

THE EFFECTIVENESS OF TEACHING ENGLISH VOCABULARY USING FLASHCARD FOR II SEMESTER STUDENTS AT GUNUNG RINJANI UNIVERSITY

HAMIDY, RASYID RIDHO

Dosen FKIP Universitas Gunung Rinjani
Selong-Lombok Timur

e-mail: rasyid.hamidy@yahoo.com

ABSTRAK

Kosakata sebagai elemen atau komponen bahasa Inggris sangat penting untuk dipelajari dengan baik, karena ini adalah gerbang dan dasar untuk memahami frasa dan kalimat dalam bahasa Inggris. Dalam penelitian ini, penulis tertarik dengan flashcard sebagai salah satu media dalam pengajaran bahasa Inggris khususnya kosakata. Penelitian ini difokuskan untuk mencari tahu tentang penggunaan flashcard sebagai media pengajaran kosa kata bahasa Inggris kepada siswa. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif deskriptif. Data yang dianalisis adalah data deskriptif berupa kata-kata tertulis yang membutuhkan interpretasi karena penelitian ini membahas efektifitas pengajaran kosa kata bahasa Inggris menggunakan Flashcard. Dalam pengambilan sampel, penulis mengambil beberapa tanggapan dari para siswa. Dari tanggapan, ia mengidentifikasi dan mengklasifikasikan masing-masing sesuai dengan fungsi media pembelajaran visual yang mencerminkan. Berdasarkan klasifikasi ini dia membuat analisis. Hasil dari penelitian ini menunjukkan bahwa media pembelajaran visual merupakan alat yang sangat berguna dalam proses belajar mengajar, karena menggunakan media pembelajaran merangsang aktivitas siswa dan mampu memahami subjek yang diajarkan dalam komunikasi yang lebih efektif dan efisien. Menyelesaikan studi, penulis menyarankan guru harus meningkatkan makna mengajar dan menawarkan kesempatan untuk mengenal dan mencoba strategi yang berbeda di sekolah sehingga setiap siswa dapat menemukan strategi terbaik untuk mereka.

Kata kunci: Mengajar, Kosakata, Flashcard.

ABSTRACT

Vocabulary as an English element or component is very important to be learned well, because it is the gate and basis to understand phrases and sentences in English. In this study, the writer is interested in flashcard as one of the media in teaching English especially vocabulary. This study is focused on finding out about the use of flashcard as a medium of teaching English vocabulary to students. The method which is applied in this research is a descriptive qualitative approach. The data being analyzed are descriptive data in form of written words which need interpretation because this study deals with the effectiveness of teaching English vocabulary using Flashcard. In taking the sample, the writer takes several responses from the students. From the responses, he identified and classified each of them according to the function of visual learning media that reflect. Based on this classification he made the analysis. The result of this study shows that the visual learning media was a very useful tool in the teaching and learning process, because of using learning media stimulated student activity and able to understand the subject being taught in a more effective and efficient communication. Completing the study, the writer suggests teachers should enhance the meaning of teaching and offer the opportunity to get to know and try out the different strategies in school so that each student can find the best strategies for them.

Key words: *Teaching, Vocabulary, Flashcard.*

BACKGROUND OF THE STUDY

Language has central role in the intellectual, social and emotional development of students. Language is also a key to succeed in learning all of different fields of study. Besides, language has a very significant contribution to the way how people think. Therefore, it can be said that language is one of the primary tools which may help people to think well based on their understanding. In Indonesian schools, students are taught some languages, Indonesian and other foreign languages such as English, Arabic and German.

In this era of globalization, English has become very important especially for students usually included as millennial generation. This is true because they grow and live in a rapidly developing and changing technology era in which English is mainly used as a means of communication internationally by the majority of people in the world. Moreover, some Asian countries like Singapore and India use English as their second language in their respective countries unlike in our country, Indonesia. Apart from the difficulties of learning English, it is imperative and good for people to learn English as it does have a pivotal role in most aspects of life for examples in the fields of communication, trade or commerce, economy, politics, education, science, technology and among others.

In our beloved Indonesia, English is learned as foreign language not as a second one. By realizing the benefits and significance of learning and mastering English for the future, the teaching of English has been conducted in Indonesia from kinder garden until university both state-owned university or private one. Even, the majority of the Indonesian school levels make English as their primary subject that has to be taken or

studied. It is expected that this long time effort from the Indonesian government together with the schools will eventually polish Indonesian students' knowledge, ability and skill of English as of course foreign language in Indonesia.

To prepare students well in learning and mastering English as an international language, teachers definitely need to use appropriate methods, approaches and techniques in teaching the students. There are various methods, approaches and techniques that teachers of English can apply when teaching English to their students so that the objective of the teaching as well as learning is achieved properly. However, it is also prominent for teachers to be able to create such an enjoyable learning situation for their students. It is sometimes not an easy task for the teachers to do so, because understanding the teaching and learning materials is very different from applying them to students in order that they are happy when learning the English materials. If the students can enjoy the learning process and they are not bored with it, the teachers can be then regarded to be successful. This is because the students feel motivated to engage with the teachers in the process and finally may help the students to understand what the teachers are trying to teach and explain to them.

To make an enjoyable teaching and learning condition for the students, a correct strategy is needed to make students motivated when they are in the classroom. One of the strategies which can be employed is by selecting proper media to ease both teachers and students in the teaching and learning process. There are many types of media which teachers may use in the teaching and learning process. One of the media is a flashcard. It is a quite effective

medium of teaching English based on the facts obtained from several researches done in Indonesia and in other countries. Flashcard may be defined as a simple and economical medium of teaching especially if it is compared to other media of teaching. In addition, flashcard can increase students's creativity and understanding English materials in particular when they are taught materials by the teachers related to the mastery of vocabulary.

Vocabulary as an English element or component is very important to be learned well, because it is the gate and basis to understand phrases and sentences in English. Without the sufficient number of English vocabulary as a basic point to master English, English students will be unable to make communication and convey their ideas or arguments effectively with other speakers of English in oral form of communication and written form as well.

Thus, writer is interested to study flashcard as one of the media in teaching English especially vocabulary. This study is focused on finding out about the use of flashcard as a medium of teaching English vocabulary to students. As already mentioned, flashcard has proven to be effective and beneficial in teaching English vocabulary as stated by a number of writers (some examples are cited in the second chapter of this research proposal paper). This is why teachers are encouraged to use flashcard to attain effective and efficient teaching and learning especially when it comes to English vocabulary. Nonetheless, teachers need to pay attention carefully to the use of games too when they are using flashcard. Additionally when teachers decided to use flashcard with the insertion or inclusion of some games, the teachers have to ensure that some factors are taken into consideration first such as the number of students in the classroom, the level of students' English knowledge or skill, time availability,

theme of learning, class management and among others.

The writer chooses flashcard since it can help students to improve their understanding of English words and increase their motivation when learning English particularly vocabulary. The writer also hopes that by using flashcard the teaching and learning process can be interesting and enjoyable for the students. These reasons drive the writer to conduct the research related to the theme with the title of the study is as follows: ***“The Effectiveness of Teaching English Vocabulary Using Flashcard for II Semester Students at Gunung Rinjani University”***

REVIEW OF RELATED LITERATURE

Theoretical Foundation

1. Teaching

The teacher takes the role in the teaching and learning process. In learning English, teachers need to apply different teaching methods so that students are interested and pay attention to the lesson. In the learning process there are several factors, which can affect success in school. They are curriculum, materials, methods, teachers, students and techniques.

Fraser (1994) states that: "teaching is a process carried out by educators in guiding, helping, and directing students to have learning experience."

Furthermore, Tyson and Caroll (2009: 09) state that: "teaching is a way and process of reciprocal relations between teachers and students who are equally active in carrying out activities."

This means that teaching is a systematic way, the teacher as a committee must be creative to make students interested in following the subject. Teaching can be said not only includes activities to guide student activities, but also things that

aim to help students develop themselves and be able to adjust themselves to the group they are in. In the results of teaching students must be able to attract the interest of the group. They learn to think, feel, and act in harmony through the social groups in which they are a part.

2. Vocabulary

Vocabulary is one of the elements of a language along with grammar, and pronunciation. Students who want to learn a target language, in this case English, of course, have to learn those elements. In learning a foreign language, vocabulary plays an important role because it is an element which links with the other four skills like speaking, listening, reading and writing all together.

Without a doubt, the authors say that obtaining vocabulary will help people to obtain, understand, and also improve the process of transfer of knowledge for a better life. There is no denying the possibility of progress or success in any field, such as computers, technology, economics, politics, tourism, and improving education with the size and application of vocabulary.

Vocabulary plays an important role in mastering English. The River in Nunan (1992: 17) states that vocabulary is very important for successful studies in the second language. Wilkins in Thornbury (2002: 13) concluded that without vocabulary nothing can be conveyed. Vocabulary refers to all words in all languages used in certain variations.

3. Teaching Media

Briggs (1977), the media can be interpreted as any tool that can give or even create stimulation to students so that the learning process can take place. The word media comes from Latin, is the plural form of the word "medium". Some examples of media

that need to be known include books, tape-recorders, cassettes, video cameras, video recorders, films, slides, photos, pictures, graphics, television, and computers. messages to achieve learning goals. Therefore, there must be a match between the media, the method, and the message to be delivered.

Briggs says that learning media is a physical tool in delivering material in the form of films, video recordings, pictures, and so on. Briggs adds that the use of media can stimulate students to occur in the learning process. Sudjana and Rivai (1990) give the opinion that learning media is a tool used by teachers to support learning. Some criteria that need to be considered in choosing media for learning purposes include:

- a) Its accuracy with learning objectives
- b) Support the contents of learning materials
- c) Ease of obtaining media
- d) Teacher skills in using it
- e) Availability of time in implementation
- f) In accordance with the level of student learning

According to Aqib (2013: 52), learning media is clarified into several types, including:

- a. Graphic Media, including pictures/photos, sketches, diagrams, charts, charts, cartoons, foster, maps/globe, flannel boards, and bulletin boards.
- b. Media Audio, including radios and magnetic tape recorders.
- c. Multimedia, helped by an LCD projector.

Base on the clarification of learning media, various types of media that can be used in learning include media games and simulation, media viewing, media listening, and media viewing. This is also stated by

Soeparno (1988) who clarifies the types of learning media as follows:

- a. Media in the form of games and simulations, among others, composing together, psychodrama, and language games.
- b. Image Media that consist of images, such as film strips and Flash cards.
- c. Sound Media that only consists of sound, for example radio, tape (tape recorder), and LPs.
- d. Media that consist of choirs, images, and motion (hearing media), such as sound films.

From these notions it can be concluded that the learning media is a very useful tool in the teaching and learning process, because the use of learning media can stimulate student activity and interest in the learning process to be able to understand the subject being taught in a more effective and efficient communication. This tool includes all material and physical tools that may be used to apply learning and facilitate student achievement to achieve learning goals.

4. Image Media

Image media is a visual media produced through the photographic process. The advantage of this media is that it is commonly used, interesting, easy to understand, and contains a lot of explanations rather than using verbal media. Image media can provide details in the form of images as they are which have an impact on increasing the level of memory of students compared to using verbal methods. Besides that, image media is concrete, easy to use, inexpensive to manufacture. But the weakness of the image media is only emphasizing the use of the eyes, the size is limited to large groups.

5. Teaching Media *Flash Card*

Flash Card media is a form of visual media. Understanding flash card media is explained by Nurseto (2011: 26) that Flash Card is a learning medium in the form of a 25 x 30 cm picture card. The drawings are made using hand or photo, or using an existing image/photo attached to Flash Card.

Flash cards are small cards that contain images, text, or symbols that strengthen and guide students to something related to the image, shape, and size can be adjusted to the size of the class at hand. From this sequence, it can be concluded that flash cards are media in the form of picture cards whose shape and size are adjusted to the size of the class.

Flash Cards include graphic or visual learning media. Levie and Lenz (in Ashad 2009), put forward four functions of learning media, especially visual media, as follows:

- a) Attention function, which is the function of visual media in attracting attention and directing students' concentration on the subject matter, presented using visual learning media.
- b) Affective function, namely the level of concentration of students when participating in lessons using visual learning media.
- c) Cognitive function, namely the use of visual learning media makes it easy for students to understand the subject matter delivered.
- d) Compensatory function, namely the ability of visual learning media to condition students who are difficult to accept and understand the content of lessons presented with text or verbal.

As Hamalik (1994: 25) says that "flashcard media is a flat image

media included in the stationary visual media".

The use of flashcard media has several reasons put forward by Sadiman (2006: 29) namely:

- a) Concrete
- b) The image cover time limitations
- c) Overcome the limitations of our observations
- d) Easy to use without requiring special equipment.

Besides the advantages, flashcard media also has weaknesses as stated by Sandiman (2006: 31), including:

- 1) Images only emphasize the perception of the eye
- 2) Images of objects that are too complex are less effective for learning activities.
- 3) The size is limited to large groups.

Flashcards usually contain words, pictures, or combinations to develop vocabulary treasury in general and foreign language vocabulary in particular. The use of flashcards is very suitable to be used to improve vocabulary mastery, because in flashcards there are two sides that are back to back. The side contains new foreign words and the back side is given information containing information from the side in front of it. The use of images on a flashcard has a big impact on the learning process and the planting of concepts in memory.

Flashcard is a learning media in the form of a 25x30cm picture card. The picture that is displayed is a picture of the hand, photo, or picture that is attached to the sheets of the cards. The advantages of flashcard media are portable, practical in making and using them, easy to remember because colorful pictures are very interesting, fun as a learning medium can even be used in the form of games.

The process of using flashcard in learning:

- a) The process of making a flashcard
 - 1) Prepare thick paper as a cross section of the image
 - 2) Mark using a pencil and a ruler 25x30cm
 - 3) Cut the paper according to the mark then paste the image
 - 4) Give text or message to the back of the card according to the object at the front
- b) Preparation process
 - 1) Master and train in advance the skills to use flashcards. Also prepare the necessary supporting tools.
 - 2) Prepare a sufficient number of flashcards and arrange them according to the order. And, specify whether or not you need other media.
 - 3) Set the seat position between teacher and student. This relates to the position of the teacher as the messenger must be listened to by all students.
 - 4) Set the students and place them in a sitting position that allows students to see the media clearly. A good position is to form a circle, while the teacher explains by rotating on the axis of the circle.
- c) The process of operating a flashcard
 - 1) The cards that have been arranged are held at chest level and face the students.
 - 2) Pick one by one after the teacher's explanation
 - 3) Give cards to students who are near the teacher, ask to observe the card, then forward it to other students
 - 4) Combine with creative games

From the study above writers can conclude that the use of flashcards can help learning English. Because the color images in the flashcard can attract interest from students in following the learning process of new vocabulary. The stages of using a flashcard are preparing flashcard material, adjusting the position of students, showing an image accompanied by an explanation of the picture, then using a simple and creative game to finalize the concept that has been embedded in students' memories.

RESEARCH METHOD

A. Approach

Research design activities comprise creative work undertaken on a systematic basis in order to increase the stock of knowledge including knowledge of students and the use of this stock of knowledge to devise new applications.

This research follows descriptive qualitative approach. According to Kothari (2004: 2), research descriptive qualitative design is arrangement of conditions for collecting and analysing the data in manner that aims at combining relevance to the research's purpose.

B. Setting

This research will be conducted at Gunung Rinjani University. It takes 8 meetings. There is second semester students in the English Education Department and consists of 32 students. Furthermore, the writer will only take 10 students from one class as the samples of the study from all of the polulation in the school. Based on the purpose of the

study and the statement of the problem, this study will be concentrated mainly on the effectiveness of teaching English vocabulary using flashcard as a medium of teaching. The selected English teacher will assist the writer during the process while the students will be samples and they are thus asked to answer some questionnaire later after the teaching and learning is done.

C. Data and Sources of Data

The samples are 10 students of II semester students. The students will be given material that is taught with flashcard media with demonstration method on english vocabulary. After applying the method, quistionnaire will be given to find out how far the students' response to flashcard learning media.

FINDING AND DISCUSSION

In this chapter, the writer presented two subchapters namely findings and discussion. Firstly the findings were shown the data analysis conducted by the writer. It was built by the problem of the study and completed with conclusion at the end of each section. Secondly, the discussion section discussed how the results of the analysis were seen from the supporting theory.

A. Finding

The data conveyed that the students rather use flashcard media in vocabulary learning when studying English as a second language. Some media visual functions were mentioned almost in every set of responses.

Here were the responses:

Notes: Att: Attention Aff: Affective
Cog: Cognitive Com: Compensatory

Student	Response	Media Visual Function			
		Att	Aff	Cog	Com
	Belajar kosakata menggunakan				

A	media Flashcard pada pelajaran Bahasa Inggris lebih menyenangkan	√			
	Saya tidak merasa bingung belajar kosakata Bahasa Inggris dengan menggunakan media Flashcard		√		
	Media Flashcard memudahkan saya untuk memahami kosakata dalam Bahasa Inggris			√	
B	Saya merasa lebih termotivasi belajar menggunakan media Flashcard		√		
	Penggunaan media Flashcard membantu saya memahami kosakata dengan cepat			√	
	Penggunaan media Flashcard dalam belajar kosakata Bahasa Inggris sesuai dengan gaya belajar saya				√
C	Saya memahami dengan jelas materi kosakata dengan menggunakan media Flashcard			√	
	Desain dan gambar Flashcard membuat saya senang belajar kosakata dalam Bahasa Inggris		√		
	Media Flashcard mempermudah saya menyelesaikan soal kosakata dalam Bahasa Inggris				√
D	Suasa belajar kosakata Bahasa Inggris dengan menggunakan media Flashcard lebih menyenangkan dan saya lebih mudah memahami		√		
	Saya lebih fokus dan semangat dalam belajar kosakata Bahasa Inggris menggunakan media Flashcard	√			
	Media Flashcard sangat membantu saya memahami kosakata Bahasa Inggris dengan cepat				√
E	Penggunaan media Flashcard membuat saya termotivasi dalam belajar kosakata Bahasa Inggris		√		
	Media Flashcard membuat saya				

	lebih fokus dan antusias untuk belajar dan memahami kosakata Bahasa Inggris	√			
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Table 3.1: The analyzed data

Based on the table above, the writer analysed each part of the responses by identifying the link between the function of media visual and the point of the response to see the effectiveness of using flashcard media in teaching English vocabulary. Then she looked at the definition whether the responses had the point or not. And she explained in order to make the discussion clearer.

B. Discussion

1. Teaching Media

The media was interpreted as any tool that gave or even created stimulation to students so that the learning process took place. Some examples of media that needed to be known include books, tape-recorders, cassettes, video cameras, video recorders, films, slides, photos, pictures, graphics, television, and computers messages to achieve learning goals. Therefore, there must be a match between the media, the method, and the message to be delivered.

Learning media was a physical tool in delivering material in the form of films, video recordings, pictures, and so on. Briggs added that the use of media can stimulate students to occur in the learning process. Learning media was a tool used by teachers to support learning. Some criteria that need to be considered in choosing media for learning purposes include:

- a) Its accuracy with learning objectives
- b) Support the contents of learning materials
- c) Ease of obtaining media
- d) Teacher skills in using it

- e) Availability of time in implementation
- f) In accordance with the level of student learning

From these notions it can be concluded that the learning media was a very useful tool in the teaching and learning process, because of using learning media stimulated student activity and able to understand the subject being taught in a more effective and efficient communication. This tool included all material and physical tools that used to apply learning and facilitating student achievement to achieve learning goals.

2. Image Media

Image media was a visual media produced through the photographic process. The advantage of this media was that it is commonly, interesting, easy to understand, and contains a lot of explanations rather than using verbal media. Image media provided details in the form of images as they were which have an impact on increasing the level of memory of students compared to using verbal methods. Besides that, image media was concrete, easy to use, inexpensive to manufacture.

3. Teaching Media Flashcard

Flash cards were small cards that contain images, text, or symbols that strengthen and guide students to something relate to the image, shape, and size can be adjusted to the size of the class at hand. From this sequence, it concluded that flash cards were media in the form of picture cards

whose shape and size are adjusted to the size of the class.

Flash Cards included graphic or visual learning media. Four functions of learning media, especially visual media, as follows:

- a) Attention function, which is the function of visual media in attracting attention and directing students' concentration on the subject matter, presented using visual learning media.
- b) Affective function, namely the level of concentration of students when participating in lessons using visual learning media.
- c) Cognitive function, namely the use of visual learning media makes it easy for students to understand the subject matter delivered.
- d) Compensatory function, namely the ability of visual learning media to condition students who are difficult to accept and understand the content of lessons presented with text or verbal.

The use of flashcard media had several reasons put forward:

- a) Concrete
- b) The image cover time limitations
- c) Overcome the limitations of our observations
- d) Easy to use without requiring special equipment.

The explanation of responses:

- 1) Belajar kosakata menggunakan media Flashcard pada pelajaran Bahasa Inggris lebih menyenangkan.

Reading through the response above, the writer concluded that the point of the response was attention function. It was

clear that the Flashcard was attracting attention and directing students' concentration on the subject.

- 2) Saya tidak merasa bingung belajar kosakata Bahasa Inggris dengan menggunakan media Flashcard.

The point of this response was affective function. Because it referred to the level of concentration of students when participating in lessons using visual learning media.

- 3) Saya memahami dengan jelas materi kosakata dengan menggunakan media Flashcard.

It was clear that the point of this response was cognitive function. Visual learning media made students easier to understand the subject matter delivered.

- 4) Penggunaan media Flashcard dalam belajar kosakata Bahasa Inggris sesuai dengan gaya belajar saya.

In this response, the point was compensatory function. It indicated the ability of visual learning media to the condition students who were difficult to accept and understand the content of lessons presented with text or verbal.

Flashcards contained words, pictures, or combinations to develop vocabulary treasury in general and foreign language vocabulary in particular. The use of flashcards was very suitable to be used to improve vocabulary mastery, because in flashcards there were two sides that are back to back. The side contained new foreign words and the back side was given information containing information from the side in front of

it. The use of images on a flashcard had a big impact on the learning process and the planting of concepts in memory.

Flashcard was a learning media in the form of a 25x30cm picture card. The picture that was displayed was a picture of the hand, photo, or picture that was attached to the sheets of the cards. The advantages of flashcard media were portable, practical in making and using them, easy to remember because colorful pictures were very interesting, fun as a learning medium can even be used in the form of games.

From the analyzing data above, the writers concluded that the use of flashcards can help student in learning English vocabulary. Because the color images in the flashcard attracted the interest from students in following the learning process of new vocabulary. The stages of using a flashcard were preparing flashcard material, adjusting the position of students, showing an image accompanied by an explanation of the picture, then using a simple and creative game to finalize the concept that in students' memories.

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