

INCREASING STUDENTS' VOCABULARY MASTERY OF CONCRETE NOUN THROUGH FLASHCARD

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The sample of this research was class IVA in academic year 2012/2013. In collecting the data the writer administered the pretest, treatment, and post test. Vocabulary test in multiple choices form was used as the instrument of the research. The data were analyzed by using repeated measure t- test. The result showed that the mean score of pretest was 47.67 meanwhile the means score of post test was 68.88. After comparing the result of the pretest and post test scores, it was found that there was an increase of students' vocabulary mastery. The gain of pretest and post test was 21.21. The result of t-test computation shows that t-value is higher than t-table that is ($16.579 > 2.034$). It can be concluded that teaching vocabulary using flashcard could increase students' vocabulary mastery of concrete noun at the fourth grade of SDN 1 Jati Mulyo Lampung Selatan.

Keywords : concrete noun, flashcard, vocabulary mastery.

Peningkatan Penguasaan Kosakata Siswa dalam Bentuk Kata Benda Konkret Menggunakan Flashcard

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Subjek penelitian ini adalah siswa-siswi kelas IV A tahun ajaran 2012/2013. Dalam pengumpulan data, peneliti mengadakan pretest, treatment dan posttest. Instrument yang digunakan dalam penelitian ini adalah vocabulary test dalam bentuk pilihan ganda. Hasil data dianalisa menggunakan repeated measure t-test. Hasil dari penelitian ini menunjukkan bahwa adanya peningkatan yang signifikan antara nilai rata-rata pretest 47,67 dan posttest 68,88. Dengan membandingkan skor siswa pada nilai pretest dan posttest, dari hasil tersebut didapatkan adanya peningkatan penguasaan kosa kata siswa dengan nilai gain 21.21. Berdasarkan hasil komputerisasi menunjukkan bahwa t-value lebih tinggi dari pada t-table ($16.579 > 2.0334$). Maka dapat disimpulkan bahwa mengajarkan kosakata menggunakan flashcard dapat meningkatkan penguasaan kosakata siswa dalam bentuk kata benda konkret untuk siswa kelas empat sekolah dasar di SDN 1 Jati Mulyo Lampung Selatan.

Kata kunci : kata benda konkret, flashcard, penguasaan kosa kata.

I. INTRODUCTION

English is the foreign language taught in Indonesia. It functions as a tool of communication especially for Indonesians who are going to share the information with the people from foreign countries. English is regarded as a compulsory subject taught from elementary school to university levels so that the students have adequate vocabulary mastery for communication.

Learning a foreign language means learning the vocabulary of the language. Vocabulary is one of the language components in English. It is important for learners in learning an English as foreign language. Wallace (1986:1) states that vocabulary is the vital aspect of the language and it is impossible to learn a language without learning its vocabulary. Furthermore, Zimmerman (1997: 5) says that vocabulary is central to language and of critical importance to the typical language learner and according to Rivers (1970: 10) in order to communicate effectively, the learner needs adequate numbers of vocabulary.

Concrete noun is also part of vocabulary in English. According to Bernard (2000: 51) states that concrete noun is physical thing refers to objects and substances, including people and animals. It has important role for children as the basic to understand another vocabulary of noun. Most English subject in elementary school consists of concrete noun. The students should master the vocabulary related to concrete noun because these types of words are still relevant to the learners of kindergaden and elementary school.

However in reality, after conducting an observation in SDN 1 Jati Mulyo, Lampung Selatan, it was found that many elementary students got difficulties to learn vocabulary. They did not master and understand some of the English words particularly in form of concrete noun. They could not mention and pronounce some words. They found difficulty to define the meaning of words that made the students feel difficult in learning English. This problems might be caused by several problem.

First the students' lack of vocabulary that causes them to have insufficient number of vocabulary of concrete noun. According to Effendi (cited in Restina, 1997: 1), one of students' weaknesses in using English is lack of vocabulary which are the vital element of language and one language component that is presented in the classroom during the process of language teaching. Therefore, the students get difficulties to define the meaning of words when the teacher asks them to mention and pronounce the vocabularies. For example, when the teacher asks the students to mention the vocabularies (concrete noun) related to their favorite food directly in English, such as "Do you have favorite food? Can you mention?" The students who lack of vocabulary get difficulties to understand what the teacher means and also to mention it. Furthermore, when the teacher asks the students to pronounce a word such as "rice" (rais), they get difficulties to pronounce it correctly.

Second, the media that used is not attractive to stimulate the students in learning English vocabulary. Media is needed to stimulate the students in teaching learning activity. It has important role for teaching learning process in the classroom. Media should be attractive to make the students interested in learning English. But

in reality, English teacher just depend on course book as a media for learning English so that the teacher explains too much that make the students difficulties to understand the material and make the students feel bored during the lesson.

Third, the students' lack of motivation in learning vocabulary. Learning vocabulary is considered difficult by the students. The students have poor mastery of vocabulary because they lack of motivation to learn. The students who lack of motivation tend to be lazy to follow the teaching learning process in the classroom. So, the students who are not interested in following the lesson will chat and disturb their friend when the teacher explains the material. As we know that the motivation is needed for teaching learning process without high motivation the students will get difficulty to master vocabulary.

To overcome the problem, in teaching English for children the teacher should be able to select the material and media that are relevant to the students' condition, such as needs and age. The teacher should also be able to present the material systematically and they should also encourage beginners to receive the language so that the students will be interested in the subject and they will be easier to understand the materials.

In this case, the researcher proposes flascard that seems to be suitable for students in elementary school. According to Nuyanto (2002: 4), Flashcard is a card printed with word and picture which can be handled easily by the teacher. Beside that, Lado (1964: 198) states that flashcard can be helpful in teaching and studying

language. By using flashcard, the teacher helps the students to transfer their knowledge in practicing their vocabulary.

Therefore, the researcher would like to use flashcard for teaching vocabulary in form of concrete noun. The researcher chooses flashcard because flashcard is a media that can increase the child's ability to recognize words. It is hoped that by using this media, the researcher can increase students' vocabulary mastery and help the students easily to learn vocabulary of concrete noun.

The research was conducted to the fourth grade of SDN 1 Jati Mulyo, Lampung Selatan in accademic year 2012/2013. The research was focused on concrete noun in form of simple word, and the materials were about food and drink, animal, and profession. There would be 34 flashcards that contain pictures of concrete nouns.

II. RESEARCH METHOD

This research was quantitative study which used *one group pretest-posttest* design. There was one class as the subject of the research which was chosen purposively. The research design was as follows:

T1 X T2

T1: Pre-test

X: Treatment

T2: Post-test

(Hatch and Farhadi in Setiyadi, 2006:131)

One class was taken as the sample of this research, as the experimental class, that was given the treatment (teaching vocabulary through flashcard). The sample was selected by using simple probability sampling through coin. The experimental class (IVA) which consist of 34 students.

III. RESULT & DISSCUSSION

The result of the research showed that the students' vocabulary Mastery of concrete noun was increased after being taught through flashcard in SDN 1 Jati Mulyo Lampung Selatan. The students' mean score was increased better and significantly. The students' mean score of pretest 47.67 meanwhile, their mean score of post test after being taught through flashcard was 68,88, in which their gain score was 21.21. based on the finding it can be seen from the students' mean score of the pretest and posttest that there was a significant increase before and after being taught through flashcard. Specifically, flashcard increase the students' vocabulary mastery of concrete noun in three topics of concrete noun, such as food and drink was 8% , animal 27,75%, and profession 29,73%

Based on the statement above, Lado (1964: 198) stated that flashcard can be helpful in teaching and studying language. By using flashcard, the teacher helped

the students to transfer their knowledge in practicing their vocabulary. The process in teaching concrete noun through flashcard conducted in three times. approximately 60 minutes with 34 flashcard for teaching the vocabulary related to concrete noun. In first treatment, teacher explained the topic about food and drink. The researcher found many students were enthusiasm to follow the learning process but there some students get difficulty, confused in the first meeting. . In this activity more students tended to be active, enjoyed they learning process, but some students on the back seat were less attentive, and were still busy with themselves. They just looked their friend and pronounced the words. So the teacher reminded them and all students to concentrate.

After that, the teacher showed the flashcard again without being accompanied with words and asked them to mention and pronounce it. There were some students who forgot to pronounce the words “porridge” they pronounced “parij/pored” instead of “pɔ rɪ dʒ “, “fried rich” they pronounced “fred rise/fred rais” instead of “fraɪd raɪs”, “toast” they pronounced “tos”/tost” instead of “təʊ st”, “hamburger” they pronounced “hamburger” instead of “hæmbɜ :gə(r)”, “sausage” they pronounced “sosis” instead of “sɔ sɪdʒ ”, “chicken roast” they pronounced “ciken ros” instead of “tʃ ɪ kn rəʊ st”, “meat ball” they pronounced “mit boll” instead of “mi:t bɔ :l”. So, the teacher explained and pronounce the words again.

In here, the teacher made sure that all students had really understood such kind vocabulary related to the topic. Then the teacher asked the students to spell the words. After that the teacher showed two different flashcard and asked the

students to guess the right name of the flashcard such as “Which one toast?” the flashcard on my right or my left hand and all answer could be guessed it correctly by the students. After the teacher made sure that the students had really mastered with such kind vocabulary about food and drink, at the end of the process, the teacher share 34 flashcard for each students and asked them to match the flashcard and the words by coming front plucked the flashcard with appropriate words, pronounced, spell the words and gave the worksheet for each students related to the topic about food and drink.

The second treatment, the researcher did almost the same procedures or rules, but in while activity the researcher asked for the student to imitate the animals’ sound because the topic of second treatment was “*Animal*” related to concrete noun. In this treatment, students felt more interested in doing the activity, more enthusiastic in following the learning process so that their vocabulary mastery about the topics better than first meeting and also they felt easier in remembering the vocabularies of animal when teaching learning process was conducted in the classroom. But, there were still some students who still felt shy when the teacher called some students to mention and imitate the sound of animal in front of class but they can did well.

The third treatment, the researcher did almost the same procedures or rules, from opening until closing the teaching learning process as what she did in the first treatment excepted the topic that would be taught. The topic of third treatment was “*Profession*” related to concrete noun. Here the improvement of students’ activity became better than the first and the second meeting. In this meeting

students did not seem to face difficulties to mention, pronounce and spell the words. All students, although not all of them were active, full concentration, attention and did not felt confused in the learning process.

After three times treatment, the researcher conducted posttest. From the result, the researcher has found that the highest score was 90 and the lowest was 50, while the average score was 68.88. There was significant increase seen from the mean of pretest and posttest in the experimental class. The mean score increased from 47.67 to 68.88 The gain mean of pretest and posttest was 21.21. The hypothesis test $0.000 < 0.05$ is accepted. Therefore, it can be concluded that flashcard could increase students' vocabulary mastery significantly.

The results show that there was a significant increase of the students' vocabulary mastery of concrete noun, which makes the researcher chose the flashcard in teaching vocabulary in classroom. This opinion is in line with Lado (1964: 198) who said that flashcard can be helpful in teaching and studying language. By using flashcard, the teacher helped the students to transfer their knowleadge in practicing ther vocabulary. It means that flashcard gave a good contrbution and applicable for teaching vocabulary in order to increase students' vocabulary mastery and also can improve the students' activity during the learning process.

IV. CONCLUSION

There is significant increase of the students` vocabulary mastery of concrete noun after being taught through flashcard from pretest to post test. It can be proved

from the increase of the students' mean score in the pretest and the posttest. The result of the posttest is higher than the result of the pretest. There is an increase from the mean score of pretest (47.67) to posttest (68.88). The gain of pretest and post test is 21.21. The result of hypothesis test shows that the alternative hypothesis is accepted ($p < 0.05$, $p = 0.000$).

4.2 Suggestions

In reference to previous findings of the study, some suggestions are presented as follow:

1. In this research, the researcher found out that Flashcard can be applied to increase students' vocabulary mastery. Therefore, the English teachers are recommended to apply flashcard as one of the way in teaching because it can help the students who still have problem in vocabulary mastery in concrete noun.
2. Considering the significant increase of the students' vocabulary mastery, it is suggested to English teacher to use flashcard in teaching vocabulary, because it can attract the students' motivation to learn since this kind of activity is an effective way to help students in practicing, memorizing and understanding English vocabularies in enjoyable situation in the classroom.
3. Teachers have to be well prepared in implementing flashcard especially in preparing the media, in this flashcard, in order to avoid the inefficiency time when learning process occurs.

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