

VOCABULARY MASTERY BY USING FLASH CARD

(An Experimental Study at Elementary Level Prima Putra English Course)

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ABSTRACT

Mastery of *vocabulary* is one of the obstacles that generally facing students in learning English. Considering the teacher as a facilitator for student protege, then a teacher is expected to choose the appropriate learning media for primary school children. Vocabulary is basic knowledge to be able to learn all four language skills in English. The use of *flash media cards* at the elementary school level students can affect their memory, because the elementary school level students will easily remember to understand the vocabulary by using the media image. Thus the influence of media *flash cards*, would make students more active in the enrichment of vocabulary.

Keyword: *mastery, vocabulary, flash card*

A. Introductions

Humans can not communicate if they do not know the language, one of which is English that is used as an international language. This language is used in various aspects of life, such as education, economy, culture, and others. Therefore, the mastery of English is required in order to communicate with other nations in various fields of life.

Seeing the importance of the position of English in this present life, then in Indonesia teaching English be used as a staple in Indonesia's education curriculum. One of the aims of English subjects develop the ability to communicate. Thus, English lessons are expected to develop students' skills in communicating.

In Indonesia, learned English from primary school to college. At the elementary school level, students have been introduced to learn English *vocabulary*. Generally, students in Indonesia had little difficulty in mastering the vocabulary. This happens because there are a lot of vocabulary in English. Vocabulary is very important to be learned by the students who learn foreign languages, especially English because students who have a limited vocabulary mastery will have difficulties in both verbal and written communication.

In the process of teaching and learning activities at this time, students are forced to be more active so that they can apply what they have learned, both in oral and written form. Therefore, a teacher of English must be good at using the techniques and instructional media for the purpose of learning is achieved, one of them by selecting the appropriate learning media for teaching *vocabulary*.

A teacher of English must be good at choosing the right media in the process of teaching and learning, for teaching English is not only teaching how to read or how to understand a reading text

but also must teach four language skills of listening (*listening*), speaking (*speaking*), reading (*reading*), writing (*writing*). The four components that are very important in learning English. Students in Indonesia is experiencing some difficulty in mastering the four skills. These include difficulties associated with pronunciation (*pronunciation*), vocabulary (*vocabulary*), the structure of language (*grammar*), fluency (*Fluency*). This is due to the linguistic patterns of Indonesian and English are different.

Based on the above facts, vocabulary (*vocabulary*) is one of learning which is considered difficult because of the large vocabulary that must be mastered in elementary school students. This is due to lack of interest and attraction for students to memorize *vocabulary*. Without mastering the vocabulary of a language will not be alive because the words of a sign or symbol for ideas.

Mastery of *vocabulary* is one of the obstacles that generally facing students in learning English. Considering the teacher as a facilitator for student protege, then a teacher is expected to choose the appropriate learning media for primary school children. Media in learning is a tool intermediary or introductory message from the sender to the recipient of the message. According to Suyanto (2008: 109), "Some activities that can make students active in training for the enrichment of vocabulary is highly recommended to use *flash cards*, so that students can add vocabulary and recall with ease because while looking at pictures." This study more emphasis on the influence of *flash media cards* to the students' understanding of vocabulary.

According to Suyanto (2008: 109), "*Flash Cards* is a card-size, typically use a rather thick paper, rigid and A4 size, *Flash Cards* show pictures or writing words. *Flash cards* typically consist of devices that are grouped by type or class, such as group pictures of food. "Thus the use of *flash cards* is expected to assist students in mastering English *vocabulary*, especially *vocabulary*."

Seeing the importance of these benefits, students must be trained and diarahakan to be able to understand the vocabulary that is considered difficult for the level of elementary school students. By using instructional media, in students expected to actively and quickly understand the vocabulary well.

Based on the above problems, the authors are interested in conducting a study entitled, "*The Influence of Using Flash Cards on the Students' Vocabulary Mastery.*" (*An Experimental Study of the Elementary Level at Prima Putra English Course*).

B. Theoretical Basis

1. Understanding *Vocabulary Mastery*

Vocabulary is one of the elements of language that must be mastered in berkomunikasi. Vocabulary is basic knowledge to be able to learn all four language skills in English. There is some understanding of the vocabulary or *vocabulary* includes:

- a. According to Suyanto (2008: 43), "vocabulary or *vocabulary* is the word that being owned by a language and give meaning if we use language."
- b. According to Lynne (2001: 95), "*Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learned from participating in discourse, and is*

essential to participating in it." That is, the vocabulary is the basis for using a foreign language learned through participation in the learning and use.

- c. According Soedjito (1998: 1), "Vocabulary (pembendaharaan words) can be interpreted as follows:
 - d. All the words contained in a language.
 - e. Property owned by one word, the speaker or writer
 - f. The word used in one field of science.
 - g. Compiled a list of words like the dictionary is accompanied by brief explanations and practical.
 - h. According to Napa, Pieter A. (1991: 6), "*Vocabulary is one of the components of language and That no language exists without words. Signs are words or symbols for ideas; They are means by which people exchange Their thoughts.*" That is, the vocabulary is one component of language and no language without words. The words are the signs or symbols for ideas. Words are tools used by people to exchange thoughts.

The author concludes, is a collection vocabulary words that have a language used to communicate.

Mastery is an understandable and understood and controlled. According to *Oxford Advanced Learners Dictionary* (2000: 822), "*Mastery: great knowledge about or understanding of a particular thing.*" That is, *mastery* is the mastery or a broad understanding about something.

Thus, mastery of vocabulary is a knowledge or a broad understanding of the meaning of a word that owned a language.

2. Flash Card

a. Understanding Media

Media in teaching and learning is meaningful and significant role. Media can be used as a tool in the form of anything that could be channeling messages in achieving learning objectives. There are several opinions about the media.

- 1) According to *Oxford Advanced Learners Dictionary* (2000: 830), "*Media: the play Ways That large numbers of people receive information and entertainment, that is television, radio, and newspaper.*" Means that the media is the primary means used by humans to receive information and entertainment, that is through television, radio and print media.
- 2) According to Arsyad, Azhar (2007: 4), "The media is a tool used in conveying or delivering messages of learning." That is, the media is a tool used in teaching and learning to communicate information and messages of learning.
- 3) According Rohayati (2010: 15), "*Media is the instrument of giving information.*" That is, the media is a tool in providing information.

Thus, the media is a tool to convey messages or information presented by the sender to the recipient in the form of ideas, ideas, or opinions in teaching and learning.

b. Media Types

In learning a lot of media that can be used so that students are more active in learning English especially vocabulary. According to Suyanto (2008: 102),

In general, the media can be classified into three types, namely (1) *visual media* or media of view, (2) *audio media* or hear, and (3) *audio-visual media* or hear and view. The media view is a medium which can be viewed or seen and touched the students. The media view of the most widely used by teachers is the *flash cards*.

There are some kinds of *Visual Aids*, according to Krieder (1968: 3), "*There are many Kinds of Visual Aids That Can Be Used by teacher in teaching and learning process, for example word cards, picture, puzzles, etc.*" That is, there are many types of *visual aids* that can be used by teachers to the process learning and teaching, with examples of word cards, pictures, random words, and others.

From some of the statements above, many media that can be used for learning, especially for teaching in the classroom that can make it easy to get to know the vocabulary in a foreign language.

c. Definitions *Flash Cards*

Various kinds of images written in the form of *flash cards*, allegedly will greatly help to expedite the process of learning and teaching English students. There are several definitions of *flash cards* in between, according to Wright, Andrew and Haleem (1991: 50), "*Picture flash cards are mounted or drawn pictures on cards approximately 15cm by 20cm.*" Means that the picture *flash cards* are interesting pictures on the card about about 15cm x 20cm. Meanwhile, according to Suyanto (2008: 109), "*Flash cards are the card size, typically use a rather thick paper, stiff, and A4 size. Flash cards showing pictures or writing words. Usually consists of perangkat flash cards, which are grouped by type or class, such as group pictures of food.*"

With the above statement, the authors conclude *flash media cards* are the cards that are large 15cm x 20cm or paper that is somewhat thick, rigid showing pictures - pictures or words that were created to make the situation yag active in teaching and learning.

3. The Effect of Use of the Mastery of *Vocabulary Flash Card*

The use of *flash media cards* at the elementary school level students can affect their memory, because the elementary school level students will easily remember to understand the vocabulary by using the media image. According to Suyanto (2008: 109), "Some activities that can make students active in training for the enrichment of vocabulary is highly recommended to use *flash cards*, so that students can add vocabulary and recall with ease because while looking at pictures." This study further emphasis on the influence of media use *flash cards* to the students' understanding of vocabulary.

Thus the influence of media *flash cards* of the vocabulary, would make students more active in the enrichment of vocabulary and students will easily remember seeing media images.

C. Research Procedure

1. Research Methods

In this study the authors use experimental methods. According Arikunto (2006: 109), "The experiment, which is deliberately to make the variables and then in control for their effects on learning achievement." In this study the experimental method used to determine the effect of *vocabulary flash cards* SDN Elementary Level students Citapen 1 Tasikmalaya.

2. Research Variables

In this study, the authors use your two vaiabel. According Arikunto (2006: 10), "Variables are things that become objects of research, which is staring in a research activity, which show variation, both quantitatively and qualitatively." Both of these variables are:

- a. The independent variable (variable X): the use of *Flash Media Cards*.
- b. Dependent variable (variable Y): understanding students' vocabulary.

3. Research Instruments

In this study, the authors use the test as an instrument of research. Tests are given in the form of an objective test, namely the form of *completion* with 10 questions and 15 *matching words* matter, a matter of a whole to determine mastery of vocabulary students amount to 25 questions. The tests are intended to identify students' mastery of *vocabulary*. This test is expected to generate data about students' mastery of vocabulary class IV Prima Putra English Course.

4. Research Design

In this study the authors use the design *pre test* and *post test* with the pattern of $O_1 X O_2$. The pattern of design is expressed in general with the pattern.

$$O_1 X O_2$$

Arikunto (2008: 85)

Description:

O_1 = *Pre Test*

X = *Treatment*

O_2 = *Post Test*

The authors do *pre test* prior to the students, then the writer did *treatment* as much as 3 times the *vocabulary* students about *Things in the classroom* using *flash media cards*, then do the *post test* to determine *treatment* outcome. After doing the *pre test* and *post test*, the authors compare the results of the *pre test* and *post test*

D. Conclusion and Suggestions

1. Conclusion

The conclusion of this research, there is a positive influence media use *flash cards* of vocabulary mastery of elementary level Prima Putra English Course.

2. Suggestions

After doing the research, the author suggest to the next researcher for making flash card with varieties based on the theme which will be teach. So the student not feel bored with it.

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