

Increasing the Students Ability in Vocabulary Mastery by Using Flash Card at the Eighth Grade of SMP Negeri 1 Gido in 2022/2023

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Abstrak

Kurangnya penguasaan kosakata bahasa Inggris menjadi permasalahan bagi SMP Negeri 1 Gido. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam penguasaan kosakata dengan menggunakan Flash Card. Penelitian ini dilakukan dengan menggunakan metode kuantitatif. Subyek penelitiannya adalah siswa SMP Negeri 1 Gido tahun pelajaran 2022/2023. Penelitian ini dilaksanakan dalam dua siklus, yang mana setiap siklusnya terdiri dari dua kali pertemuan, Ada empat langkah dalam melakukan penelitian ini yaitu: Perencanaan, Tindakan, Observasi, dan Refleksi. Kemudian peneliti menggunakan lembar observasi, lembar evaluasi, dan catatan lapangan untuk mengumpulkan data. Dari hasil penelitian setiap siklusnya terlihat bahwa siswa mengalami peningkatan melalui Flash Card. Pada Siklus I rata-rata nilai siswa adalah 52. Karena hasilnya kurang memuaskan maka penelitian dilanjutkan ke Siklus II dengan mempertimbangkan kelemahan-kelemahan Siklus I. Pada Siklus II rata-rata nilai siswa adalah 80. Berdasarkan analisis temuan penelitian, dapat disimpulkan bahwa Flash Card dapat meningkatkan kemampuan siswa dalam penguasaan kosakata dalam membaca teks deskriptif dan direkomendasikan untuk diterapkan di sekolah.

Kata Kunci: Kemampuan Kosa kata Siswa, Flash Card

Abstract

The lack of English vocabulary mastery becomes a problem for SMP Negeri 1 Gido. The purpose of this research is to increase the student's ability in vocabulary mastery by using Flash Card. The research was conducted using quantitative methods. The subject of the research was the students in SMP Negeri 1 Gido in 2022/2023. The research has been conducted in two cycles, in which each cycle consisted of two meetings, There were four steps in conducting this research namely: Planning, Action, Observation, and Reflection. Then the researcher used observation sheet, evaluation sheet, and field notes to collect the data. From the result of the research in each cycle, it has been shown that the students improved through Flash Card. In Cycle I the average of the students' values was 52. Because the result was not satisfying, so the research is continued to Cycle II by considering the weaknesses of Cycle I. In Cycle II the average of the students' values was 80. Based on the analysis of research findings, it can be concluded that Flash Card can increase the student's ability in mastering vocabulary in reading descriptive text and recommended to be applied in school.

Keyword: Students' Vocabulary Ability, Flash Card

INTRODUCTION

Vocabulary is an important element in learning a foreign language. According to Richard (2002) cited in Hamer and Rohimajaya (2018) state that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write." It is strengthened by Fries (1975) cited in Rahmawati and Utami (2019) states that "Vocabulary is the essence of language learning that contains the types of vocabulary that is content words in the form of the noun, adjective, verb, and an adverb which will make language meaningful." it is important to be able to communicate well with other students.

Vocabulary mastery is a crucial factor in one's success in learning and communicating. However, many students have difficulty understanding and using the right words in the right context. Those with a

limited vocabulary will have inadequate speaking, listening, reading, and writing. to aid in the development of the four language abilities of speaking, reading, and writing. These skills are supported by three components, namely vocabulary, grammar, and pronunciation.

Vocabulary mastery has an essential effect on reading, speaking, writing, and listening skills. In reading the text, learners are able to comprehend the main ideas and content of the text more rapidly if they have a good mastery of vocabulary (Pradina and Listyani, 2021). Then, Nation (1990) cited in Andriani and Sriwahyuningsi (2019) defines that vocabulary plays a great role predictor of overall reading ability. It means that reading comprehension will be affected by vocabulary. If students have a strong command of the language, they can read a text and absorb the key concepts and information more quickly.

However, vocabulary mastery is one of the supporting components of language skills, Students still experience difficulties in understanding and remembering English vocabulary. Such as the students are unable to differentiate nouns and noun phrases, the students are unable identify an adjective, and the students are unable to define the word in the text. Those problems are caused by the limitation of students' prior knowledge of the descriptive text and the teachers' methods are unable to solve the problems.

To solve the problem above, the researcher tries to apply using the flash card as instructional media to enrich the student's vocabulary mastery. According to Musyaffa (2020), "Flashcard is a large-size card, usually using a slightly thick A4 paper containing images or words. The usage of Flashcards helps pupils learn English vocabulary more effectively. Flashcards will be very useful in the teaching-learning process and effectively support the presentation of the lesson, Flash card is one of the media in the teaching-learning process (Harefa, 2022).

In addition, flashcards for vocabulary are excellent learning aids. These can be colorful and enjoyable methods to help students remember and retain vocabulary words. Flash cards are also usually to describe items according to pictures, for example, on the flash card there is a picture of an apple, and from that picture, we can describe based on color, taste, nutrition, and others (Suyanto, 2010 cited in Musyaffa, 2020).

The objective of this research is to increase the student's ability in mastering vocabulary by using Flash Card at the eighth grade of SMP Negeri 1 Gido in 2022/2023. Regarding the previous explanation, the researcher wants to apply Classroom Action Research (CAR). The researcher is interested to increase the student's ability in mastering vocabulary, the researcher wants to conduct a titled: "Increasing the Students' Ability in Vocabulary Mastery by Using Flash Card at the Eighth Grade of SMP Negeri 1 Gido in 2022/2023."

RESEARCH METHODS

Type of the Research

The research was conducted using quantitative methods. But in the process, The research will use the type of research Classroom Action Research (CAR) to solve the student's problem with vocabulary mastery skills. The researcher use the Classroom Action Research because the researcher increases the student's ability in vocabulary mastery at SMP Negeri 1 Gido.

Subject of the Research

The subject of this study were students of class VIII SMP Negeri 1 Gido. in this study, researchers conducted research in class VIII-A with 34 students.

Instrument of the Research

In this research, the data collected by the researcher are qualitative data and quantitative data. Qualitative data is a kind of data that refers to all the researcher's activities and the student's activities during the teaching-learning process and quantitative data is about the marks of the students in the evaluation sheet. In collecting the data, the researcher uses some instruction data, the researcher uses instructions, as follows:

a. Observation sheet

An observation sheet is used to observe the researcher and the student's activities. Besides that, an observation sheet also is useful to know the strengths and weaknesses of the research during the teaching-learning process.

b. Evaluation sheet

An evaluation sheet is used to evaluate the student's ability. Through this sheet, the researcher knows the students' ability in mastering vocabulary by implementing Flash Card. The researcher applies a Flash Card test to evaluate the student's ability in mastering vocabulary.

c. Field notes

Field notes contain all teacher-collaborator notes during the teaching-learning activity conducted by the researcher in the classroom.

Data analyzed in the research are qualitative data and quantitative. After the data had been

collected, the researcher analyzed it. The data are obtained from observation sheets, field notes, and evaluation sheets. The researcher analyzes it to obtain a valid result of the research. So, to analyze the data, is done in two steps, as follows:

a. Qualitative data

The qualitative data is obtained from the observation sheet and field notes. The researcher processes it by following some steps as follows:

- 1) Reduction of the data is evaluating and classifying the data based on the information from the observation and should be organized according to the statement of this research.
- 2) Explanation of the data is all of the data that have been organized must be classified to get the meaning in the table, graphic or narration forms.
- 3) Conclusion is after making the explanation of the data and concludes about the data in the statement of formula forms.

b. Quantitative data

Quantitative data is obtained from the evaluation sheet. The evaluation sheet analyzed and evaluated by scoring the right answer 1 (one), and the wrong 0 (zero), Data from the students' written test results was to analyze the extent of the mastery of English vocabulary in the eighth grade and data was analyzed by using descriptive statistics. Analyze and evaluate the data through formula as Arikunto in Asrori (2020):

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

In which:

P = Percentage of student learning activity level

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

Furthermore, Asrori (2020) classify the level of achievement of the action in the form of a scale (%):

Table 1. Classification of Action Achievement

Percentage (%)	Classification
92-100	Very well
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

Analyzing quantitative data

Analyzing quantitative data is analyzing students' vocabulary. The data obtained from the evaluation sheet. The evaluation sheet will be analyzing and evaluates by scoring the result of students' works by using formula proposed by Arikunto in Asrori (2020), as follows:

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

In which:

P = Score

F = Obtained score

N = Maximum scores

The research will classify the students' score using a scale as the students' achievement criteria, as follows:

Table 2 .Scale of Students' Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

RESULT AND DISCUSSION

Cycle I

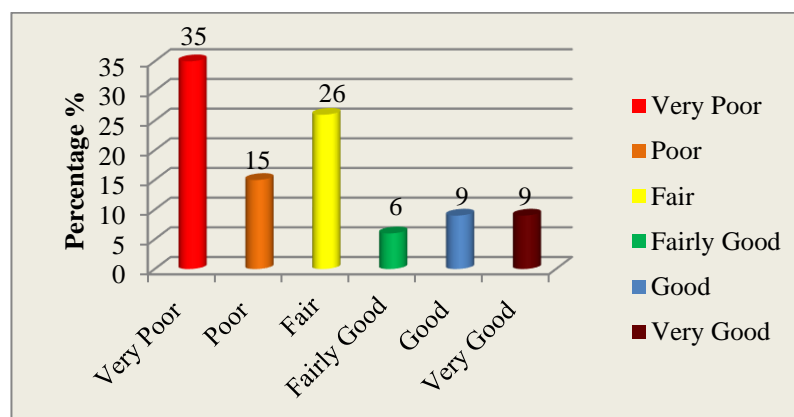
In implementing, the researcher prepared everything needed in the teaching-learning process: syllabus, the lesson plan, the material, attendance list, observation sheet and field notes. After implementing the action, the researcher evaluated the result of the student's ability in mastering vocabulary in descriptive text especially in describing places by using a Flash Card. The researcher gave fifteen questions in multiple-choice questions to the students. The result of their evaluation can be seen in the following table:

Table 3. The Students' Ability in Mastering Vocabulary by Using Flash Card in Cycle I

MCC	Score	Classification	Frequency	Percentage
65	0-35	Very Poor	12	35%
	36-55	Poor	5	15%
	56-65	Fair	9	26%
	66-75	Fairly Good	2	6%
	76-85	Good	3	9%
	86-95	Very Good	3	9%
	96-100	Excellent	-	-
Total			34	100%

Based on the previous table, it explained that the students' ability in mastering vocabulary by using Flash Card in Cycle I was failed. The students could not pass the Minimum Competence Criterion (MCC) which stated at that school was 65 points. There were 12 students (35%) categorized into very poor, 5 students (15%) categorized into poor, 9 students (26%) categorized into fair, 2 students (6%) categorized into fairly good, 3 students (9%) categorized into good, 3 students (9%) categorized into very good. The average of the students' value was 52.

Based on the explanation, the researcher concluded that the students' ability in mastering vocabulary through using Flash Card was still unable to increase the students' ability in Cycle I. It was indicated by looking at the Minimum Competence Criterion (MCC) of the English subject in the eighth grade which was 65 could not be achieved by the students by looking at the average of the students' value. That's why the researcher decided to continue the research in cycle II. The result of the students' ability in Cycle I can be viewed in the graphic below:



Graphic 1. The Result of the Students' Ability in Cycle I

Cycle II

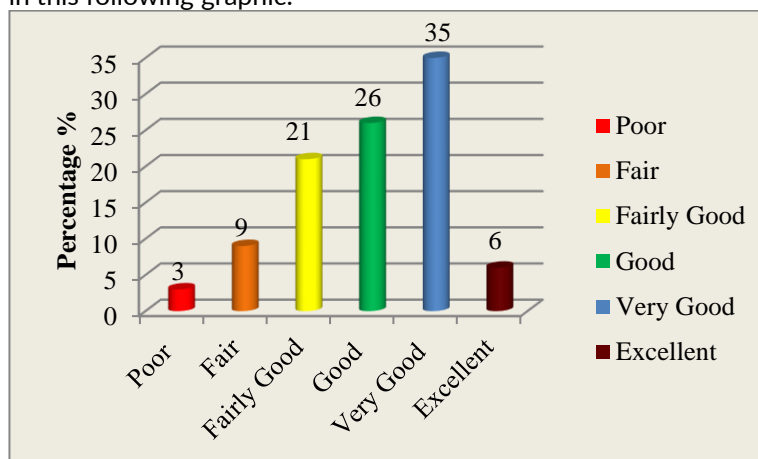
As in cycle I, the researcher prepared everything that was needed in the teaching-learning process such as the syllabus, the lesson plan, the material, attendance list, observation sheet and field notes. After implementing the action, the researcher evaluated the result of the students' ability in mastering vocabulary in descriptive text especially in describing places by using Flash Card. The researcher gave fifteen questions in multiple-choice questions to the students. The result of their evaluation can be seen in the following table:

Table 4. The Students' Ability in Mastering Vocabulary by Using Flash Card in Cycle II

MCC	Score	Classification	Frequency	Percentage
65	0-35	Very Poor	-	-
	36-55	Poor	-	-
	56-65	Fair	4	12%
	66-75	Fairly Good	7	21 %
	76-85	Good	9	26%
	86-95	Very Good	12	35%
	96-100	Excellent	2	6%
Total			34	100%

Based on the table above, it explained that the students had been able to reach MCC (Minimum Competence Criterion) in mastering vocabulary in reading, in which, it was 65 points. There were no students categorized into very poor and poor. There were 4 students (12 %) categorized into fair, 7 students (21%) categorized into fairly good, 9 students (26%) categorized into good, 12 students (35%) categorized into very good, 2 students (6%) categorized into excellent. All students reach Minimum Competence Criterion. The average of the students' value was 80.

It can be seen in this following graphic:



Graphic 2. The Students' Ability in Mastering Vocabulary in Reading Descriptive Text Especially in Describing Place in Cycle II

Looking at this result, it was clear that the students of the eighth grade of SMP Negeri 1 Gido were able to master vocabulary by using Flash Card. Since this result was satisfying, the researcher stopped to do the research and would make the report of this research.

CONCLUSIONS

The purpose of this research is to increase the student's ability in vocabulary mastery by using Flash Card. From the result of the research in each cycle, it has been shown that the students got improvement through Flash Card. The improvement was raised in Cycle I to Cycle II. In Cycle I the average of the students' values was 52. There were 12 students (35%) categorized into very poor, 5 students (15 %) categorized poor, 9 students (26 %) categorized fair, 2 students (6%) categorized fairly good, 3 students (9%) categorized into good, 3 students (9%) categorized into very good. Because the result was not satisfying, so the research is continued to Cycle II by considering the weaknesses of Cycle I. In Cycle II, The average of the students' values was 80. There were no students categorized very poor and poor. There was 4 students (12 %) categorized into fair, 7 students (21%) categorized into fairly good, 9 students (26%) categorized into good, 12 students (35%) categorized into very good, 2 students (6%) categorized into excellent. In other words, the students' ability in mastering vocabulary was increased by using Flash Card.

Based on the research finding, the researcher suggests: (1) The English teachers in SMP Negeri 1 Gido are encouraged to apply Flash Card to increase the student's ability in vocabulary mastery. (2) In teaching vocabulary by using Flash Card, the teacher should select the reading material for the students to make them interest and active in the teaching-learning process. (3) In order to achieve students' high

interested in learning English, especially in vocabulary mastery it's better to apply some effective and appropriate strategies. (4) Further expectation for the next researcher and teacher to Flash Cards in teaching vocabulary in the other skills.

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Finally, the researcher realizes that this undergraduate thesis is far from being perfect. Therefore, she hopes all constructive suggestions and criticisms so this undergraduate thesis can be better. And hopefully, this thesis will be useful for the readers.

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