

The Implementation of Flash Cards to Improve VII A SMPN 2 Dempet Students' Vocabulary Mastery of Narrative Text in Academic Year of 2022/2023

Aulia Ainun Arsah¹⁾, Pasca Kalisa²⁾, Siti Miningsih³⁾.

1)Mahasiswa PPG Prajabatan Gelombang 1 tahun 2022, Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni; Pendidikan Bahasa Inggris.

Fakultas Bahasa dan Seni; Guru Bahasa Inggris

1)2) Universitas Negeri Semarang; 3) SMP N 2 Dempet

Indonesia

auliaainun82@gmail.com

Abstract

This Classroom Action Research discusses the implementation of the use of Flash Cards to improve vocabulary mastery in English Narrative Text for class VIIB students at SMPN 2 Dempet. The subjects of this study were students of class VII B, totaling 30 students. The purpose of this research is to improve students' vocabulary mastery in class VIIB SMPN 2 Dempet. This research was conducted in 2 cycles using action research procedures, namely planning, action, observation, and reflection. Data was collected using the method of data results obtained by observation, pre-test, post-test, and documentation. The results of the data obtained during the pre-test were the average value of all students 39,03 while the average score obtained in the post-test was 66,80. Of the two average values, the students' vocabulary mastery increased by 71,15%. So it can be concluded that class VIIB SMPN 2 Dempet students' vocabulary mastery in Narrative Text material using flash cards media has increased.

Keywords – English, Vocabulary, Flash Cards.

Introduction

Language is the main communication tool used to communicate with each other. Every country in the world has its own language, starting from the mother tongue, local language, and second language or foreign language. In Indonesia, the languages used are mother tongue (Indonesian), regional languages, and foreign languages. The most dominant foreign language used in Indonesia is English. English is one of the most used languages when communicating between countries in official activities such as official meetings or informal conversations, especially with the very rapid development of technology making communication between people easier. In many other countries English is also used as the mother tongue. Because it is an international language, English is often used in various fields, such as business, education, science, technology and others around the world. According to Niyozova Aziza Ilyosovna (2020: 23),

there are six reasons why it is important to learn English, namely international common language, academic language, being able to browse through various printed and online written media, useful when traveling, an obligation when working in the international arena, and Hollywood language.

In Indonesia, English is the most frequently used foreign language and the first foreign language to be taught at all levels of education, from elementary school to university. English is very important to learn, because if you want to study or study abroad, English is very much needed. Not only that, several schools in Indonesia also have English language proficiency requirements for prospective applicants. Even though English is always a subject at every level of school, many students have a low level of mastery of English considering that English is a foreign or second language in Indonesia. This was also conveyed by the English language course institution

English First (EF), based on data in 2022 Indonesia obtained a low English Proficiency Index (EPI) score of 469. Indonesia is ranked fifteenth out of 24 countries in Asia.

When learning a language, the basic thing that has a big influence is vocabulary mastery. For example, learning English if students master a lot of vocabulary, the greater their English proficiency in various English competencies, such as reading, writing, speaking and listening. According to Zhihong Bai (2015: 849) vocabulary is one of the basic elements for learning a language, because it is an element for constructing sentences and expressing ideas and meanings, as well as important requirements in language communication, so that a collection of vocabulary is very important. Michael Lessard-Clouston (2013: 2) also argues that vocabulary is a collection of words from a language such as single things, phrases, a piece of words that conduct certain definitions, the way single words do. He also stated that vocabulary is the main of English language teaching since having sufficient vocabulary students are able to understand others and convey their thoughts. According to UKEssays (2018) vocabulary is a very important skill when learning a foreign language because it is very continuous with other English skills such as reading, writing, speaking and listening. To sum up, vocabulary is defined as a collection of words from a language and has an important role when learning a language, such as when learning English. Vocabulary mastery can also affect the ability level of English skills namely reading, writing, speaking and listening.

As said before, English is a subject at every level of education. English is also a subject at SMPN 2 Dempet, starting from class VII to IX. Students at SMPN 2 Dempet have a low mastery of English, they cannot compose sentences in English even though the sentences are simple. Based on the list of daily English test

scores in class VIIB, only 3% of students get scores above the passing grade. This happens because their mastery of English vocabulary is still very low, especially in class VII B, such as vocabulary that often appears in everyday life, only a small proportion of them master the vocabulary. The lack of vocabulary mastery also makes it difficult for students to understand the meaning of words and read words correctly. Because they have many difficulties in learning English, this causes a decrease in students' learning motivation.

Based on the problems that occurred, the researchers provided a solution by implementing flash cards as an English learning medium to improve the vocabulary mastery of Class VIIB students of SMPN 2 Dempet. Welliam Hamera et. al. (2018:173) stated that flash cards are pieces of paper with words, phrases, or simple pictures on them. The use of flash cards was chosen because there are still many students who do not have cellphones or other gadgets so these flash cards can be used as learning media because the flash cards are easy to make by themselves and easy to find tools and materials. This research focuses on Narrative Text material. In this material, there are many texts that require a lot of vocabulary. The purpose of this study was to improve the vocabulary mastery of class VIIB students of SMPN 2 Dempet on Narrative Text material using Flash Cards as media. This research is expected to provide a new perspective for English teachers toward English learning media innovation in teaching vocabulary.

Methodology

This research conducted as classroom action research (CAR). The goal of this research was to improve vocabulary mastery on Narrative Text material using Flash Cards as the learning media and conducted in SMPN 2 Dempet which is located on Jl. Demak Godong, Wonopolo, Botosengon, Kec. Dempet, Kabupaten

Demak, Jawa Tengah. The subjects of this research is VIIB students that consisting of 31 students. Overall, the research was conducted for approximately 1 month starting from April 28 – May 26 2023 in the even semester of the 2022/2023 school year. In this CAR, there was two cycles and each cycle was performed in one meeting (160 minutes). The cyclical process model was used during this class action research process which consisted of planning, action, observation and reflection. Kemmis and Taggart (1988) in Dian Farida et. al (2019:354) argued that the action research model is consisting of four phases namely:

- a. Plan is structured activities and by definition must be proactive and forward-looking. It must consider that all social activities are somewhat unpredictable and therefore somewhat risky. In this stage, the writer prepared the lesson study and all the material will be used in the learning process.
- b. Action is conscious and controlled, it is a variant of careful, considered and critical conscious practice. It recognizes practice as an idea in action and uses action as a platform for the subsequent development of critical awareness action for educational purposes. An action is led by a plan in the sense that it is considered for planning reasons. This stage, the writer did the learning process in the class including the pre-test and post-test.
- c. Observation is documentation of the expected impact of critical conscious action and provide a basis for reflection now, and more so in the future, as the current cycle evolves. Observation should be planned in such a way as to have a documentary basis for later reflection, but should not be too narrow. It also to observe the process of the action, the effect of

the action (whether skewed or not), the conditions and constraints of the action, how the conditions and constraints limit or channel the proposed action and its impact, and other issues that arise. The writer made an observation about the learning process in this stage.

- d. Reflection is usually supported by discussions between participants. The last stage, the writer made an evaluation about the strenghts and the weaknessess of the action stage.

Data instrument of this study were observation and tests. Observation used for observing the students' vocabulary mastery before and after doing this research. Whether tests used in pre-test and post-test. Types of the tests used in this study were fill the blank and match questions. The students would get one score in each correct answer and zero score for each wrong answer.

This research also used qualitative and quantatitve to collect data. Qualitative used for observation and quatitative used for the pre-test and post-test. The data analysis used to find out how successful the use of flash cards to improve vocabulary mastery namely, sum the pre-test and post-test scores of all students, calculates the mean pre-test and post-test scores in percentages, compare the two scores to identified the differences and determine the level of research success. The formula used to find the mean of pre-test and post-test is:

$$\bar{x} = \frac{\sum x_i}{n} \times 100\%$$

Note:

\bar{x} = mean (%)

$\sum x_i$ = sum of all data

n = number of all data

Finding and Discussion

The research conducted two cycles. After conducted all stages from observation to post-test, the researcher found that the students' vocabulary mastery increased. The researcher used flash cards as the

learning media while teaching Narrative text to increase the students' vocabulary mastery. The problem that occurs in students is the low mastery of students' English vocabulary. This can happen because of their lack of knowledge about English vocabulary, there is no specific learning media for learning vocabulary, and students also have difficulties in pronouncing vocabulary which makes them less interested in getting to know and learning English vocabulary. In learning Narrative Text, students have to know each word in text thus understand the meaning of the story. The used of flash cards ease the students to memorize the vocabulary. The students were given several different narrative text stories, so they have to read all the texts and collect the unfamiliar words that they found on the texts. Thereupon, students wrote all words and the translation in bahasa Indonesia on the flash cards. After collected the words, they memorized the vocabulary and prepared to do the post-test. The results acquired by the tests for instance pre-test and post-test. In the following table showed there was the significant score increase.

Table 1. Data of Students Score

| Test | Pre-test | Post-test |
|---------------------------------------|----------|-----------|
| Total Score | 1210 | 2071 |
| Mean Score | 39,03 | 66,80 |
| Increasing of the Students Mean Score | | 71,15% |

Table 1 described that the mean score of Vocabulary Mastery on students were 39,03 for pre-test and 66,80 for post-test. The scores showed that there was an increase of 71.15%. This means that vocabulary mastery of the students has increased. Although, several students had scores under the passing grade namely 75, however they still had increased score. The score of the students displayed in the following table:

Table 2. Data of Classification Score

| Classification | Score | Pre-test (number of students) | Post-test (number of students) |
|----------------|--------|-------------------------------|--------------------------------|
| Very Good | 86-100 | 0 | 2 |
| Good | 71-85 | 1 | 18 |
| Fair | 56-70 | 1 | 2 |
| Poor | 41-55 | 14 | 3 |
| Very Poor | ≤40 | 14 | 5 |

Based on the table 2 above, it displayed that students got score in several classification namely very good, good, fair, poor, and very poor in pre-test and post-test. In pre-test, most of students categorize into poor and very poor. There were 14 students on each classification. Whereas the other two students categorized into good and fair classification. Besides, most of students in post-test categorized into good category which consisting 18 students. Moreover, there 5 students who categorized into very poor category and 3 students got poor category. For the other two students were categorized into fair category. By using flash cards in learning English, it also had some strenghts and weaknesses while implemantating it in the class. The students extreamely excited when they were given by the colorful flash card. They could not wait to write the words on the flash cards which means that they gain their motivation in learning English. Moreover, the students achieved the English score higher than the pre-test score.

Besides, the use of flash cards took a lot of time. The students had to write down the words on flash cards one by one and then found the translation in bahasa Indonesia by using the dictionary book yang juga membuat kelas which also made the class noisier than before. Also, they had less attention to the teacher. Unfortunately, they could understand the words easily through the flash cards and drilling by the teacher for pronouncing the words on the flash cards.

Conclusions

In accordance with the data above, the researcher could summarize that the

implementation of flash cards could improve 7B SMP N 2 Dempet students vocabulary mastery. The score of the students increased. The use of the flash cards also gave the strengths and weaknesses. The motivation and excitement of the students increased while used the flash cards. In addition, the flash cards increased the score of the students. Although, it gave several disadvantages on the use of flash cards. It made the students became noisier than usual.

The increasing of the students score is supported by the data result on the differences of the pre-test and post-test. The students' mean score increased from 39,03 in pre-test to 66,80 in post-test. The increasing students' score up to 71,15%. It means that the implementation of flash cards could increase the 7B SMP N 2 Dempet students' vocabulary mastery.

References

- Dutta, S. (2020). the Importance of “English” Language in Today’S World. *International Journal of English Learning & Teaching Skills*, 2(1), 1028–1035.
<https://doi.org/10.15864/ijelts.2119>
- Farida, D., Isrina, D. H, Yanuarti, A. (2019). The implementation of flash cards to improve students’ vocabulary mastery. *Professional Journal of English Education*, 2(3), 352–357.
- First, E. (2022). *Daftar Peringkat Terbesar Berdasarkan Kemampuan bahasa Inggris di Negara dan Wilayah Terbesar Dunia*.
<https://www.ef.co.id/epi/>
- Hamer, W., & Rohimajaya, N. A. (2018). Using Flash Card as Instructional Media to Enrich the Students’ Vocabulary Mastery in Learning English. *Journal of English Language Studies*, 3(2), 167.
<https://doi.org/10.30870/jels.v3i2.3875>

Lessard-Clouston, M. (2013). Teaching Vocabulary. In J. House (Ed.), *Reading for Life*. Carol Edwards.
<https://doi.org/10.4324/9780429490767-27>

The Importance of Teaching and Learning Vocabulary. (2018).
<https://www.ukessays.com/essays/english-language/the-importance-of-teaching-and-learning-vocabulary-english-language-essay.php?vref=1>