

Improving Seventh Grade Students' Vocabulary Using Flash Card at SMPN 2 Pulau-Pulau Aru

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Abstract

This research endeavors to enhance students' vocabulary through the innovative use of flashcards as a teaching tool. Employing a collaborative Classroom Action Research (CAR) approach, the study engaged 19 seventh-grade students from VII.2A at SMP N 2 Pulau-Pulau Aru. Over a span of six sessions encompassing two cycles, the research gathered and analyzed two sets of data—tests and questionnaires—administered to the students. The analysis of these datasets revealed noteworthy insights. Initially, during cycle one, the treatment exhibited minimal progress in specific areas. However, after refining particular aspects in cycle two, substantial improvement was observed. Consequently, it is conclusive that there was a significant enhancement in students' vocabulary proficiency through the use of flashcards. This was evidenced by the test analysis, indicating an increase from 3.16% in cycle one to an impressive 22.11% in cycle two. Additionally, students' responses in the questionnaires provided valuable insights. Notably, 14.66% of students strongly agreed, while 4.13% agreed with the teaching approach. Intriguingly, there were no indications of disagreement among the students. Notably, 67% of the data emphasized that utilizing flashcards greatly aided students in memorizing and comprehending concrete, countable nouns taught during the sessions. This robustly supported the effectiveness of flashcards in facilitating a deeper understanding of vocabulary.

Keywords: *vocabulary learning, flash card, classroom action research, Aru Island Students*

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INTRODUCTION

Vocabulary is an important component in English which plays a major role in mastering the language itself. Because vocabulary is a collection of words that have meaning and can be used to form sentences and even paragraphs. Thus, students are required to learn all things about vocabulary including its types namely nouns, adjectives, verbs and adverbs. So that it will help

students to understand the use of the types from each word that they learn. Vocabulary is recycled regularly through exercises incorporating all four language skills. The activities carried out in class require students to check listening, speaking, reading, writing, spelling, acting out, and asking people about the vocabulary they are learning. When students read a reading indirectly, they learn the vocabulary. In addition to vocabulary, students are also learning the meaning of vocabulary itself, pronunciation, location or position of the word and even the use of the word. These things should be a person's attention in learning vocabulary. It is reinforced by (Cameron, 2001: 74) who states that "Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and also the use of those words". It is very clear that by learning vocabulary, a person will find it easier to master the language.

As teachers, we must teach vocabulary to young learners before they learn another language components. Vocabulary must really be considered by a teacher in language teaching. Especially for junior high school students because it is level beginner for students to learn vocabulary that will become their guide when they are at the next level. Because students not only learn about vocabulary, but they will also learn the layout of the vocabulary and also its use in sentences or context. For this reason, researcher feels the need to teach vocabulary but focus more on teaching vocabulary to students so that they can master a lot of vocabulary and enable them to avoid problems that occur in language teaching.

The researcher finds a problem in learning vocabulary in class, namely the difficulty of remembering the vocab learned. The problem was found by the researcher when discussed it with two English teachers and also asked some students at SMP N 2 DOBO. The teacher said that when teaching a word to students and when the word is asked back to students again in the next meeting, they could not answer because they forgot the word they had learned. The thing that underlies these problems is the technique used by the teacher is not appropriate and also the lack of student motivation in learning. These two things are related to one another. When the teacher uses inappropriate techniques in learning. It makes students less enthusiastic about learning so whatever the teacher teaches is in vain because it cannot be understood by students.

Based on the problem above, the researcher thinks that it should help solve it. The researcher argues that if there is no solution to these problems, students will completely lose motivation towards vocabulary learning and will slow down their mastery of English. Therefore, the researchers suggest FLASH CARD as a solution to all the problems that occur. Flashcard is one of the traditional media that is very suitable for use by teachers. The teacher can use cartoons and manila cartoons then the teacher can print interesting pictures according to the material will teaching. It makes flash cards look beautiful and unique. It can inspire students to want to learn. This technique is recommended by the researcher for teachers, especially in the Aru Islands because it is still an underdeveloped area with a shortage of resources and technology.

Indriana in Angerany and Saud (2011) states flash cards are a combination of a picture or symbol and a word in the form of small cards so that it can be used by teachers in the class for teaching "vocabulary" and also "reading". It means that teachers are able to use Flash cards to teach vocabulary to students. Flash cards help teachers explain certain words related to the material. Flash cards are also made by the teacher according to the teacher's creativity, to make it interesting and can arouse students' enthusiasm for learning. It makes them have interest in learning new vocabulary that is taught by the teacher. The use of flash cards in learning is also included in the use of media. Media is considered a powerful way to learn vocabulary. With the help of the media, students can remember the vocabulary taught by the teacher well. Khumaidah (2010) said

that "Media in teaching English is very important because teaching vocabulary without using media will not give good results."

From the explanation stated above, the researcher will conduct research for seventh grade at SMP N 2 DOBO and 2 research questions were addressed to be answered in this study namely; 1) How do the seventh-grade students' vocabulary be improved in teaching using Flash Card at SMP N 2 DOBO?, 2) What are the seventh-grade students' responses to using flash cards in improving their vocabulary at SMP N 2 DOBO?

METHODOLOGY

Research Design

The researcher conducted this research using "Classroom Action Research" as a reference to see the implementation of Flashcards in vocabulary learning. According to Bryman & Bell (2011: 414), Class Action research can be defined as "an approach in which the researcher acts and a client collaborates in problem diagnosis and in developing a solution based on diagnosis. It means that one of the main characteristic traits of this type of research relates to collaboration between researcher and member of organization in order to solve organizational problems. Carr and Kemmis (1986) defined action research as a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.

Setting of the study

This research had been set in SMP NEGERI 2 DOBO located on Mutiara Street, Number 132 Dobo. The researcher was chosen for one class in seventh grade that is a 7.2A class. This research has been carried out by the writer that conducted during even semester of the academic year 2021/2022. The research had begun from 13 September 2021 until 25 September 2021.

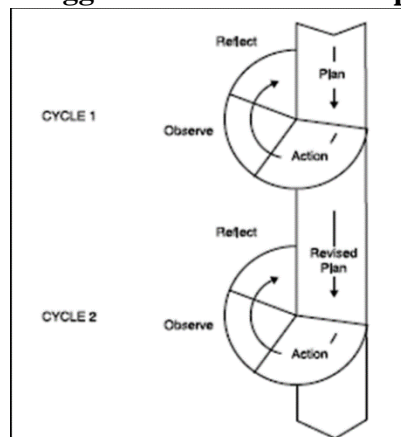
Subject of the Study

The population of this research became seventh-grade students of SMP NEGERI 2 DOBO. The sample was class 7.2A students with 19 students.

Research Procedure

The Classroom Action Research procedure in this study was adopted from Kemmis and Mc Taggart's model of action research in Burns (2010: 7-9). They proposed a spiral model comprising four steps: planning, acting, observing, and reflecting (see Figure 1.1).

Figure 1.1 Kemmis and McTaggart's action research spiral in Burns (2010)



Based on the picture above, there were two cycles that the writer did. However, the writer thought that it was nice if the procedures explained by the writer started by analyzing the problems that occurred to students in the class.

- Preliminary Study

The first step that researchers took was to identify the problems faced by students.

- Analysis and Finding

Next, the researcher analyzed the results of the preliminary study.

- Problem

The researcher found problems in students related to the vocabulary after doing the analysis.

- Causes

The researcher looked for the causes of the problems faced by these students.

- Effect

By the causes, the writer saw the effect/impact for students. Then looked for and offered solutions for use by students.

Next, the writer started the procedure with cycles I & II, and both consist of planning, action, observation, and reflection.

I. Planning

Planning a classroom action research by focusing on who, what, when, where, and how the action was done to improve the student's ability. This action also was prepared based on pre-observation in the class. So, the author prepared lesson plans, media, and other facilities.

II. Action

The action was in a conscious and controlled way. After planning some strategy, the next step was action then the plan was implemented as an action in the classroom. The researcher has implemented flashcards as the action in the classroom.

III. Observation

The observation was the next step for monitoring and watching closely the teaching and learning process and collecting the data from the result of the action. The researcher prepared the observation paper to know the class condition when the action was done, then the researcher and the collaborator (English teacher for first graders) discussed the result of observation, and the problem faced when teaching the learning process and looked for the best solution to solve the problem. In this step, the researcher was observed and took notes during the teaching and learning process.

IV. Reflection

Reflection means analyzing the result based on the data that have been collected to determine the action in the next cycle. In this step, the researcher observed the results of the process of the previous action, the progress that had happened, and also the positive and negative sides.

Based on the explanation above, the researcher concludes that cycle II was carried out if cycle I failed. Therefore, the researcher revised the plan from cycle I to get better results in cycle II.

Technique of Collecting the Data

Test

A test became a method for collecting data by using questions. Jemari Mardapi (2008: 67) says that the test is one way to estimate the size of a person's ability indirectly, namely through one's response to stimuli or questions. A test was used to examine the student's knowledge of something to determine what he or she has known or has learned. Tests were constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.

In this research, the researcher has used a written test. Henson and Janke (2006) explained that there are two written test characteristics namely subjective and objective. A subjective test is evaluated by giving an opinion. While the objective written tests may include true-false, multiple-choice, and matching items. The researcher used an objective test in this research by using multiple-choice. This research consisted of two tests. They are pre-test and post-test. The researcher gave a pretest to the students at the beginning of the lesson at the first meeting, before the researcher taught the material to be studied by the students. After that, the researcher started to do cyclical action research using flashcards. Meanwhile, the post-test was given by the researcher at the end of the lesson at the sixth meeting. For both these tests, the questions were the same. The number of questions is 30.

Questionnaire

A questionnaire was also one of the data collection methods that the researcher used. A Questionnaire was a combination of questions and statements that were summarized and was given to students to be answered according to what is experienced.

The researcher gave a questionnaire to be filled out by students. However, the questionnaire was given after the test finished. The students answered the questionnaire to find out students' responses to the flashcard implementation that was carried out in vocabulary learning.

Research Instruments

The data was taken from a test and questionnaire.

1. Test; it is used to know students' improvement of every cycle by implementing Flashcards.
2. Questioner; it is used to know students' responses after the application of flashcards.
3. Observation checklist it is used to know students' change of test result before and after using Flashcard.

Indicator of Success

This classroom action research is successful when using flashcard learning media techniques to improve the mastery of English vocabulary for seventh-grade students of SMP N 2 Dobo in the academic year of 2021/2022 with 70% of 19 students that were 13 students have scored above the school KKM score. It means that students must get scores of 66-100.

Technique of Analyzing the Data

In this part, the researcher explained about the method of analyzing the test and the process to assess the data.

Test

1. Method of analyzing test

After collecting data from the test, the authors analyzed the data using a percentage of quantitative descriptive analysis in providing test scores. That the process is:

- a. After the test, the researcher gave a score using the formula used to calculate the total score. Then do research using success indicators to see student progress. This research stopped when students reached the target. The target of the research is 70% of students getting scores 66-100. The score can be described by following assessment criteria.

Table 1. Indicator Of Success

Grade	Score	Category	Level
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A	81-100	Excellent	Outstanding
B	66-80	Good	Above average
C	56-65	Enough	Satisfactory
D	40-55	Fair	Below average
E	<40	Poor	Insufficient

b. Determine the students by counting answers. The

interval grade of the number of correct

percentages of the test were counted by using the formula:

$$\text{Score} = \frac{\text{Total right answer}}{\text{Total items}} \times 100 \%$$

Questionnaire

To analyze the questionnaire, the researcher used a formula from Sudjiono (2004, p.43) as follows:

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

In which:

P = Percentage of students' difficulties

F = Score frequency

N = Amount of students / respondents

100 % = Constant number

Observation Checklist

The researcher used an observation checklist to observe the classroom activities while teaching. An observation checklist was used to gather and observe any information on what was going on in the classroom when using Flashcards during the teaching and learning process. The observation checklist was conducted by both teacher and researcher.

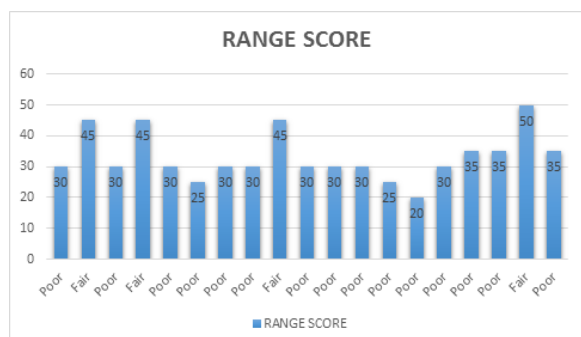
FINDINGS

The Result of Pre-Test

In this part, the researcher gave a pretest to the students. The pretest aims to determine the students' initial vocabulary knowledge before the researcher uses flashcards. The researcher wanted to see a difference in students' understanding of the vocabulary taught before and after using flashcards. In the pretest, 30 multiple choice test questions were distributed to students to work on. The questions are in the form of vocabulary from the material that will be taught in the class.

The results of students' vocabulary knowledge are not good. It is because many students have never studied English since they were in elementary school. So, they have to adapt to new

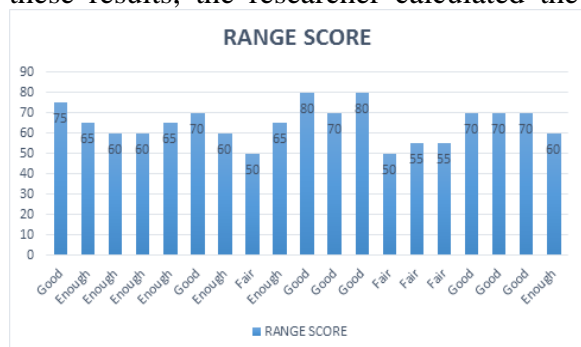
words. After implementing the pre-test, the researchers assessed the result of the students' vocabulary. From the result, the researchers could calculate the mean of the score of students vocabulary result bellow:



The highest score from this pre-cycle was 50. Out of 19 students, only one (5.26%) students scored 50. Three students scored 45. Three (15.79%) other students scored 35. While nine (47.36%) students received 30. Two (10.52%) other students got a score of 25. One (5.26%) other student got the lowest score of 20. The average of students' score of preliminary test was 61.57 points. It means that the students' vocabulary mastery in the seventh grade SMP NEGERI 2 Pulau-Pulau Aru was still poor.

The Result of Cycle I

The second cycle of the teaching and learning process and assessment is incomplete on this cycle I. In the teaching and learning process of this cycle, flashcards were used as a technique to teach students English vocabulary for three meetings. Then, the researcher gave a test for the first cycle. After all activities finished, the researcher assessed the students' vocabulary results. From these results, the researcher calculated the average value of the students' test results below:



The scores obtained by students ranged from 50-80. There were two (10.52%) students who got a score of 50. Two (10.52%) other students get a score of 55. Four (21.05%) students get a score of 60. Three (15.79%) of them get 65. While five (26.31%) other students scored 70. One (5.26%) of them scored 75. Two (10.52%) other students got the highest score in this cycle, which was 80. So the average score in the second cycle was 64.73 points. It means that there is an increase in students' vocabulary knowledge before and after learning using flashcards. However, there were still four students who did not pass the test in this cycle. Automatically their scores do not meet the minimum score (KKM). So that researchers will continue research in the future with better and extra preparation so that students can get adequate grades later.

Reflection of Cycle I

The researcher taught the material using flashcards. When in class, the researcher gave a brainstorm before starting the lesson. After that, the researcher gave an understanding of flashcards. Then start learning by using flashcards. Flashcards placed on the table were shown to students. This activity has been carried out repeatedly so that students can understand the material taught by researchers and subject teachers. Students have asked to repeat every word said by the researcher when showing the flashcard. Then, the researcher explained the function of each picture shown. The researcher also taught songs related to the material and also games played using flashcards. Students have asked to state the name and function of the flashcard shown by the researcher. It trains students in remembering every vocabulary they learn.

After explaining the material using flashcards, the researcher gave the same test to students to do. The researcher compared the result between pre-test and post-test. In fact, the posttest result was significantly improved. But the indicator of success was not achieved because some students got fair marks. Moreover, it still needed more to achieve the indicator of success. So, the English teacher and researcher examined and concluded that some problems cause students not to be successful in this cycle.

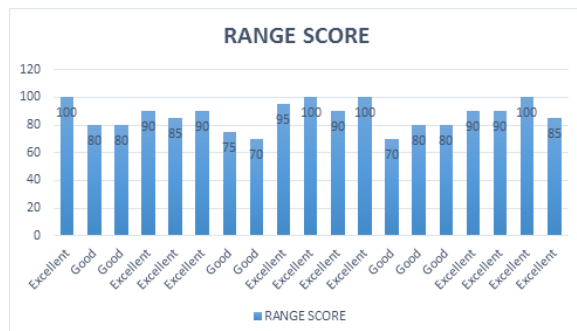
Based on the students' test in the first cycle, the result showed that most students' scores needed to be improved, because they could not achieve the indicator of success. In the teaching and learning process of the first cycle, for the first and third meetings researcher taught students using flashcards while the teacher observed the activities in the classroom and the way the researcher taught students. On the other hand, for the second meeting, the teacher taught while the researcher made observations.

In the first cycle, there were some things that the researcher did not do in the classroom during the implementation of Flashcards in learning vocabulary. First, the researcher has not prepared a flashcard with many pictures according to the material taught. Second, the flashcards were not sorted according to the material. So, the Flashcards placed on the table did not show sequentially to students. Next, the researcher did not control all the students individually when the students worked on the task. It aimed to make all of the students repeat the unfamiliar word through Flashcard. However, the fact was not the same as the plan. As the result, only some students could repeat the unfamiliar word correctly. The problems above caused the students to fail to achieve indicators of success. Therefore, the researcher continued to move to the second cycle. The researcher discussed with the English teacher and evaluated the first cycle to get her in order to overcome the problems that occurred in the first cycle.

The Result of Cycle II

In the last cycle, the researcher still taught the material using flashcards. It's the same as a week before, every cycle the researcher taught by using flashcards in three meetings. However, there is something different in this cycle, namely before teaching has steps that need to be considered by researchers. First, the researcher has prepared a flashcard with many pictures according to the material taught. Second, the flashcards were sorted according to the material. So that the flashcards placed on the table can be shown sequentially to students, this activity is carried out repeatedly so that students can understand the material taught by researchers and subject teachers. Students were asked to repeat every word said by the researcher when showing the flashcard. Then, the researcher explained the function of each picture shown. In learning, there are also activities that students do in groups or individually. The activities carried out individually were done well by the students. In addition, students enjoy the activities carried out in their

respective groups. The researcher also taught songs related to the material and also games played using flashcards. Students have asked to state the name and function of the flashcard shown by the researcher. It trains students in remembering every vocabulary they learn.



Students enjoy the process in this last cycle. It can be seen from the test scores carried out by students at the end of learning in this cycle. All students pass with a minimum standard score (KKM). The highest score was 100, and the lowest score was 70. The average score of the students in this second cycle was 86.84%, an increase of 22.11 points from post-test1. From the calculations above, the scores obtained by students have increased significantly, namely in good and excellent levels. It means the second cycle was successful. The researcher concluded that the problems have been solved by using flashcard media as a technique used in learning to improve students' vocabulary mastery. Students were asked to memorize vocabulary. The teacher showed the flashcard used when collaborating with singing and playing games to familiarize students with the vocabulary they have been learning. In addition, worksheets were very helpful to make students practice at their homes. Furthermore, it can be said that applying flashcard media is very helpful to improve students' vocabulary mastery. The researcher also describes the improvement of students in the following table:

Table of Students' Improvement			
	Average	Percentage	Improvement
Pre-Test	61.57	5.26 %	-
Cycle I	64.73	10.52 %	3.16 %
Cycle II	86.84	100 %	22.11 %

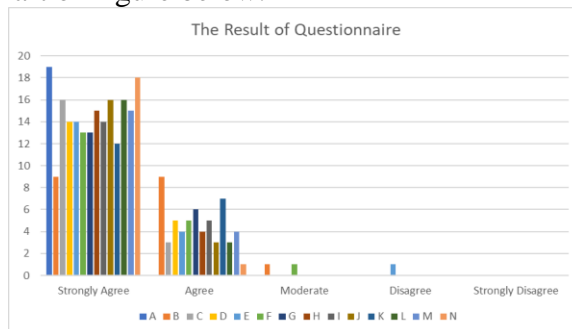
Reflection of Cycle II

Students enjoyed the process in this last cycle. It can be seen by the test scores done by students at the end of learning in this cycle. The English teacher and the researcher evaluated and found that the students' results in their vocabulary achieved the indicator of success. It means that the Implementation of Flashcards successfully helps students in improving vocabulary.

The Result of Questionnaire

After applying Flashcards to seventh-grade students, there were some changes from students in their response and knowledge toward the vocabulary learning process. Most of the

students strongly agree and others agree that flashcards help them in remembering the vocabulary learned in class. This can be seen from the results of the questionnaire which was filled out by each student. The result of the questionnaire indicated that the total average data was 76.64 %. This average total was comprises, statement A 100%, statement B 47%, statement C 84%, statement D 74%, statement E 74%, statement F 68%, statement G 68%, statement H 79%, statement I 74%, statement J 84%, statement K 63%, statement L 84%, statement M 79%, statement N 95% This total number of percentage was the answer of students' response to the 14 items of questionnaires. For the detail of information all the points of questionnaires are presented in the chart on figure below.



From the diagram above it can be reported that there were a variety of student's responses for every item. The first statement or A is about 100% all students strongly agree that learning by using flashcard media in learning English is more fun. Statement B there were 9 students who had chosen "strongly agree", 9 students had chosen agree, 1 student had chosen moderate, and there were no students who had chosen "Disagree" and also "Strongly Disagree" option. It showed in the diagram above that 47% of students strongly agree that learning English using flashcards helps in understanding. Statement C it was 16 students were chosen to strongly agree, 4 students had chosen to agree, and for "moderate", "disagree" and "strongly disagree" there were no students chosen for these options. This shows that 84% of students feel comfortable when learning English using flashcard media.

Statement D had shown that 14 students had chosen to strongly agree, 5 students chose to agree, and for option "moderate", "disagree" and also "strongly disagree" there were no students choosing this option. This shows that 74% of students strongly agree that flashcards make it easier for students to understand vocabulary in English. Statement E there were 14 students chosen to strongly agree, 4 students chose to agree, 1 student chose disagree. Moderate and strongly disagree had not been chosen by the students. This showed that 74% of students strongly agree with the use of flashcard media that helps students understand English vocabulary quickly. Statement F showed that 13 students had chosen "strongly agree", 5 students chose "agree" 1 student "moderate" and for option "disagree" and "strongly disagree" there no students chose this option. This shows that 68% of students strongly agree that they can clearly understand vocabulary material by using Flashcard media.

Statement G showed that there were 13 students who had chosen "strongly agree" 6 students chose "agree" and there were no students who chose "moderate", "disagree" and also "strongly disagree". It shows that 68% of students strongly agree that Flashcard media makes it easier for them to solve vocabulary problems in English. Statement H showed that 15 students had chosen "strongly agree" 4 students chose "agree" and for "moderate", "disagree" and "strongly disagree" there were no students chosen for these options. It shows that 68% of students strongly agree that they feel more motivated when learning to use Flashcard media.

Statement I there were 14 students who chose “strongly agree” 5 students chose “agree” 2 students chose sometime, and there were no students who chose in other options. It can show that 74% of students strongly agree with the use of Flashcard media in learning English vocabulary according to their learning style. Statement J showed that there were 16 students who chose “strongly agree” , 3 students chose “agree” and there were no students who chose “moderate”, “disagree”, and also “strongly disagree”. It can show 84% of students strongly agree that attractive Flash Card images make them happy to learn English vocabulary. Statement K showed that 12 had chosen “strongly agree” 7 students chose “agree” and there were no students who chose in other options. It can show that 63% of students strongly agree with The atmosphere of learning English vocabulary using Flashcard media is more fun and easy to understand.

Statement L showed that 16 students chose “strongly agree” 3 students chose “agree” and for option moderate, disagree and strongly disagree there no students chose these options. It showed that 84% of students strongly agree that they are more focused and enthusiastic in learning English vocabulary using Flashcard media. Statement M had shown that 15 students had chosen to strongly agree, 4 students chose to agree, and for option “moderate”, “disagree” and also “strongly disagree” there were no students choosing this option. This shows that 79% of students strongly agree that The use of Flashcard media makes them motivated in learning English vocabulary. Statement N there were 18 students chosen to strongly agree, 1 student chose to agree, Moderate, disagree and strongly disagree had not been chosen by the students. This showed that 95% of students strongly agree that Flashcard media makes them more focused and enthusiastic to learn and understand English.

DISCUSSION

The use of flashcards in vocabulary learning in this study was carried out successfully. When the researcher asked students to mention the word that had been studied, they did. At the end of the second cycle, the researcher stopped the research and reported it. In this discussion, the researcher will discuss how flashcards can be used to improve students' vocabulary at the first grade of SMP Negeri 2 Pulau-Pulau Aru and students' responses to using flashcards in improving their vocabulary.

The Improvement of Students' Vocabulary by Using Flashcards

The improvement of using flashcards in overcoming the students' problem at the first grade of SMP Negeri 2 Pulau-Pulau Aru could be seen from the students' performance in tests from the first cycle to the second cycle after implementing the flashcard. Based on the result in the first cycle, there were eight students who got Good marks, seven students got enough marks and four students got fair marks. Besides that in the second cycle, there were 19 students who got good marks. The result of the test from the second cycle indicated that flashcards were successfully implemented and gave positive change for teaching and learning activities as it could be shown of students' results of the test.

Furthermore, based on the observation checklist result, the researcher found that media flashcard was a suitable technique to retain the students' vocabulary. Flashcards could be an alternative media in teaching vocabulary. Overall, some points that can be concluded from the research are: 1. Using flashcards can help students learn some aspects of vocabulary such as meaning and remembering the vocabulary itself. It answers the statement from Arsyad (2006: 119) "Flashcards are a combination of images, symbols, and text made in the form of a small card which serves as a reminder card of something related to the image on the card." 2. Flashcard also gives

the impression for students to memorize vocabulary because the picture was interesting and full of color as well as Maharani (2012) stated that “memorizing the meaning of words is easier when the students find the relation of words with picture” 3. Students were more active in joining the teaching and learning process 4. Give a positive impact on their four language skills because it helps students to grasp the meaning and memorize words easily. So, it could be used in learning four skills. Next, the teaching and learning process was more effective because the students were more motivated by showing active participation in the learning activities.

Based on the findings, flashcards are an alternative way of teaching vocabulary for seventh-grade students because it can improve students’ vocabulary and make it easier to understand and build up their knowledge in learning English vocabulary.

Students' Response after Using Flashcards in Teaching Vocabulary Through Questionnaire

After applying Flashcards to seventh-grade students, there were some changes from students in their response and knowledge toward the vocabulary learning process. Most of the students strongly agree and others agree that flashcards help them in remembering the vocabulary learned in class. This can be seen from the results of the questionnaire which was filled out by each student. The result of the questionnaire indicated that all of the students participated well in the teaching and learning process during the implementation of flashcards. Overall, from the result of the questionnaire, flashcards give great improvement for students in the teaching and learning process.

CONCLUSION AND SUGGESTION

Based on the results of the researcher and discussion carried out, the conclusions that can be drawn from this study are; 1) There is an increase in the vocabulary mastery of each student. It can be seen from the significant change in student scores starting from the pre-cycle to cycle II. 2) Using flashcards in teaching and learning English was more interesting to the students. It showed the average of the students in the first cycle was 64.73 and the second cycle 86.84. It means the students’ score in first until the second cycle could be categorized as good. Flashcards could reduce students’ feeling of boredom, and stimulate students who have low motivations. 3) Based on the calculation above, the result of the questionnaire shows that the students’ responses to flashcards on the students’ ability in mastering vocabularies were given the positive response to flashcards, most of the students strongly agree and the students find it easier to master vocab using flashcards.

Based on the finding of the research which showed there is significant difference in results before and after taught by using Flashcards. So, the researcher tries to give some suggestions to encourage the teaching learning process as follows: 1) The researcher suggests for the teachers to use flashcards in teaching and learning. It is an interesting media because it could attract the students’ interest. Students are easy to memorize the material and are motivated in learning. English teachers should make the teaching and learning process enjoyable because students love to play and learn best when they feel enjoyable. 2) The students should improve their English language skills, especially in mastery vocabulary by using media flashcards as the technique because flashcards can attract the students’ interest and motivation in the teaching and learning process. It also allows students’ master four skills of English can be reached. 3) The researcher hopes the result of this research can be used as an additional reference. There will be further research with the different discussions which can be revised within the development of these flashcards.

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