (KKM) set by the school, which is 70 or can be declared incomplete in learning. Furthermore, when referring to the data obtained, it can be interpreted that students' English vocabulary mastery is still lacking and needs to be improved so that all students are able to achieve competencies and learning objectives. Diagram

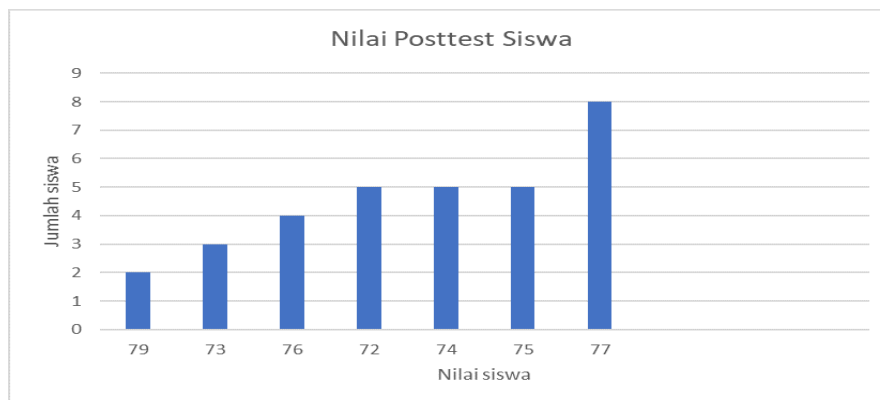


Diagram 2. Pretest of Students' English Vocabulary Mastery

Based on the bar chart in the figure, it can be seen that after using the flashcard media the students managed to get a score according to the minimum completeness criteria (KKM) set by the school, which is 70 or can be declared complete in learning. Furthermore, when referring to the data obtained, it can be interpreted that the students' English vocabulary mastery is quite good.

In the application of *flashcard* researcher guides students in carrying out activities by explaining the material to be taught and also explaining the procedures for using *flashcard* which will be presented in the form of *powerpoint slides*. Then the researcher asked the students to jointly recite the vocabulary displayed on the powerpoint slide. The provision of *treatment* learning media is *flashcard* carried out in two face-to-face meetings a week.

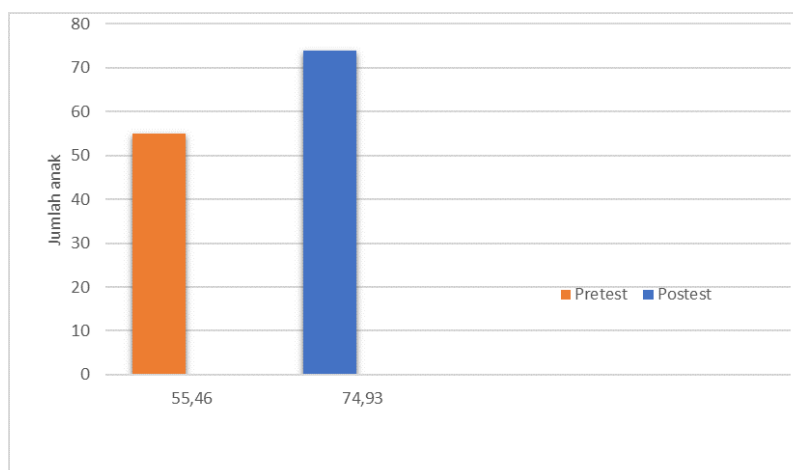


Diagram 4. Comparison of the average values

Based on the comparison of the average values in the figure, it is known that the average value of the class at the pretest stage only reached 55.46 in other words, the students' mastery of English vocabulary before the application of *flashcard* could be categorized as low. However, after being given *treatment* the average value of the class at the *posttest* has increased, reaching 74.93. Thus, students' mastery of English vocabulary can be categorized as high.

5. Conclusion

The results of the student pretest before the application of flashcard media in learning English vocabulary showed that there were still many students who had not achieved the score in accordance with the minimum completeness criteria (KKM) set by the school, which was 70 or could be declared incomplete in learning. The average value of the class only reached 55.46 which was included in the very low category. Qualitatively, there were errors made by students at the pretest stage, namely in the vocabulary of rice, porridge, sausage.

After the application of *flashcard learning media*, students' English vocabulary mastery has increased. Quantitatively, the results of the *posttest* showed that all students were declared complete because they met the minimum completeness

criteria, namely 70. The class average value reached 74.93 which was included in the high category. Qualitatively, Students are able to pronounce all the vocabulary given well. The factors that support and hinder the application of flashcard learning media are divided into internal factors and external factors. Internal factors are classified into two, namely physiological factors which include health and psychological factors which include motivation, interests and cognitive abilities. Meanwhile, internal factors include things that come from the environment around students, namely the classroom environment, learning models and media.

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