Improve Students' Vocabulary Mastery by Flash Cards for the Seventh-Grade Students of the Junior High School Students in Manokwari, West Papua-Indonesia

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ABSTRACT

This study aims to seek the use of flashcards media can improve student's vocabulary. It can be seen that the development of the first cycle before being given treatment was 30 and after being given an action it became 53. After that, the second cycle was carried out with an average score of 75. This study was run at SMP Negeri 10 Anggori Manokwari in the even semester in the academic year of 2024/2025. The participants in this study were seventh grade students of SMP Negeri 10 Anggori Manokwari and the respondents are thirty students from class seventh A out of three classes. This type of research method is classroom action research proposed by Kurt Lewin, which is to be an approach that has the aim of identifying and improving a problem faced by teachers and students in education. In addition, flashcards increase student to memorizing and engage their participation. On other hand, flashcards is one of media that can improve vocabulary and also considering to interesting and fun to catch attention at seventh grade A at SMP Negeri 10 Manokwari

The result of the study indicates that flashcards increase student to memorizing and engage their participation.

Key words: Improve Students' vocabulary, flash cards.

INTRODUCTION

Education is a part of human right. Each of human deserves the right to get knowledge for good life. To access for education already provides currently to increasing the quality of life. In Indonesia, English is a foreign language and that is an also important subject to learn. In mastering a language a students have to ability to improving their ability to learning English. Students should acquire the skills of language. Such as speaking, listening, writing, reading, grammar and vocabulary.

When learning English, vocabulary is a crucial and communication is an essential elements. This is due to the fact that vocabulary is an essential skill for learning to read, speak, write, and listen. A person's vocabulary can encompassing the set of words that already know and use, as well as the meanings, pronunciation, and usage in various contexts. Vocabulary not only for communicate and meaning, but also it can be in those four skills. For example, reading, listening, writing, and speaking. That is why vocabulary is a connector to the four skills.

Learning vocabulary it might be difficult for foreign English speakers to master vocabulary, particularly in Indonesia. The vocabulary used in English and Indonesia is different . for instance, when considering form as well as pronunciation and spelling, the formula different from writing. For non-native speaker may also struggles with pronunciation and spelling, the formula when dealing with appropriately in the English language. Numerous people have trouble memorizing or recalling words because of cognitive constraints like working memory or because they are not given the chance to employ new vocabularies in real word situations vocabulary development is therefore still a crucial and difficult part of learning any language.

There are effectives approaches as ways of increasing students' vocabulary, such as learning media. Nevertheless the learning media can be divide into three types, audio media, visual media, and audio visual as suggested by Hermawan (2008). However, writer used flashcards as a visual media. Flash cards are fun and effective tool for

teaching English as they help students participate in a dynamic and interactive way by using colorful pictures, words, or phrases on flashcards. Teachers can make vocabulary learning more interesting and memorable. Flashcards also encourage students' active participation by giving them the opportunity to participate in activities Such as matching, memory games, or event creating their own stories. This hands-on method improve students' language skill. In addition to increasing their passion for learning. Flashcards are perfect for making English lesson more attractive and engaging, and they are versatile and easy to use.

However lack of contexts can be one of problem in learning English. Numerous non-native learning students when learning English with read word by word. And also problems in learning English vocabulary include various aspect, such as student's lack of interest and motivation which can hinder their efforts to learn, difficulties in memorizing new words and understanding the context in which they are used, as well as challenges in correct pronunciation and proper application of grammar rules. In addition, limited learning facilities, such as minimal access to adequate resources, also contribute to this difficulty. Students who are not accustomed to using English in their daily lives tend to have difficulty in mastering vocabulary, due to the lack of practice needed to reinforce their memory. All these factors interact with each other and create significant barriers in the process of learning of learning English vocabulary. The objective of this study is to investigate the effect of flashcards to improve students' vocabulary mastery in seventh grade students at SMP N 10 Manokwari.

METHODS

This study was run at SMP Negeri 10 Anggori Manokwari in the even semester in the academic year of 2024/2025. The participants in this study were seventh grade students of SMP Negeri 10 Anggori Manokwari and the respondents are thirty students from class seventh A out of three classes.

This type of research method is classroom action research proposed by Kurt Lewin, which is to be an approach that has the aim of identifying and improving a problem faced by teachers and students in education. There are four important points related to classroom action research, namely (1) planning, (2) action, (3) observation, and (4) reflection. The fourth things are a cyclical approach. Carl and Kemmis (1988) introduced a scheme called the cycle, which was adapted from Lewin's research steps.

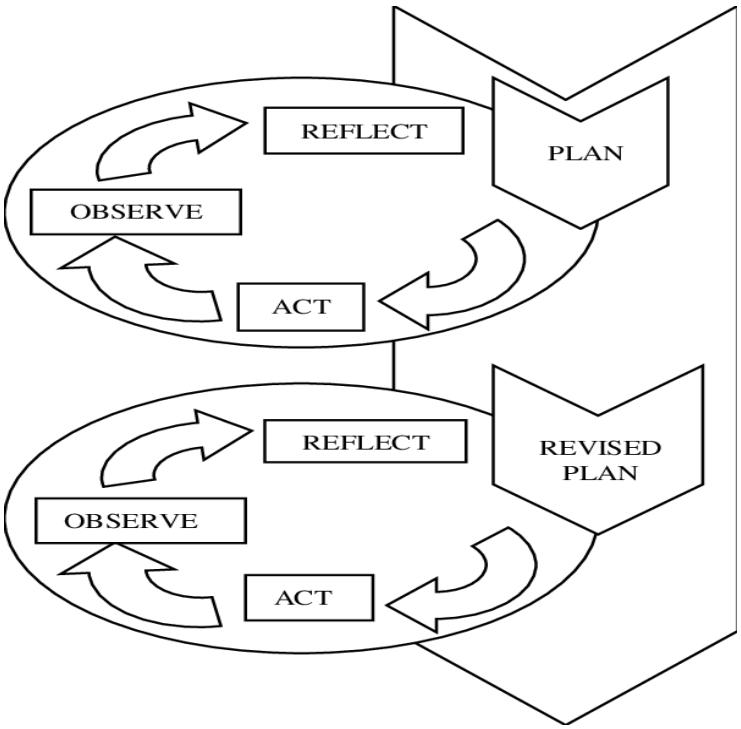


Figure 3. 1 Process of Cycle in CAR

This study uses Classroom Action Research method by applying Kemmis and Lewis procedures. This study consists of two cycles and there are four steps in each of cycles as follows.

a. Cycle 1

1. Planning

The activities in planning are:

a. Prepare all materials and lesson plan are needed.

b. Prepare all of the stuff that needed (flashcards).

c. Prepare question test, such as pre-test and post-test.

d. Prepare observation paper.

2. Action

a. Pre Teaching

(1) Introduction/ greeting.

(2) Teacher asks students to pray together.

(3) Check the attendance list.

(4) Giving pre-test

b. While Teaching

(1) Teacher shows learning objectives.

(2) Teacher asks them to learning together using flashcards.

(3) Teacher gives them several questions.

c. Post Teaching

(1) Teacher gives post-test.

(2) Teacher asks them about what they learn today.

(3) Teacher closes the class.

3. Observation

During teaching activities the subject teacher will observe the students. Beside that writer can take picture for documentation.

4. Reflection

This section contains the use of flashcards.

b. Cycle 2

1. Planning

The activities in this planning are:

a. Prepare all materials and lesson plan are needed.

b. Prepare all of the stuff that needed (flashcards).

c. Prepare question test.

d. Prepare observation paper.

Action

There are consist steps of pre activities, while activities, and post activities.

Observation

In this part, during teaching activities the teacher will observe the student. Beside that writer can take picture for documentation.

Reflection

In this study, the writer discusses a little about the use of flashcards.

Classroom Action Success Criteria

This success criterion is seen from the success or learning outcomes of students. There are two indicators that benchmark student success. Dirst, if there are 80% of students who reach ≥65 out of a maximum score of 100. And then the success of this study is seen from the learning outcomes. If it reaches the minimum completeness of 75 as the KKM as set at SMP Negeri 10 manokwari.

This is astudents learning success criteria based on Kusumah (2012). It will be a criteria that used to determine English learning outcomes in this study.

Table 3. 1 students learning criteria based on Kusumah (2012)

Score	Letters	Category
80-100	A	Excellent
70-79	B	Good Fair
60-69	C	Enough
50-59	D	Bad
0-49	E	Worse

The Technique of Collecting Data

The technique of collecting data is test and observation, whis are pre-test and post-test and for the observation.

1. Pre-test and Post-test

According to Supranata (2003: 19) test is a set of questions or tasks that are answers to test that is conducted with the aim of measuring an aspect. Based on this definition, the test that used to find out or measure something in the field. Test that will used is pre-test and post-test.

2. Observation

Observation is one of the instruments used in collecting the data. It used to collecting the data about the quality of students' learning activities.

B. Technique of Data Analysis

The collected data would be analyzed using the following procedures:

1. Observation

This will be used as one of the technique of Data analyze. It will used to know the students' behavior during the teaching learning process that explaining to show the process of Action Reseach.

2. To measure students' completeness of student use this formula.

Score = $\frac{0 obtained\ score\ x\ 100\%}{100}$

3. For the average of the score using the formula.

$M = \frac{\Sigma X}{N}$

M= Mean (average)

X= Score

N= Number of students

FINDINGS

The school of SMP Negeri 10 Manokwari is located at Insifuri Anggori street, Manokwari Barat District , Kab. Manokwari Regency in the West Papua Province. This schools is a public school with the rank of accreditation category is B. This study uses Classroom Action research using the model from Kemmis Taggart with each cycles consist of four main things, namely planning, action and observation, and reflection. This research was carried-out with two cycles. It was commenced at SMP Negeri 10 Manokwari and the subject was seventh grade A students. There are 8 females and 12 males with a total of 20 students in this class. In this study, the materials are part of speech materials such as adjectives including feelings and emotions and the teaching media is flashcards. This research discusses the result of the scores and observations from cycle one and cycle two.

Cycle I

a. Planning

At this stage what was done was to prepare several things that were prepared for cycle 1.

1) Prepare material and lesson plans.

2) Prepare flashcards as a tools media.

3) Prepare questions of pre-test and post-test, and prepare observation paper.

4)

b. Action

For the use of flashcards is done after the seventh grade A students of SMP Negeri 10 Manokwari are given an initial test or pre-test with the aim of testing their initial ability before being given an action by using flashcards.

Here is the result of the pre-test following on below and the result of observation as in the below.

Table. Result of Pre Test

No	Name	Pre-test	Criteria
1	S1	20	Incomplete
2	S2	20	Incomplete
3	S3	20	Incomplete
4	S4	40	Incomplete
5	S5	50	Incomplete
6	S6	20	Incomplete
7	S7	20	Incomplete
8	S8	20	Incomplete
9	S9	60	Incomplete
10	S10	20	Incomplete
11	S11	50	Incomplete
12	S12	40	Incomplete
13	S13	30	Incomplete
14	S14	10	Incomplete
15	S15	40	Incomplete
16	S16	30	Incomplete
17	S17	20	Incomplete
18	S18	30	Incomplete
19	S19	30	Incomplete
20	S20	30	Incomplete
	Total	**600**	
	Mean	**30**	

The first score in the first test or pre-test that show on the table, grade seventh a SMP Negeri 10 Manokwari got scores below 75 as criteria of successful scores, which is the average is 30% in the topic adjective of feelings and emotions. So, writer get conclusions about increasing the students need to more study. the writer taught vocabulary in one cycle. One cycle consist one meetings and pre and post test.

1) First meeting

The first meeting was conducted on Tuesday April 28 , 2025 at 08.30-10-30 Am during first lesson hours. Writer made a plan for the action based on students vocabulary. The researcher continuing the activities with greeting and praying. And the writer informed their purpose of the research. And the teacher give pre test. After that the writer explain the adjectives that contain feelings and emotions and the writer show the vocabulary.

After that in post activities, writer asked them to do post test. The test based on multiple choice. Thus, the writer explained the steps to the students and they have to choose the best answer

c. Observation

In the observation writer checked the observation about students activities in the classroom during writer teaching in the classroom.

Table 4. 3 students observation

No.	Aspects Observation	Meeting 1st			
		1	2	3	4
1.	Students actvity in starting learning				
	a. Students follow the prayer				√
	b. Students respond to the apperception motivation given by the teacher.			√	
	c. Students listen when learning objectives are presented.				√
2.	Students activity in learning				
	a. Paying serious attention to the teacher's explanation.				√
	b. Asking				
	c. Answer the questions			√	
	d. Enthusiasthic about the lesson.				√
3.	Student activity when working on problems				
	a. Students work on individual problems independently.		√		
	b. Students work on questions in an orderly manner.			√	
	c. Students follow the evaluation.				√
	Total	**85**			

Score = Score obtained x 100

Total Score

d. Reflection

In the evaluation form cycle one. The writer show the result of post test that shows on the table below:

Table 4. 4 post test result in cycle 1

No	Name of Students	Post-Test	Criteria
1	S1	70	Incomplete
2	S2	10	Incomplete
3	S3	0	Incomplete
4	S4	40	Incomplete
5	S5	60	Incomplete
6	S6	10	Incomplete
7	S7	50	Incomplete

8	S8	90	Complete
9	S9	70	Incomplete
10	S10	30	Incomplete
11	S11	80	Complete
12	S12	70	Incomplete
	S13		
14	S14	10	Incomplete
15	S15	40	Incomplete
16	S16	70	Incomplete
17	S17	60	Incomplete
18	S18	80	Complete
19	S19	70	Incomplete
20	S20	70	Incomplete
	Total	**1060**	
	Mean	**53**	

Table 4. 5 post test Percentage

Category	**Students**	**Percentage**
Complete	4	20%
Incomplete	16	80%

Cycle II

e. Planning

For the planning in cycle two, writer do based on lack of thing in cycle 1, namely:

The planning of cycle 2 was similar with cycle two, however writer made new treatment for increasing students vocabulary through flashcards. The writer make several card and to make they more remember. The writer provides and divide them into several group and for the card and the meaning in Indonesia language. Thus, they played game match the flashcards to make it memorize, and also they will asked the flashcards to every group member.

f. Action

The second meeting was conducted on Wednesday, 29 April 2025 at

09.00 – 11.30 AM. The activity in the second meeting was not different from previous cycle. The writer open the class with greeting and praying. After opened the class, the writer reviewed the material and ask them to write the vocabulary that already learn in white board. After that one volunteer will guide them to read together.

In this section, the writer give them motivation based on the world that they already learn yesterday. Writer show the vocabulary in the flashcards to encourage their memorization. After that they play matching flashcards with the meaning together in several group. They also practice their pronunciation.

After playing the game, they have to do the test. The form of the test wa multiple with same questions like before.

g. Observation

Based on observation activity, the writer see if students' participation was enjoying the learning and the materials seems for the students. Especially they played game using flashcards finally the score getting better from cycle I.

Table 4.6. Observation activity

No	Aspect Observed	2nd meeting			
		1	2	3	4
1.	Student activity in starting learning:				
	a. Students follow prayer				√
	b. Students respond to the apperception/ motivation given by the teacher				√
	c. Student listen when learning objectives are presented				√
2	Student activities in learning:				
	a. Paying serious attention to the teacher' explanation				√
	b. Asking				√
	c. Answer the question				√
	d. Enthusiastic about the lesson				√
3.	Student activity when working on problems				
	a. Student work on individual problems independently				√
	b. Student work on questions in an orderly manner				√
	c. Student follow the evaluation				√
	Total	**100**			

h. Reflection

After planning, action, and observation already do. The conclusion is students result increasing well, they have ability to listened carefully, show attention to the writer, and they enjoy learning process. Students can memorize vocabulary of adjective on flashcards excellent. And trying their best. And review again before closing.

Below is the result of post-test in cycle two for improving student vocabulary through flashcards:

Table 4.7. Post-test Results in Cycle 2.

No	Name of Students	Post Test	Criteria
1	S1	90	Completed

2	S2	60	Incomplete
3	S3	80	Completed
4	S4	70	Incomplete
5	S5	70	Incomplete
6	S6	70	Incomplete
7	S7	60	Incomplete
8	S8	80	Completed
9	S9	80	Completed
10	S10	90	Completed
11	S11	80	Completed
12	S12	100	Completed
13	S13	60	Incomplete
14	S14	40	Incomplete
15	S15	80	Completed
16	S16	80	Completed
17	S17	70	Incomplete
18	S18	80	Completed
19	S19	90	Completed
20	S20	70	Incomplete
	Total	**830**	**1500**
	Mean	**41.5**	**75**

Table 4. 7post test cycle 2

Based on the result of post test in cycle two, it was show if several students get upper score. In another had the score increasing into 75%. In below shows the percentage table:

Table 4. 8 post test percentage cycle 2

Category	**Students**	**Percentage**
Completed	11	55%
Incomplete	9	45%

RESEARCH DISCUSSION

The result of this Classroom Action Research in the use of flashcards to increasing vocabulary mastery in seventh grade students' at SMP Negeri 10 Manokwari shows that improving vocabulary through flashcards is one of interesting way to do in seventh grade students. Using picture such as flashcards make students interesting to play.

From the data that already got in cycle one until cycle two there is an increasing learning outcome. The result of the data can be measure with average score every students in each cycle. It can be seen in below:

Table 4. 9 average comparison each cycle

Pre -Cycle	Cycle I	Cycle II
30	53	75

The table proves that before doing the method or pre-test, the average of students result was 30. It shows that if students do not have experience or know the vocabulary, because they almost do not know the vocabularies. After doing the cycle one and got the score in post-test, the average is better than before, such as 53 . the increasing more visible, when at cycle two into 75. This show if there is effect of flashcards to increase student vocabulary.

Table 4. 10 comparison of result of study each cycles

Category	Pre Test		Cycle 1		Cycle 2	
	Students	percentage	students	percentage	students	percentage
Completed	0	0%	2	20%	11	55%
Incomplete	20	100%	18	80%	9	45%

Based on the table above, it shows that if the percentage already change. It because from 0% into 2 people in percentage 20% in first cycle, until doing cycle two so increasing into 55% or 11 people.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that has been obtained, the writer can conclude that the use of flashcards media can improve student's vocabulary. It can be seen that the development of the first cycle before being given treatment was 30 and after being given an action it became 53. After that, the second cycle was carried out with an average score of 75.

In additionally, flashcards increase student to memorizing and engage their participation. In other hand, flashcards is one of media that can improve vocabulary and also considering to interesting and fun to catch attention at seventh grade A at SMP Negeri 10 Mnaokwari.

B. Suggestion

The writer would give the suggestion to the teacher or another researcher. The suggestion is follow on:

The writer suggest the flashcards to apply in school by teacher. And as a teacher should have use different kind of teaching techniques and teaching media, in addition flashcards. Which are the interesting tool and easy to made.

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