

# Improving VIII-D Students' Active Participation and Vocabulary Achievement by Using Flash Cards at SMP Negeri 1 Rambipuji

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**Abstract:** *This research was conducted to solve the problems dealing with the students' active participation and vocabulary achievement process. The design of this research was Classroom Action Research. The research subjects were chosen by using purposive sampling. The data of this research were taken from the students' vocabulary test, observation checklist, interview, and documentation. From the result of the research, it was found that there were improvement from Cycle 1 and Cycle 2. In Cycle 1 the average of the students' active participation was 78,58% of the students who active participated in the teaching and learning process. The students' vocabulary test result showed that there were 77,14 of the students could achieve the minimum standard score, that was 75. In Cycle 2 85,71% of the students were categorized as active students. The students' vocabulary test result showed that there were 82,85% of the students were achieved the minimum standard score. It proved that the use of Flash Cards could improve the students' vocabulary achievement.*

**Key Words:** *Classroom Action Research, Flash Cards, Vocabulary Achievement.*

## INTRODUCTION

In English, there are four language skills that must be mastered by students. They are Listening, Speaking, Reading and Writing. Beside those skills, vocabulary, grammar, and pronunciation as the language components must be mastered by the students in order to achieve the four language skills above.

Therefore, vocabulary as a language component is important to be mastered by students. Hatch and Brown (1995: 1) state that "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". That statement supports that vocabulary is one of the important language elements. According to Jordan (1995:149) teaching vocabulary is an important task in teaching English because vocabulary achievement relates to all

Based on the result of the preliminary study done by interviewing the English teacher of the seventh grade students at SMP Negeri 1 Rambipuji the researcher found most of the students in grade VIII-D class had difficulties in mastering English words. They had limited vocabulary to comprehend the meaning of a text and they could not recognize the meaning of each word. In addition, they had lowest mean score in English lesson compared with the five other classes. There were only 10 students who got score 75 or higher and the other got score  $\leq 75$ . Here 75 as the standard minimum score in this school. In addition, the researcher observed the teaching vocabulary conducted by the teacher. She gave many words to the students then asked them to open their dictionary to find the meaning of those words. The students seemed bored and had less motivation in learning English.

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In order to make the English teaching learning process to be more successful, the teacher must use appropriate media in delivering learning materials. One of teaching media that can be used to solve the students' problems in learning vocabulary is flash cards. Arsyad, (2006:119) states that a flash card is a small card which contains picture, text, or symbol that can help the students to memorize something. Gianella (2000:96) states that flashcards are strips of card-board on which are printed various words, phrases, or numbers. Indira, (2008) states that flash cards are accurate media to help the students remember and learn some new information. It means that the reasons of using flash cards are helping in presenting a topic, as part of language practice, and reviewing language presented earlier. Besides, it also makes the teaching learning process more lively and meaningful by the students.

There were some research results related to the use of flash cards to improve the students' vocabulary achievement. An action research conducted by Yosephus Setyo Nugroho (2012) "*Improving Students' Vocabulary Mastery by Using Flash Cards*" indicated that the students' vocabulary mastery improved. It was shown by the results of the test. The students' achievement was good enough. In addition, students' interest in the teaching-learning process was high. The students also paid more attention to the teacher's explanation. Another action research was conducted by Dr. Zainuddin.DIP.TEFL.M.Hum (2012). The title was "*Improving Students' Achievement in Vocabulary by Using Flashcard*". It indicated that flash cards can improve students' vocabulary achievement and their active participation in the vocabulary class.

## RESEARCH METHOD

This research was classroom action research with cycle model, because the purpose was to improve the VIII-D students' active participation and their vocabulary achievement by using flash cards at SMP Negeri 1 Rambipuji. According to Opie (2004:79) that action research offers a means of providing an understanding to a problematic situation and whether this situation concerns people or procedures is immaterial. It means that the researches did this action research to solve some problems that they were faced in teaching learning process.

The area of this research was SMP Negeri 1 Rambipuji. This school was chosen purposively based on some reason. The subject of this research still encountered problems and the score was low. Besides, the Headmaster gave permission to conduct the research in SMP Negeri 1 Rambipuji. Moreover, the English teacher agreed to work collaboratively with the researcher to conduct this research. The subject of this research was VIII-D class of SMP Negeri 1 Rambipuji which there were 36 students in this class.

The data that was collected by the researcher were vocabulary test and observation checklist, for the interview and the documentation was done by doing preliminary study. The observation was intended to get the result of students' participation that was done while doing action as the process evaluation of the action. Meanwhile, the vocabulary test was aimed to measure the students' vocabulary achievement which done after doing the action as the product evaluation of the action. The documentation was used to get the list of students' name, the students' previous score, and the syllabus of teaching learning process.

## RESEARCH RESULTS AND DISCUSSION

Based on the results of the actions, it can be seen that the use of flash cards can improve VIII-D students' active participation. Cycle 1 showed that the percentage of the students' active participation was 77.14% in the first meeting and it improved to be 80% in the second meeting of Cycle 1 and the average percentage of the students' active participation in the first and the second meeting of Cycle 1 was 78.58%. This result achieved the minimum requirement of the students' active participation (75%). It means that the minimum requirement of the students' active participation can be achieved. The vocabulary achievement test results also showed good that 77.14% students in the class could achieve score of passing grade that was 75 and there were only 9 students who achieved score below 75. Although, the research successful criteria had been achieved in Cycle 1, Cycle 2 was still conducted to check the consistency of the results in Cycle 1. The result of observation in Cycle 2 showed that the percentage of the students' active participation was 82.85% in the first meeting and it improved to be 88.57% in the second meeting of Cycle 2 and the average percentage of the students' active participation in the first and the second meeting of Cycle 2 was 85.71%. Here, the average percentage of the students' active participation in cycle 2 was improved compared to the one of Cycle 1. This result achieved the minimum requirement of the students' active participation and it was better than the result of Cycle 1 (78.58%). The percentage of the students who got score at least 75 in the vocabulary achievement test improved from 77.14% in Cycle 1 to 82.85% in Cycle 2.

Related the result above, it was also proven that the use of flash cards in teaching learning process of vocabulary could improve the VIII-D students' vocabulary achievement at SMP Negeri 1 Rambipuji. Thornbury (2002) states that flashcards help a teacher to demonstrate a simple sequence of activities to the learners. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups (Budden: 2004).

## CONCLUSION

Based on the result of the data analysis and discussion, it could be concluded as follows:

1. The use of Flash Cards could improve VIII-D students' vocabulary achievement at SMP Negeri 1 Rambipuji. The improvement could be seen from the percentage of the students who got score  $\geq 75$  in the vocabulary test that was from 77,14% in Cycle 1 to 82,85% in Cycle 2.
2. The use of flash cards could improve VIII-D students' active participation at SMP Negeri 1 Rambipuji. The improvement could be proven by the percentage of the students who actively participated in the vocabulary teaching and learning process 77,14% in meeting 1 to 82,85% in meeting 2 of Cycle 2.

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