

FLASHCARD MEDIA: THE MEDIA FOR DEVELOPING STUDENTS UNDERSTANDING FOR ENGLISH VOCABULARY AT ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to analyze to develop in understanding English vocabulary by using flashcard media in students elementary school. This research was conducted at primary students in boarding school. The subjects were students of the third class with fourteen students. The research method was classroom action research using by model of Kemmis and Mc Taggart with four stages which including planning, action, observation, and reflection. Techniques of analysis the data collection through the results of monitoring action, analysis of learning activities, field notes and evaluative tests, as well as data collection by using documentation/photos taken during the learning process. Results obtained the understanding of vocabulary in the first cycle was 52.5%, and the second cycle was 80.0%. The average percentage of data monitoring the first cycle was 77.5% and the second cycle was 96.2%. Therefore learning by using flashcard media can improve their understanding of English vocabulary. The implication of this research is through flashcard media in learning English can motivated to students to improve the understanding of vocabulary in third grade students of elementary school in boarding school.

Keywords: *English Vocabulary; Flashcard Media; Using Media*

Language learning, especially in vocabulary comprehension at elementary school is still a serious problem that is dealt with. the use of appropriate media and learning methods that do not fit with the character of the students. In addition to the factors of students, English language subjects students still less desirable because it is difficult, especially in understanding vocabulary. The difficulty is to make students feel afraid even tired of learning English. This attitude can lead students to become less enthusiastic about learning English, especially in understanding vocabulary. This is evident from the results of observation data pre-study of the level of vocabulary comprehension answer analytical skills so that learning outcomes in English is low in academic achievement.

Applications understanding of vocabulary to help students in English language learning to the next level. The more controlled vocabulary, the better the language development as well as the more familiar vocabulary mastered the better

the application of the verbal and non verbal communication. According to Bloom's taxonomy; English vocabulary to learn in elementary school student was estimated at approximately 500 words. So we can conclude the students should have to master the vocabulary of approximately 500 words, but in fact at elementary school in students still a lot of students, especially in elementary school at third-grade students who did not master and understand vocabulary in English. The lack of understanding of the vocabulary is generally caused due to lack of proper media selection and the material presented is still conventional, so less attractive.

Selection of an appropriate medium for learning vocabulary can be done by considering all aspects. Aspects that must be implemented by teachers is the ability to pack a good learning media in the learning activities of students. One of the media that can be applied is a flashcard media. Flashcard is practical and applicable media, this media is used as a visual media in the pouring messages and symbols of communication. Flashcards for vocabulary basically learning media in the form of picture cards that measure the size of a postcard. Flashcard media in addition to the advantages of portability and practical, the media serves as a focal point in the dish clarify ideas quickly forgotten. So it will be easier learning vocabulary using flashcards as its main media.

In learning languages, including English, vocabulary is one of the important things to master in addition to grammar, and pronunciation. Barnhart (2008; p.46) defines vocabulary the stock of words used by the person, class of people, profession, etc., and collection or list of words, usually in alphabetical order and defined. In other words, vocabulary is a set of vocabulary that is used to communicate to all people. Someone will be easier to understand a language if it understands the meaning of the vocabulary used. Suharsimi (2009; p.68) stated that the understanding is how one defends, distinguishes, suspect (estimates), explain, extend, deduce, generalize, give examples, write back, and estimates. The notion of understanding according to level of capability that expects students were able to understand the meaning of a concept, situation, and the facts are known. In this case the students do not just memorize it verbalitas, but understand the concept of a concept or problem.

Thereby understanding the concept of a student's ability to understand, concluded, give an example, write back and estimate the facts he knows. In order to optimize the students' understanding of the concept is that students must have the courage to express his opinion on the material submitted by teachers and friends. According to Bloom's taxonomy of cognitive Bloom understanding is divided into seven aspects: Interpreting itself, Exemplifying (pointed), Classifying, summarizing, inferring (Concluded), Comparing Explaining, Seven of these aspects is the ability to explain, interpret, summarize, summarize and compare the vocabulary they encounter on English language learning material.

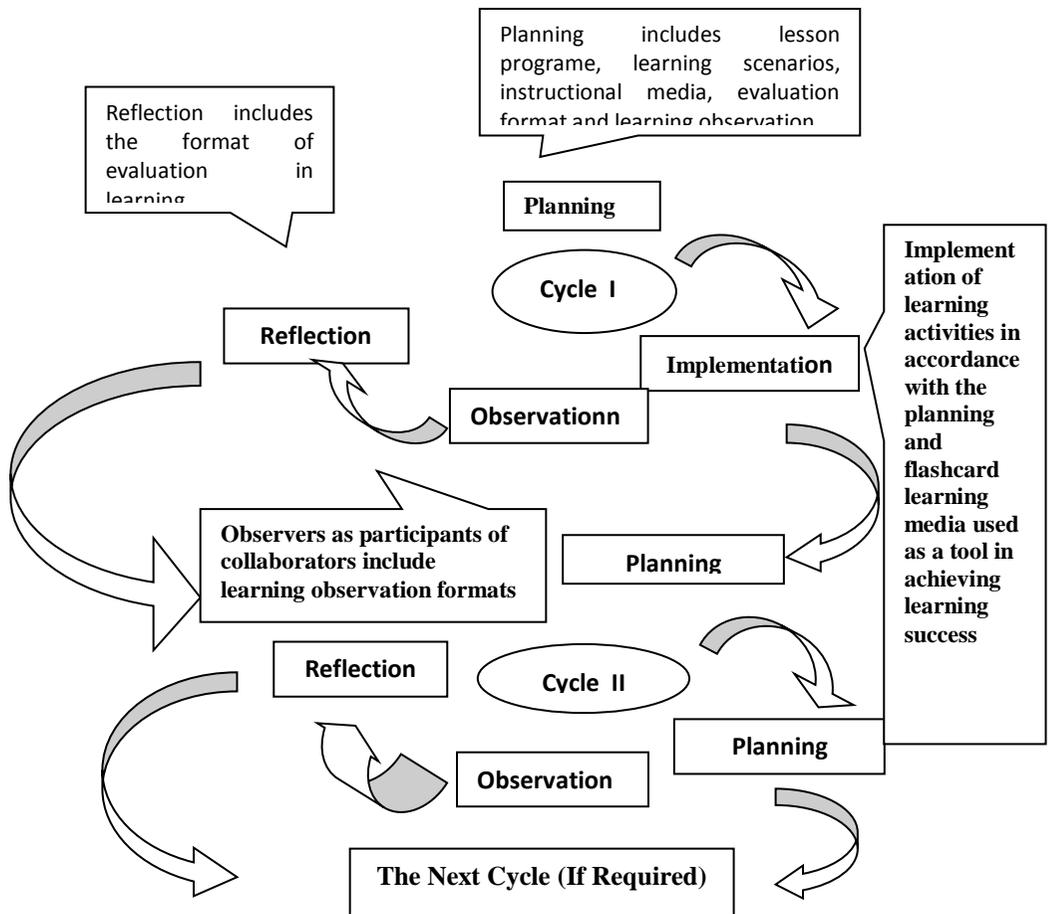
Using flashcard media is a graphic medium that promotes the sense of sight. This media is media that presents visual symbols, numbers, ideas by word

and image. According Indriana is a flashcard learning media in the form of a picture card size approximately the size of a postcard or 25x30 cm. As according to Scrivener (2010; p.28) flashcards for english language teaching is jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of the whole class. In other words, Characteristics flashcard media is a picture that accompanied the words as caption. The pictures on the flashcard grouped in several series: animals, fruits, colors, shapes, alphabets, numbers, professions, and so on. Flash Card is a graphics media practical and applicable. From the description of the characteristics of flashcard above it can be concluded that the flashcard is a card that has two sides with one side containing images, text, or symbol mark and the other side in the form of definitions, captions, answers, or descriptions which help remind or directing students to something associated with the existing image on the card. Thus, it can be described that the flashcard is characterized as follows; (a) Flashcard form of picture cards are effective, (b) Have the two sides of the front and rear, (c) The front side contains an image or mark symbol, (d) The back side contains definitions, captions, answers, or description, and (e) simple and easy to make.

METHOD

This research in the form classroom action research. This study aims to improve the process of learning to be more effective and efficient in learning in this study are the activities carried out by the stimulus that the activities of action and research activities. This study was conducted in Labschool Setia budi South Jakarta, The subjects involved in this study is the third grade students, totaled 40 students, consisting of 22 female students and 18 students man. As for the participants involved in this research is the principal and a colleague as observers deemed understand English lessons.

Procedures for implementing corrective action learning research methods class collaboration with colleagues to identify the problems encountered in planned learning two cycles. Then hold discussions ways of solving the problems that occurred in the understanding of English vocabulary. The results of discussions need for improvements can be seen with the implementation of the activities. Picture of the effectiveness of the actions taken are:



The Flow of Action Research Using Model Kemmis and Mc Taggart

1. Sending the problem, problem analysis, formulation problems
2. Action Planning: Creating a learning scenario, prepare facilities and means of support are needed in the classroom, prepare the instrument to record and analyze data on the process and outcome measures, implementation of corrective actions Carrying out a simulation to test the feasibility design.
3. Implementation of actions: the implementation of measures which includes who is doing what, when, where, and how to do it. Scenario is planned actions which have been, carried out in actual situations. At the same time, this event is also accompanied by observation and interpretation, and followed by a reflection activities.
4. Observations: In the observation, carried out covering the data recording process and the results of the implementation of activities. The purpose of observation is to gather evidence of the actions that can be evaluated and used as a foundation in reflection.

5. Reflection: In the reflection data analysis of the processes, problems and obstacles encountered and continued with a reflection on the impact of the implementation of the measures implemented.

RESULTS AND DISCUSSION

The research was conducted in two cycles, follow up of the first cycle because the target has not yet been reached. Each cycle of the teacher displays flashcard learning materials "Our Meals is Very Delicious" so that students are able to remember vocabulary in English. Each cycle takes place in four meetings. The research instruments used were a test on understanding aspects include the matter of the provision, 5 multiple choice questions, 15 essay or short stuffing and non tests with the observation sheet instruments actions of teachers and students as much as 10 statements.

Table 4.2
Drawing Sheet Formative Test Cycle I
The Vocabulary Understanding Test Through Flashcard Media

| Information | Achievement | Target |
|--|-------------|--------|
| Lowest Score | 53 | |
| High Scores | 80 | |
| Amount | 2677 | 4000 |
| Average | 66 | 70 |
| Percentage of students scored < 70 | 47,5% | 25% |
| Percentage of students scored > 70 | 52,5% | 75% |

The table above shows that the percentage of students who score <70 is smaller than score 70. The indicator success of this study is the percentage of students scored > 70 at least 75%, but the number of students is still less. This means that the first cycle has not reached the success indicator because it only reached 52.5% of the research target of 75%. General scores obtained by students in one class (40 students). The following figure is a graph of the number of students who obtained a particular score after doing formative tests or a final test of 20 items.

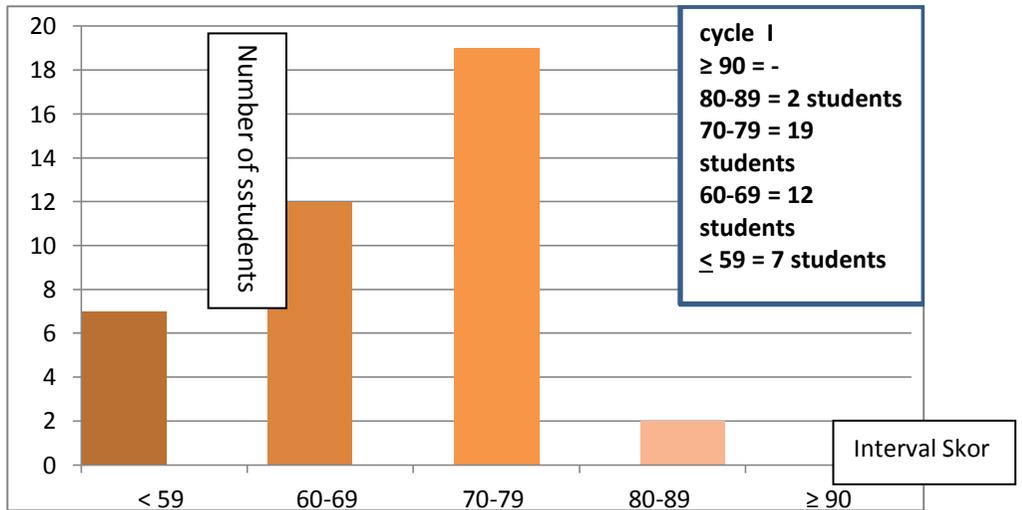
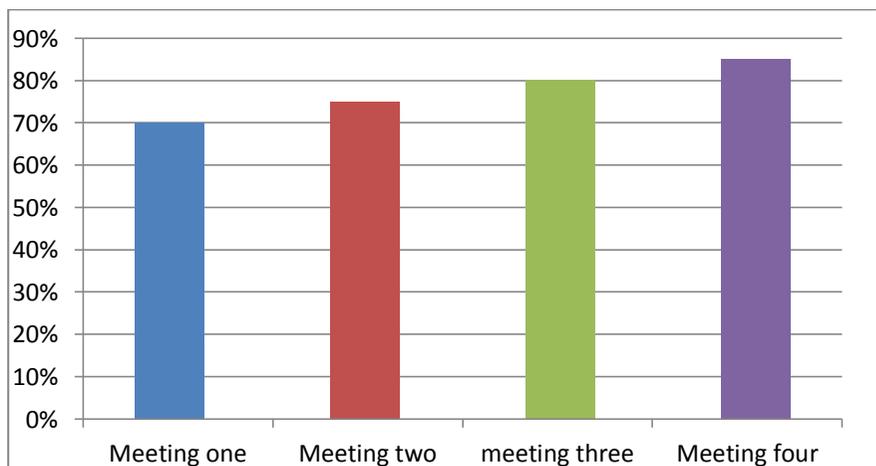


Figure 4.21 Graphs of Student Score Total Achievement in Cycle I

In the graph above shows the number of students who scored ≥ 90 does not exist, the score of 80-89 there are 2 students with percentage 5,00%, score 70-79 there are 19 students with percentage 47,5%, score 60-69 there are 12 students With a percentage of 30.0%, and a score <59 there are 7 students with a percentage of 17.5%. So the total completeness is only 52.2%. In the analysis of vocabulary comprehension test found that on the aspect of the form score of students who have value 0 in filling answer item number 2 and 5. In the number of the grains students still remember less with the vocabulary of food. While on the aspect of spelling the score of students who are valued 0 in filling the answers to the number of points 8 and 10. In the meaning of the meaning of students score 0 in filling answer no 17,18,19 and 20 because it still does not understand the text reading.



Pictures 4:22 Graph of Acquisition Percentage in Observation Result Cycle I

Based on the calculation of the data in the first cycle of action can be seen that students can obtain the value of ≥ 70 were 21 students from 40 students. Indicators of the success of this study was the percentage of students obtained a score > 70 at least 75%, but the number of students is still lacking. This means that the first cycle has not reached indicators of success because only reached 52.5% of the targeted research is 75%. This is due, among other things, the time to solve problems much less because of the time teachers used to condition students and students who want to restore immediately go home. While on the data monitoring actions implemented in the first cycle, the percentage obtained by observation of activity of teachers and students at the first meeting 70.0%, 75.0% the second meeting, the third meeting of the fourth meeting of 80.0% and 85.0%. Then obtained an average of the percentage of observations of teacher and student activity during the learning of 77.5%.

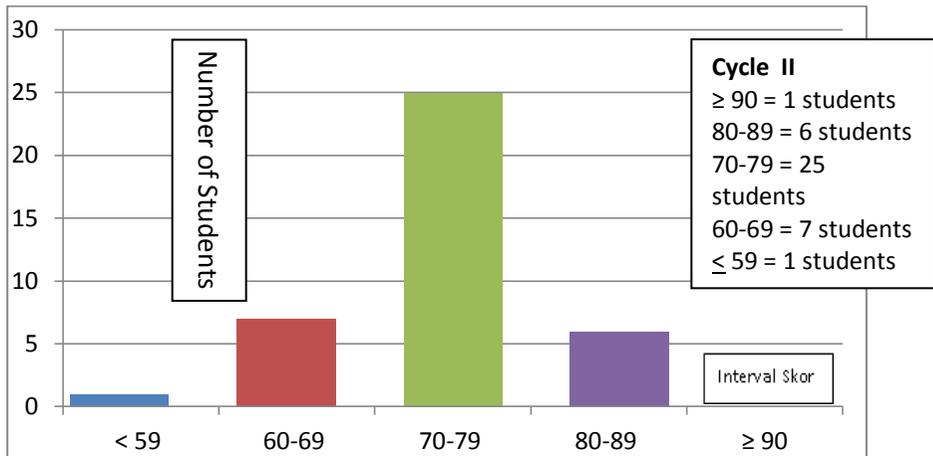
Table 4.3
Drawing Sheet Formative Test Cycle II
The Vocabulary Understanding Test Through Flashcard Media

| Information | Achievement | Target |
|---|-------------|-------------|
| Lowest Score | 56 | |
| High Scores | 93 | |
| Amount | 2922 | 4000 |
| Average | 73 | 70 |
| Percentage of students scored < 70 | 20% | 25% |
| Percentage of students scored > 70 | 80% | 75% |

The table above shows that the percentage of students who scored < 70 lower compared to cycle I based on percentage of students who scored > 70 has reached 80%, the number has exceeded the target of determined research that is 75%. General scores obtained by students in one class (40 students). In the following exposes will be shown about the number of students who get a certain score after doing formative tests or final tests of 20 items.

The results obtained from vocabulary mastery skills test using flashcard media is the average score of 73 with the number of students who got a very good score with a score of ≥ 90 there is 1 student with percentage 2.50%, score 80-89 there are 6 students with the percentage 15, 0%, score 70-79 there are 25 students with percentage 62,5%, score 60-69 there are 7 students with percentage 17,5%, score < 59 there is 1 student with percentage 2,50%. The number of students who score > 70 in cycle II has reached 80% as many as 32 students from 40 students. The results have exceeded the target of success standards determined by the

researchers so that researchers and observers conclude that the study up to cycle II is sufficient and the study does not need to continue in the next level.



Pictures 4.23 Graphs of Cycle II Students Load Amount

At the second meeting in the second cycle obtained data on the initial activities of teachers condition the students with attention to tidiness and cleanliness of the class. The teacher performs apperception and learning objectives. The teacher displays a front-faced flashcard with a description of the vocabulary name appearing front. Students ask questions according to the picture. In the follow-up core activities of teachers member opportunities for students to stick a flashcard according to the type. So at the second meeting the students are not grouped for the method of discussion. After that in the final activity the teacher gives the task as an evaluation exercise. At the third meeting in the second cycle obtained data that teachers do apersepsi and learning objectives. Teacher displays the front and back flashcards as a description of the vocabulary name. In the follow-up core activities the teacher assigns the task to be discussed with a classmate. The teacher guides the students in one table and tells how to answer them. After that in the final activity the teacher provides formative tests as an evaluation exercise.

At the fourth meeting in the second cycle obtained data that the teacher displays the front and rear flashcards as a description of the vocabulary name. Students ask questions according to the picture. Students were given a small flashcard looks front and rear as a description of the vocabulary name and displayed together after the teacher displays flashcard. Students ask questions according to the picture. In advanced core activities the teacher provides an open-close game using a flashcard. The teacher guides the students into small groups and tells the rules of the game. In the activities that took place the teacher has been well set the condition of students. After that in the final activity the teacher provides formative tests as an evaluation exercise.

The result of observation of the action on the teacher and the student toward the implementation of the learning action improves the students' vocabulary understanding through the flashcard media implemented in cycle II, obtained the percentage of observation result of teacher and student activity at first meeting 90,0%, second meeting 95,0%, third meeting 100 % And fourth meeting 100%. So obtained by the average of percentage of observation activity of teacher and student when learning equal to 96,2%.

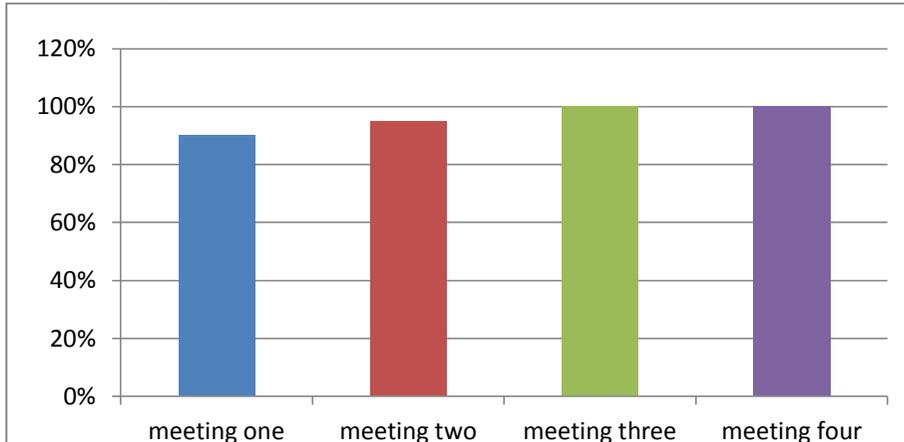


Figure 4.24 Graph of Acquisition Percentage Results of Cycle Observation II

Based on the results of data analysis of the results of the action cycle I and II seen an increase of all data taken. Vocabulary mastery test in cycle I get result 52,5% from 40 students get score > 70, while in cycle II there is improvement that is 80,0% from 40 students got score > 70. As for data monitoring action on cycle I, activity of teacher And students get a percentage of 77.5% of the 20 statements, while in cycle II get 96.2%. The results of data understanding vocabulary and monitoring action can be seen in the following table

Table 4.4

Increasing Vocabulary Understanding During Two Cycles

| No | Each cycle | Persentation using Vocabulary |
|---|------------|-------------------------------|
| 1 | Cycle one | 52,5% |
| 2 | Cycle two | 80,0% |
| Increased Understanding Vocabulary | | 27,5% |

Table 4.5

Improved Oversight Results for Two Cycles

| No | Each cycle | Percentage of Mastery Vocabulary |
|------------------------------------|------------|----------------------------------|
| 1 | Cycle one | 77,5% |
| 2 | Cycle two | 96,2% |
| Improved Monitoring Actions | | 18,7% |

Based on the vocabulary awareness raising table and the above action monitor, it can be said that vocabulary understanding through flashcard media increases. Cycle I to II increased the vocabulary understanding to 27.5% and the percentage of action monitoring reached 18.7%. Understanding vocabulary through flashcard media found an increase from cycle I to cycle II. This improvement indicates that the identification and analysis of the researchers with the collaborators on the findings of the problems that occur in each cycle has found the solution and show optimal results.

Based on the results of data obtained on the action of learning vocabulary by using flashcard media has shown an increasing understanding of vocabulary is increasing. Observing the results of intervention actions that have been implemented by researchers through the action division of cycles I and II, the results of the study showed an increase in the percentage achievement of vocabulary mastery of third grade students SDN Jatinegara 06 Pagi East Jakarta with the number of students who achieve a score > 70 cycles I of 52.5 % While in cycle II reach 80%, besides in cycle I students who got score less than 70 equal to 47,5% counted 19 student, whereas in cycle II student get score less than 70 only 20% counted 8 student. So that there are 11 students who experienced an increase in the scores.

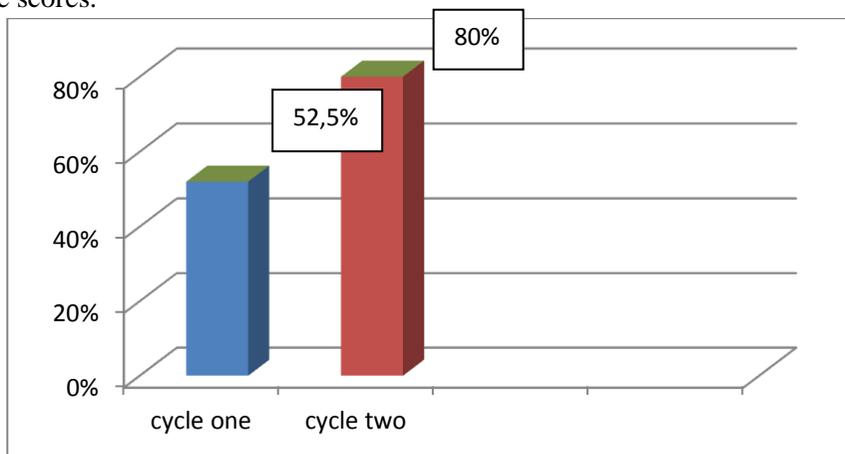
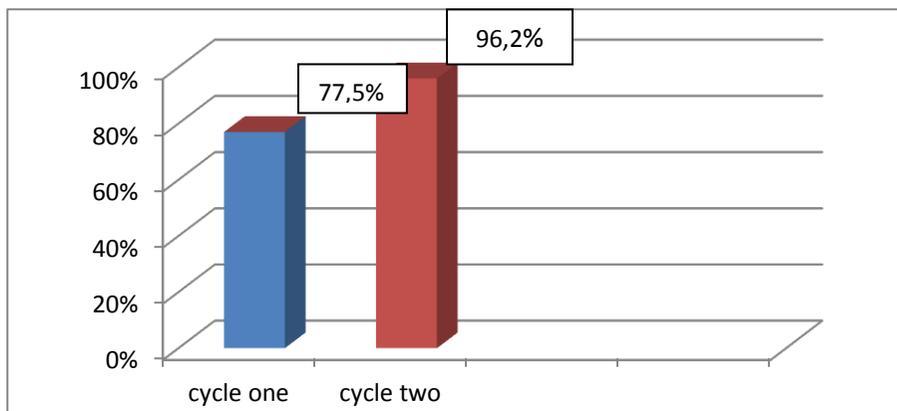


Figure 4.6 Graph Increase Percentage of Number of Students who Getting Scores > 70 At the Vocabulary Understanding Test

To monitor the action of learning by using flashcard media also increased percentage. In the first cycle the average score of percentage of teacher and student activity is good that is equal to 77,5%. As for cycle II, the average percentage of teacher and student activity is 96.2%, it shows that learning by using flashcard media has been included in good category because the observation score of action has increased.



Pictures 4.7 Graph of Action Monitor Result by Media Flashcard

CONCLUSION

Based on the calculation of data at the second cycle can be seen that students can obtain the value of ³ 70 a total of 32 students from 40 students with a percentage of 80%. The results have exceeded the target standard of success is determined by the researchers so that researchers and observers had enough and do not need to continue research in the next cycle. Therefore understanding of vocabulary increased 27.5%. While on the data monitoring measures implemented in the second cycle, the percentage obtained by observation of activity of teachers and students at the first meeting 90.0%, 95.0% the second meeting, the third meeting of the fourth meeting of 100% and 100%. Then obtained an average percentage of the activity observed when the teacher and student learning by 96.2%. So there is an increased action reaches 18.7%.

The results showed that the students' understanding of English vocabulary by using flashcard media can help students to develop cognitive abilities in describing the image and can develop creativity in making work because basically flashcard very easy to make. Besides being able to increase the vocabulary in English to the students turned out to use flashcard media in students While the benefits flashcard media teachers facilitate learning activities such as the manufacture of easy and a variety of visual media. Based on the conclusions and implications of this study, the researchers submit suggestions aimed at improving the ability of students and teachers in the learning process so that the results obtained as expected. Therefore, researchers suggest For students, the learning activities of students should not be embarrassed and afraid to ask questions or express opinions if it does not understand the learning material, concluded that research up to this second cycle For the teacher, the teacher is expected to continue to improve their competence in terms of understanding the vocabulary of language England using flashcard media. For researchers should researchers created an atmosphere and learning conditions in accordance with the characteristics of the students so that they can help students master the learning material. Researchers

further flashcard media application may be applied to other subjects tailored to the issues and learning materials.

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