

THE USE OF FLASHCARD MEDIA TO IMPROVE ENGLISH VOCABULARY IN CLASS VII A STUDENTS OF MTsN 2 MALANG

Elma Diana Novitasari

Islamic State University Maulana Malik Ibrahim Malang

Elma.adek23@gmail.com

Ahmadi

Madrasah Tsanawiyah Negeri 2 Malang

Pakah40@gmail.com

ABSTRACT

This study aims to apply flashcard learning media in an effort to increase English vocabulary in class VII A MTsN 2 Malang. The method that the author uses is classroom action research, by observing the use of media in the classroom. The results of the study, flashcard learning media are cards with interesting words or pictures that become a teacher's tool for children to play and learn, especially in improving vocabulary understanding. The results of the schools taught by the researchers were very good, and there was an increase from the first cycle to the second cycle. The average value in the first cycle was 82, with learning completeness about 76% while in the second cycle it increased with an average value of 86, with learning completeness around 86%, the results of the study show that the implementation of learning using flashcard media can improve students' learning outcomes in English subjects in class VII MTsN 2 Malang

Keywords: Flashcard; Vocabulary; English

ABSTRAK

Penelitian ini bertujuan untuk menerapkan media pembelajaran flashcard upaya meningkatkan kosakata Bahasa Inggris pada siswa kelas VII A MTsN 2 Malang. Metode yang penulis gunakan adalah penelitian tindakan kelas, dengan observasi penggunaan media didalam kelas. Hasil penelitian, media pembelajaran flash card merupakan kartu dengan kata atau gambar yang menarik yang menjadi alat bantu guru untuk anak bermain dan belajar terutama dalam meningkatkan pemahaman kosakata. Hasil dari sekolah yang diajarkan oleh peneliti sangat baik sekali, dan ada peningkatan dari siklus ke 1 hingga siklus ke 2. Nilai rata rata pada siklus ke 1 adalah 82, dengan ketuntasan belajar sekitar 76% sedangkan pada siklus ke 2 meningkat dengan nilai rata rata 86, dengan ketuntasan belajar sekitar 86%, hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran menggunakan media flash card dapat meningkatkan hasil belajar siswa mata pelajaran Bahasa Inggris di kelas VII MTsN 2 Malang.

Kata-Kata Kunci: Flash Card; Kosakata; Inggris

INTRODUCTION

English is an international language that is widely used in the world, English has also been used as the mother tongue in several countries. English is also the language used in various fields, from education to work that is recognized worldwide. Learning English is very important for everyone, especially in the current era, because English is commonly used as a means of communication between humans around the world. However, learning English is also a learning that has special challenges, both in the school environment and in the work environment, because some schools still apply traditional language teaching such as lecturing method, so that students cannot hone or develop their understanding. At MTsN 2 Malang, English is taught with an average learning rate of 4JP per week or 2 meetings, but there are several different classes, such as in class 7A one week there are 2 meetings with 4JP while in class 7I and 7H there are 2 meeting which is only 3JP per week. So with these provisions, the teacher must also balance the learning from some of these classes.

English learning used at MTsN 2 Malang is also still using the same method, so the drawback of learning using this method is that students are only taught with explanations and working on questions. In fact, many of the students of MTsN 2 Malang have the ability in the field of English. So that students are not given creativity in learning activities to open their horizons. Learning English is a slightly difficult lesson, because it is a foreign language learning, so that before students do or answer questions, students must know the meaning of the word first. The abilities of each student are indeed diverse, the classes in MTs Negeri 2 Malang are sorted based on students' abilities. As in grades A and B are Olympic classes, where they get special lessons from several subjects, such as Science, Social Sciences, Mathematics, and English, so that each student can choose one of the subjects they are interested in. But even so they also need further understanding, especially in English vocabulary.

English learning at the junior high school level is actually already different from the elementary level, but learning English in grade 7 also needs to be developed slowly because they are just changing levels where at the elementary level students are given instructions about what is the importance of learning English and a little additional material about vocabulary or basic things of the English. While at this junior high school level students will learn in more detail, not only the basics but they will learn 4 language skills such as listening, reading, speaking and grammar. So that before this learning is carried out, students must have the determination and motivation to learn english, so that learning will be carried out optimally.

There are several factors from the lack of learning English in grade 7 at MTsN 2 Malang, one of which is that there are some students who are reluctant to pursue or try to understand the learning. Because they already think that English is a difficult subject. As evidenced by the learning carried out in the classroom, some students when the English lesson was carried out they even worked on other lessons. Then some of them also compare English lessons with other lessons, for example, social studies lessons are easier than learning English. Then the

second factor is because the learning module used at MTsN 2 Malang has inadequate materials explanation. So that the contents of the module are only practice questions, and the material is listed on the Youtube link available on the start page of each sub-chapter. Thus students are less able to understand the lessons that will be studied at the next meeting. The next factor can occur because the learning method in class is very monotonous, so students feel bored with learning in class. From several existing factors, it can be concluded that the learning carried out at MTsN 2 Malang can actually be done with several learning models such as using different media each month. However, this has not been applied to MTsN 2 Malang. In fact when students learn with different methods or media, students will be more enthusiastic and English is no longer a difficult language for them..

The media used at this month's meeting was using flash cards. Flashcards include educational games in the form of cards that include pictures and words that are designed to improve several aspects, such as developing students' memory, training students' independence and adding and increasing each student's vocabulary. The use of flash card media is very effective when used to increase students' vocabulary knowledge. So it can be concluded that flashcards are a form of educational media in the form of cards that are given pictures and words with sizes that can be adjusted to the students they are facing. This flashcard can be made by yourself or using a ready-made flashcard. Flashcard media is also one of the learning media that can help educators to improve several aspects such as developing students' memory, training students' independence and adding and increasing the vocabulary of each student.

LITERATURE REVIEW

Learning Media

Media is a subject of learning resources that have certain material to attract students' sympathy and interest in student learning in the learning process. Media can also be used as a tool to transmit messages, because the media is one of the components of communication so that communication will not work if there is no means of delivering messages or what is called media. While learning is a process to convey information in the form of material or knowledge conveyed by the teacher to his students with the aim of providing good benefits to students, especially in behavior, knowledge and skills.

Learning media are all things that can be used to convey learning that will be conveyed to students, besides that learning media can also help students think, feel, pay attention and want to learn which makes students more enthusiastic and willing in the learning process. According to Arsyad (2015), learning media is something that can be used as a bridge in helping the learning process, so that with learning media students can master the material not only with the same learning, so they know the diversity of media used and to stimulate attention and interest in learning. student. According to Karim (2014) learning media is an intermediary that can connect teachers and students as messengers and recipients of messages,

and in this case the message in question is in the form of learning materials that have been prepared according to procedures to achieve a goal in matters relating to learning programs in schools. and outside of school. Learning media can also help the learning process to be more varied, efficient and effective. One example of media is Flashcard.

1. Flashcard

Flashcards are learning media in the form of cards with sizes according to the needs of each student , usually flashcards are 25 x 30 cm, these flashcards consist of a word but flashcards can also be images. The images listed are usually made by hand, and some use photos, because using existing images also makes it easier to make the flashcard which is only attached to the flashcard sheet. From this description, it can be said that flashcards are media in the form of cards with a word or image on the back of which there is a description of the image. From this explanation, it is explained that the size of the flashcard is 25 x 30 cm, but it is different from the opinion of Arsyad (2007) "that usually the size of the flashcard is 8 x 12 cm or can be adjusted to the conditions in the class. Flashcards are usually in the form of pictures (animals, objects, fruits and so on), with this flashcard it can be used to practice, spell and increase vocabulary. Flashcards test vocabulary on new words, to remember and understand the meaning of new words. The technique used in using flashcards is to provide collaborative learning opportunities for development in the classroom using game models. Meanwhile, according to (Pora, 2003) "flash card is a card with a size of 8 x 6 cm which is written every English word or phrase whose meaning is not known, then behind the card, there is the meaning of each word. Then on each of these words also written word positions such as verbs, adjectives and others"

METHOD

This research uses classroom action research. Each cycle consists of four stages, namely planning, acting, observing and reflecting. In the implementation of this research, the researcher carried out four stages, namely the general plan of action 1 and 2. The researcher planned the implementation to be carried out, namely the implementation time and determining the observer. Then in the action step, the researcher carries out the process of learning activities in accordance with the learning implementation plan that has been made. Then the next stage is monitoring the use of the media. After the observation is complete, a review or reflection is needed, at this stage the researcher analyzes the data obtained during carrying out the action. Then proceed with the preparation of plans for the next cycle. This activity is carried out in cycles until the students' learning completeness reaches the predetermined target. The subjects of this study were students of class VII A MTsN 2 Malang. The total number of students is 29 students consisting of 8 male students and 21 female students. And in class VII A, it is an olympic class of several lessons so that their understanding is better and faster to learn the material being taught.

RESULTS AND DISCUSSIONS

The results of these observations can be seen from the results of the first cycle post-test assessment, learning observations using flashcard media in the classroom. In working on the first cycle test questions, the teacher gave an assessment of the truth in filling out 10 essay questions from the "family" material vocabulary in the form of truth in interpreting the vocabulary.

After the assessment was carried out, the average score obtained by students in cycle 1 was 82, with learning completeness around 76% while the value was obtained from the aspect of the assessment in the form of completing and understanding the meaning of the vocabulary that had been provided. In the first cycle with an average result of 82 by looking at the Minimum Completeness Criteria (KKM) determined at MTsN 2 Malang, which is 75, there are 19 people who reach the complete criteria and 3 people who approach the KKM. Therefore, based on observations made by researchers in cycle 1, students still cannot master the learning media used. For this reason, further action is needed so that students are able to master the learning media well, by carrying out activities in the second cycle.

For complete results attached in the following table:

Achievement	Cycle 1
Highest Score	99
Lowest Score	57
Average Score	82
Completed	19
Not Completed	10
Completeness Learning	76%

Table 1. Cycle 1 student learning outcomes

In cycle 2 learning using flash card media by doing 5 questions with words that match what they get on the flash card, so that in one group they get different sentences. After the assessment in the second cycle was carried out, the average score obtained by students was 86 so that in this cycle there was an increase and reached the completion criteria, meaning that there were about 86% of students who succeeded in this subject, while according to existing research, learning would be completed if the completeness score obtained by students is >75% of the total number of students. When compared with learning between cycle 1 and cycle 2 using Flash card media, the number of students who have achieved learning mastery has increased, from 76% to 86%. From the score, it can be concluded that the use of flash card media in learning English vocabulary can help improve students' abilities in the material they are learning. The complete results can be seen from the results from the following table:

Achievement	Cycle 2
Highest Score	100
Lowest Score	0
Average Score	86
Completed	26
Not Completed	3
Completeness Learning	86%

Table 2. Cycle 2 student learning outcomes

The results of the second cycle showed that there was a significant increase in the learning outcomes of class VII A MTsN 2 Malang students. It was proven by the enhancement of the average score as well as the learning completeness from the students. So it can be declared that the use of flash card media in class VII A MTsN Malang is successful because it has reached the desired criteria and the cycle can be ended without proceeding to cycle 3. The 1st grades obtained by students still need improvement and are not very satisfying, but indeed some of the students get good results, in contrast to other students who still need to re-apply learning using flashcard media in cycle 2. The learning outcomes from cycle 1 are 76% with 19 students who completed and 10 students who did not complete. In the first cycle the highest score obtained from student results is 99, the lowest score is 57 students and the average value is 82. Indeed, in this cycle the average value of students is above the predetermined KKM. However, there are still 10 people whose scores are below the KKM, so the research must be continued to cycle 2.

The results of this study are in accordance with what has been conveyed (Pradana & Gerhani, 2019) that the success of learning cannot be separated from the role of teachers and students. because the activities carried out by the teacher will not succeed if it is not assisted by the willingness of students to carry out these activities, and vice versa if students are not given the opportunity and also direction from the teacher, the students will not show an increase in the cycle of activities that have been carried out. Thus it can be concluded that flashcard media can improve students' memory skills even with this media students also have more learning motivation so that they can improve their learning activities.

The use of this flashcard media according to a cycle that has been carried out for 2 cycles, this research can improve 2 different skills with an (Hotimah, 2010) opinion. After I did the research, the 2 skills in question were writing and reading, because in this usage, students read the cards they each got and then they wrote back the meanings they know, while according to (Hotimah, 2010) in her research, using flashcards can improve listening and speaking, because they will listen to the words on the card and they will translate them by speaking directly. So that the difference between my research and the Hotimah research is in the improved skills.

CONCLUSION

Based on the results of observations and research in class VII A students of MTsN 2 Malang that flashcard media. Flashcards include educational games in the form of cards that include pictures, and words that are indeed made to improve several aspects such as developing students' memory, training participants' independence. students and add and improve the vocabulary of each student. The results of research conducted in schools have been successful by conducting 2 research cycles. In the first cycle the average score of students was 82 with a percentage of completeness of 76% and 19 children who completed, while in the second cycle there was an increase with an average value of 86 with a percentage of completeness of 86% and 26 children who completed. So it can be concluded that the use of flash card media in class VII A MTsN Malang is declared successful and the cycle can be ended without continuing to cycle 3. It can be concluded that this research has different things like other research, for example in this study and Hotimah's research discusses the same point, namely the use of flashcard media in improving vocabulary skills but the focus is different, in this study the focus is on improve reading and writing while in Hotimah's research focuses on improve speaking and listening.

REFERENCES

- Arsyad, A. (2007). *Media Pembelajaran. Raja Grafindo Persada.*
- Febriyanto, B., & Yanto, A. (2019). Penggunaan media Flash Card untuk Meningkatkan Hasil Belajar . *Jurnal Komunikasi Pendidikan*, 111.
- Hotimah, E. (2010). PENGGUNAAN MEDIA FLASHCARD DALAM MENINGKATKAN . *Jurnal Pendidikan Universitas Garut.*
- Hung, H.-T. (2015). Intentional Vocabulary Learning Using Digital Flashcards. *English Language Teaching.*
- Milton, J., & fitzpatrick, t. (2014). *dimensions of vocabulary knowledge.* new york: palgrave macmillan.
- Nugroho, Y. S., Nurkamto, J., & Sulistyowati, H. (2012). IMPROVING STUDENTS' VOCABULARY MASTERY . *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret.*
- Pora, Y. (2003). *Develop Your Vocabulary Grammar and Idiom mengembangkan kosa kata, tata bahasa dan idiom anda.* Yogyakarta: Pustaka Pelajar.
- Pradana, P. H., & Gerhani, F. (2019). PENERAPAN MEDIA PEMBELAJARAN FLASH CARD. *JOEAI (Journal of Education and Instruction).*

Sari, L. K., & Sasongko, D. (2013). MEDIA PEMBELAJARAN INTERAKTIF BAHASA INGGRIS. *Seminar Riset Unggulan Nasional Informatika dan Komputer FTI UNSA 2013*.