

Improving Students' Vocabulary Mastery by Using Flash Card at Third Grade Students in SD Islam Athirah 1 Makassar

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Abstract. According to preliminary research conducted in the third grade of SD Islam Athirah 1 Makassar, the majority of students lacked vocabulary mastery. This research discussed about improving students' vocabulary mastery using flash cards. The aims of the paper are: (1) to find out whether and to what extent the use of flash cards can improve students' vocabulary and (2) to describe the strengths and the weaknesses of using flash cards to teach vocabulary. The writer conducted a classroom action research within three months from September to November at the third grade of SD Islam Athirah 1 Makassar in the academic year 2018/2019. The sample of this study was 120 students which was divided into 5 classes. The data of the research were collected by using quantitative collection of data techniques. The mean of pre questionnaire was 21 %. Then, the mean of post questionnaire was 70 %. It improved 49 %. After processing the data, it can be stated that flashcards can improve English student's vocabulary mastery. The usage of flash cards may be successful in keeping the students' attention during a class. It may also increase student engagement in learning. They were no longer timid and were eager to participate in the instructional process.

Keywords: Vocabulary mastery, flash card.

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INTRODUCTION

Due to a variety of factors, mastering English is more challenging than mastering our native language. Comparing the system, pronunciation, and vocabulary of English to that of Indonesian reveals that English is unique. One of these factors that plays a significant part in the four English language abilities (listening, speaking, reading, and writing) is vocabulary. Vocabulary is one of these factors.

Teaching vocabulary is one of the essential components of English language education. Both Hatch and Brown lend their support to this assertion (1995: 1). They argue that "the cornerstone to develop languages is vocabulary, which plays a key role in the role that communication plays in society." It explains that when people have a strong command of vocabulary, they are better able to articulate their thoughts and comprehend the various other fundamental competencies. According to Ur (1995: 60), vocabulary is comprised of the words that are taught to students of the target language. To put this another way, vocabulary is a written or spoken unit of language that functions as a sign of thought in a foreign language for learners. In addition, according to Hatch and Brown (1995: 1), the term "vocabulary" can either refer to a list or set of words that are specific to a particular language, or it can refer to a list or set of terms that an individual speaker of a language might employ. It signifies that vocabulary is the collection of words from a certain language that are used by speakers of that language when they communicate.

Because vocabulary plays the most important part in any language, it is one of the English skills or components that must be taught to students in order for them to become proficient in the language. In addition, there are researchers who believe that vocabulary is more important than grammar. [Citation needed] McCarthy, one of them, wrote in his book that "no matter how successfully the pupil learns grammar, no matter how well the sound of L2 just cannot happen in any meaningful way, Schmitt," and he was referring to the sound of the second language (2010: 140). To put it another way, the first thing that a language learner needs to become proficient in when learning a language,

According to Burns and Broman (1975: 295), vocabulary is the collection of words that are utilized by an individual, group, or profession. In addition, Zimmerman argues that vocabulary is the most important aspect of language (quoted in Coady and Huckin, 1998: 5). It indicates that vocabulary is an essential component of the language used to connect with other people, whether in one's first language, often known as their mother tongue, or in a second language. Without a sufficient vocabulary, it is impossible to communicate orally or in writing successfully, regardless of the language being used, whether it be one's native tongue or a second language. Therefore, the first step in learning a foreign language is to acquire a good vocabulary. It is the primary factor that can facilitate the acquisition of all English abilities by the students. For instance, individuals are unable to establish conversation without a vocabulary when it comes to their speaking skills. To articulate their ideas in a way that is understandable to others, people need a vocabulary that allows them to create sentences. It is impossible to communicate if one does not have a vocabulary. The usage of vocabulary is necessary and expected when communicating in a first language. Because of this, students need to focus on developing their vocabulary in order to successfully study English as a foreign language. However, the vocabulary of our own language and that of English are not exactly the same. Because of this differentiation, expanding one's vocabulary in English is absolutely necessary in order to achieve native-like fluency in the language.

People form sentences to express their ideas by making use of their vocabularies. People are able to communicate more of their thoughts and ideas if they have a large vocabulary. According to Murcia (2001: 285), as cited in Parmawati (2018), learning new vocabulary is an essential part of language acquisition, regardless of whether the language being learned is the native tongue, a second language, or a foreign language. The development of one's vocabulary is an essential component in the process of learning a second language. Wilkins (1983:3) makes the argument that without grammar just a few things can be communicated, but without vocabularies nothing can be said. It implies that one must have a command of vocabulary in order to have the ability to talk.

A robust vocabulary is absolutely necessary if one want to compose sentences that carry messages for the purpose of engaging in social contact. The majority of students at SD Islam Athirah 1 Makassar, on the other hand, have difficulty understanding the meaning of individual words. The kids' inability to communicate in English was directly attributable to the size and scope of their vocabulary.

The researcher found out that many students in the third grade struggle to learn English, particularly vocabulary, based on observations made by the researcher prior to conducting the study on teaching English through flashcards to third-grade students of SD Islam Athirah 1 Makassar. The observations were made by the researcher before conducting the study. In addition, the students have a hard time differentiating between the various grammatical forms of words such nouns, verbs, adjectives, and adverbs. It is imperative that these linguistic challenges be rectified as soon as possible because they may prevent kids from moving on to the next level or grade. In addition, pupils may have a lack of enthusiasm to study English because they have an inaccurate perception of how challenging the language is. In addition, the pupils' experience in English class will be monotonous.

The students in the third grade at SD Islam Athirah 1 Makassar were in a situation that was expected to play out in the classroom. They remained seated during the entire conversation. They were uninterested in learning because everyone in the classroom had the same attitude. The vast majority of them were unruly during the lesson, roaming around, talking to other people, and generally making their classmates uncomfortable. Because of this condition, the students' motivation was significantly reduced. As a consequence of this, the students lacked interest in learning English. The students' capacity to acquire new vocabulary was impacted as a result of it.

Taking into consideration the information presented above, it is the responsibility of the teacher to provide the students with appealing media in order to heighten their level of activity during the process of vocabulary acquisition. One of the pedagogical tools that can be utilized when teaching vocabulary is a flashcard. A flashcard is one of the mediums that may be used to teach vocabulary. The use of flashcards as a visual aid is an innovative form of media that can

assist pupils in the process of word memorization. The vibrant picture has the potential to pique the students' interest and motivate them to learn. It is presumed that the students will take pleasure in the process of teaching and learning if they have a desire to increase their vocabulary and are driven to do so. In order for the students to have an easier time communicating with others around them who speak English. According to Weaver (1950:5), acquiring knowledge via the use of visual material will be superior to acquiring knowledge through the use of explanation and description. This indicates that there is a chance that students may form a favorable image of the flashcards. It makes the learning activity more enjoyable for the students.

METHOD

In this study, Action Research in the classroom was implemented. This study's research methodology comprises of four stages of activity. They are (1) the action's planning, (2) its execution, (3) its observation and evaluation, and (4) its reflection. These are the primary components of the research design. The principal steps were preceded by auxiliary stages. They were preliminary study, analysis, and problem identification. The researcher next continued to the planning phase, when he or she organized the lesson plan and the necessary materials. In this study, the difficulty identified in the classroom was vocabulary memorization. The researcher was responsible for planning, executing, observing, and reflecting.

Planning

Before executing the teaching-learning activity, the researcher created the lesson plan during the planning phase. It served as a guide for the researcher's instruction. In constructing the lesson plan, the researcher considered a number of factors, including they were the instructional goals to be reached, the time given, the subject to be taught, the media to be utilized, and the evaluation of the learning process. The lesson plan created by the researcher also included the standard competency and basic competence that the students were supposed to acquire. Also included was the technique for presenting the lesson at each meeting in order to address the issues encountered by the students.

Preparing the teaching materials and media

This study looks at how flash cards can help students learn new words, so the researcher made materials that can be used to teach vocabulary. The materials are called "My Health." The flash card was used by the researcher to get the students to say what they thought. The words are taken from the students' books. The researcher also placed together some sentences that focus on the words that the students are taught. Then, the students follow the researcher's instructions in class, and at the end of class, they take a test.

Starting to put together a teaching scenario

In this step, the researcher came up with a plan for how to teach third-grade students English using flashcards. Here is the plan for teaching and learning:

1. Five flashcards were placed on the whiteboard by the researcher.
2. The researcher instructs the students to read the flashcards aloud using rime in groups.
3. After conducting the activity five times, the researcher instructs each student to close his or her eyes.
4. The researcher removed one flashcard from the whiteboard and asked the class to identify the missing card.
5. Using a variety of flashcards, the researcher performed the same action.
6. The researcher then collected all of the flashcards and asked the students to name all of the flashcards that had been previously distributed.
7. The researcher next requested that the students record the memorized vocabulary in their notebooks.
8. At the conclusion of class, the researcher administered a test that focused on the students' comprehension of the meaning of the vocabulary words and their application in sentences.

Implementing

In the phase of action, the researcher implements the plans made in general planning. The action was carried out during the English class period. The researcher implemented the proposed approach himself. The results of the students' vocabulary comprehension are also indicated on a test sheet that is distributed to each student.

Observing

The next step is to see how the action turns out. The researcher can carry out the action while the observation is going on. Seeing and doing happen at the same time. In this study, observations were conducted both during and after the execution of the treatment. The observation included not only the teaching-learning process but also the students' learning progress. Observations were made by the researcher during the process of carrying it out. Observation data was collected by monitoring the teaching and learning process and providing tests. The researcher would decide whether or not to continue his research based on the outcome of his reflection. When or when the core problem was solved depended on the nature of the problem. If necessary, the new strategy could be created.

Reflecting

After reviewing the outcome of the implementation, observe all operations from planning through testing. The researcher would do reflection to discover the outcome of the given treatment and to determine whether the treatment would be discontinued or if it would continue on to the next cycle with some modifications and evaluations to make the following treatment more effective.

The formula below is used to measure the students' vocabularies mastery.

$$E = \frac{n}{N} \times 100\%$$

E = The percentage of the students' achieved the minimum standard score requirement

n = The number of students achieved the minimum standard score requirement

N = The total number of students who are taking the examination

RESULTS

Based on the results of the author's research, the authors come to the following conclusions: Using flashcards to help students improve their English vocabulary skills on the topic of listening to and saying words about "My Health" in class III SD Islam Athirah Kajaolalido can go off without any problems. This is clear from what teachers and students do when they are learning.

Table 1. Percentage of students who pass the KKM pre-test and percentage of students who pass the KKM post-test.r

NO	Total of students	Passed KKM Pre-Test	Passed KKM Post Test
1	120	25	84
		21%	70%
		49%	

This increase can be seen in the average learning outcomes of students, which continue to improve. According to the results of a study, the number of students in class III who learned English vocabulary with the help of Flash cards went from 25 to 84. In other words, only 21% of students were able to learn the words for "My Health" before flash cards. When Flash card media was used, there was a 70% increase. Overall, the target has done better than the previous target, which was only 60% to 70%.

From the table above, it's clear that the research that was done was successful, as there was an increase. When learning with Flashcards is compared to learning without flash card, the number of students who have mastered learning has gone from 25 people (21%) to 84 people (70%). Based on the scores, it can be said that using flashcards to learn English vocabulary can help students get a better comprehension of what they have been learning.

DISCUSSION

According to the findings of the study, students' vocabulary mastery improved. It indicates that the researcher found a solution to the students' problem, namely that students who are taught with flashcards had significantly more vocabulary mastery than before. In other words, the use of flashcards to teach vocabulary to third graders at SD Islam Athirah 1 Makassar was excellent.

This research also confirms and validates the idea proposed by Heinich (Heinich in Kasbolah, 2001:3), which states that teaching vocabulary with flashcards helps students build active language skills (Heinich in Kasbolah, 2001:3). By understanding vocabulary, students are able to use the language for all four skills: listening, speaking, reading, and writing. Therefore, the use of flashcard activities supports students in learning vocabulary as a part of their language abilities.

The students were found excited. They smiled and focused on their education. The classroom environment was conducive. The students participated more actively to the given subject. They learned with joy and can now perform better on tests. Based on these previous evidence, it may be concluded that students responded positively to the use of flash cards. Students gave excellent responses to learning vocabulary with flash cards, which made learning more fun.

CONCLUSION

Flash cards are an appropriate method for third-grade students in SD Islam Athirah 1 Makassa. It can be used to solve the problem of students who lack vocabulary mastery. The flash cards must be visually attractive, sufficiently large, and colored. This method can enhance kids' language skills. The improvement can be observed in the percentage of the pupils' vocabulary test scores. In contrast with their score from the preliminary study, their performance has improved.

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