INCREASING VOCABULARY FOR THE FOURTH GRADE PUPILS OF SDN 10 PALU THROUGH FLASH CARD

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kosakata melalui kartu flash pada siswa kelas IV SDN 10 Palu. Penelitian ini didesain sebagai penelitian tindakan kelas secara kolaboratif yang mana peneliti dan kolaboratornya mendesain rencana pembelajaran, mengimplementasikan, mengadakan observasi dan merefleksikan hasil tindakan. Penelitian ini menggunakan 2 siklus. Tiap siklus terdiri dari tiga pertemuan. Kartu Flash digunakan sebagai media pembelajaran untuk meningkatkan kosakata siswa dalam belajar bahasa Inggris. Subyek penelitian adalah 40 siswa kelas empat di SDN 10 Palu. Untuk mengukur perkembangan kosakata siswa, tes dilakukan. Hasil yang diperoleh pada siklus 1 menunjukkan bahwa 21 siswa atau 52% dinyatakan lulus dan 19 siswa atau 48% dinyatakan gagal. Kemudian, rencana diperbaiki. Kelulusan meningkat menjadi 40 siswa atau 100% di siklus 2. Hal ini mengindikasikan bahwa implementasi tindakan melalui kartu flash mampu memberikan solusi terhadap permasalahan kosakata bahasa Inggris siswa.

Kata kunci: Meningkatkan, Kosakata, Kartu Flash, Murid.

Language is an arbitrary vocal symbol by means of which people can communicate one another. It should be put orderly and grammatically in order to make people can express ideas, opinion, and feelings. One of languages which are taught either as local content or as compulsory subject in the world is English. It is important to start learning English as early as possible. One of its components is vocabulary.

Vocabulary is the word of the language as well as of communication. Communication can happen when there is something which can be discussed by a speaker and a listener. In doing it, it is needed to have an amount of related words to make the communication process run well and can also be understood by the people. The introduction of English subject at elementary school is not as a compulsory subject. Our local government makes it as a local content, which should be local language. In fact, the use of English nowadays is something compulsory for every learner, including for the elementary school learners. However, the reality from our government is they make it as a local content. It means that English subject is as a local policy. It looks like they do not really think about the importance of learning English which is used in almost every aspect of life and ironically, recently our government especially Ministry of Education stated a new curriculum for elementary school level which characterized thematic integrative. One thing that makes every educator feel disappointed is the deletion of English subject in the curriculum.

Moreover, the previous subjects that consist of 10 subjects now are limited into 6 subjects. This action can make the pupils' burden getting more heavy because when they graduate from the school, they have to compete more hardly to get into higher education. In addition, the pupils must be able to communicate in English well orally and in written form if they want to continue their study abroad or to get a job. This situation makes disappointed and confused. Therefore, a solution from government is needed to overcome the English teachers' problem at elementary school level.

English teaching and learning at elementary school level is a basic for the pupils who are in the fourth, fifth, and sixth grade. Therefore, the pupils have to know the names of objects, especially concrete objects, numbers, parts of the body, kinds of fruits and vegetable, colors, and animals. The pupils who are in elemen-tary school level should be introduced new words in English.

In SDN 10 Palu, English had been conducted since academic year 2010. The pupils of this school particularly the fourth grade found difficult in increasing vocabulary. It was caused by the English teacher did not use appropriate methods to teach the pupils. It could be difficult when the teacher could not motivate the pupils intensively because it was as the result of their characteristics. The motivation of young learners in learning is only to get a new thing in their live when doing something. In teaching English lesson for the fourth grade pupils of SDN 10 Palu, the teacher faced two problems. The first was, the teacher was difficult to handle the class because the condition of the class was very noisy, although some of the pupils were active, but most of them were little bit slowly in understanding the material. The second was the teacher found that not all the pupils could practice their vocabulary because of limited time. Based on the above problems, the teacher used a strategy which could make the pupils not only active but also have chance to practice their vocabulary.

Based on the fact that the pupils had low motivation in learning English, it was needed to look for a new strategy to be applied by the English teacher to make the teaching and learning process not only can run well but also can attract the pupils' interest. So, it should be easy, fun, innovative, and does not make them boring. If it happens, then learning English can become something favorable at school and the pupils are eager to join the class.

One of the strategies that can be applied by the English teacher in teaching and learning process was playing a game. The consideration in choosing game as the strategy to be applied was that children tend to play. Game can stimulate the children to learn without making them feel boring. Flash cards were helpful in the acquisition of new vocabulary. So, it could give joy and opportunities to remember the words easily. Flash card was also a common and popular learning strategy, fast, and easy to learn.

Therefore, a good strategy played important role in supporting the teaching and learning process at school.

Writing Objective
1. To be a scientific accountability
2. To spread knowledge
3. To share knowledge
4. As oneof requirements of study complete

Vocabulary
Vocabulary is base word (Broderick, 1994: 36).. It is important thing for pupils in acquiring, learning, mastering, and using the language they learn. In addition, Allen (1997: 149) states that:
"Learning a language primarily means learning the words of the language".

Kinds of Vocabulary
In vocabulary learning, there are some terms that we can use to classify vocabulary. Vocabulary can be divided into two groups, active and passive vocabulary. Heaton (1989: 9) explains that:

Active vocabulary is the words they should be able to use in speaking and in writing. Meanwhile, the passive vocabulary is the words they should be able recognize and understand when they are listening to someone or when they are reading.

Besides that, vocabulary can be divided based on word group those are: Noun, Pronoun, Adjective, Verb, and Adverb.

The Importance of Vocabulary

Learning vocabulary is a very important part of learning a language. The reason is that the more words you know, then the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. As Steven (1999: 12) states in his book: "I hear and I forget, I see and I remeber, I do and I understand, I understand best when I hear, see, and do". It means that, if the learners can hear the sounds of English well, can see how the English words are uttered and written, they can be able to communicate and understand it best in English.

Vocabulary Teaching and Learning

Following is the procedures in teaching and learning English vocabulary. It is elaborated as follows: First is *aim*. It meant that the teacher should set a target of the number of vocabularies which could be learnt by the learners in one lesson.

Second is *quantity*. It implied that the teacher should not give many vocabularies to the learners to be learnt because this may lead them to confusion and frustration. So, it is important to give the correct number and related vocabularies to the learners to help them easily learn.

The next rule is *need*. What is meant by need here was that the teacher should teach the learners words that can be useful for them. The teacher should be able to decide what words are useful for the learners to learn. Furthermore, it is about the term of *exposure* and *repetition*. It can be referred that the teacher should teach how the words are pronounced.

Meaningful presentation is also required by the teacher to give a clear meaning of the words that the learners learn.

The last thing that a teacher should consider is *inference procedure in vocabulary learning*. It meant that a teacher should be able to make the learners to guess first what the words mean before she or he says the meaning.

Word Classes
a) Noun

A *noun* is often defined as *a word which names a person, place or thing*.

b) Verb

A *verb* is often defined as *a word which shows action or state of being*.

c) Adjective

An *adjective* is often defined as *a word which describes or gives more information about a noun or pronoun*. *Adjectives* describe nouns in terms of such qualities as size, color, number, and kind.

Flash Card

Flash card is a kind of game that use cards with printed words and picture in it and is shown to the pupils quickly. Finnochiaro and Brumfit (1981: 180) suggest that these flash cards should include expressions, group of words, or single words and numbers.

The Advantages and Disadvantages of Flash Cards

Following is the advantages of using flash card to teach vocabulary. Following is the advantages of using flash card to teach vocabulary stated by Hill in Joklova (2009: 16):
a. Flash card is easy to make.
b. It is cheap; often free.
c. Easy to be kept.
d. Useful for various activities, i.e. drilling, comparing, etc.
e. Always fresh and different. This means they come in a variety of formats and styles and moreover the learner often wonders what comes next.

The disadvantages of using flash card are as follows:
a. The card is usually not really big to show to the children, so it can make them difficult to see the word in it.
b. It is little wasting time to make

Criteria of Using Flash Card

In making the flash card, the teacher should consider things that pupils need. In other words, the flash card that the teacher applied to the pupils must contain some items as follows:

a. The card contains interesting picture.
b. It also has a big size, so that all pupils in the class can see it.
c. The picture must be colorful, so that the pupils were encouraged to know more about the picture given.
d. Both the picture and its name must contain clear writing, so the pupils can read it.

Teaching Vocabulary for the Fourth Grade Pupils through Flash Card

There were two ways for implementing flash card game; those were going to be described one by one. The first way was as follows:

The pupils were formed into groups. There were forty pupils in the class and were divided by 10 per each group, so there were 4 groups in the game. Each group had a leader. The leader of each group was to coordinate his or her members. The teacher gave ten cards per each group to be distributed by the leader to the group members and the same time the teacher limited the time to see what picture was in the card and its name.

Furthermore, every pupil should remember the picture including its name. This was done in turn. It should take five minutes only until all the pictures distributed to all members. After that, the pupils were asked to say what picture he or she remembered from ten pictures including its names. Every correct answer from them was scored by the teacher. The answer was written down both by the teacher and the pupils. Every pupil was scored individually.

Next, the second one was as follows: the pupils were back to normal, meant that there was no grouping like the first one. Here, the teacher showed quickly each card in her hand and hid it. After showing the picture, the teacher asked what picture it was. The pupil who knew the answer should raised hand and answered it correctly. The correct answer was written on the board and was scored by the teacher. The incorrect one was not scored.

Procedure of Teaching Vocabulary through Flash Card

In implementing the flash card to the pupils, there were some procedures that had to be considered and followed. First, the flash card was prepared for the pupils must be quiet enough. The pupils needed to be shown many pictures with various words in it. Then, cards had to include all components parts of speech that we want our pupils to master, for example nouns, verbs, adjectives. Next, the pupils should be formed into groups firstly and then individually. After that, the cards to play should be shown one by one to the pupils with limited time given. All cards that already distributed to the pupils should be remembered by them and they were asked to spell and write them on the board. This procedure could be done in group and in individually.

METHODS

Research Design

The researcher employed qualitative and quantitative research as it employs descriptive and statistic analysis. This research was conducted by applying the classroom action research design. It consisted of inter-relevant elements; they were planning, implementation, observation, and reflection proposed by Kemmis and Mc Taggart (in Mc Kernan, 1988: 14).

Steps of the Research
Planning

In this step, the researcher made some learning preparation. Those preparations were as follows:

a. Made lesson plan.
b. Made observation sheet.

c. Made teaching aid, which were Flash Cards.

Action

In this step, the researcher conducted the action of the research. Each cycle consisted of two meetings for teaching and learning process and one meeting for the test.

Observation

In observation, the researcher used checklist to observe the pupils activities and took some notes or records on the process of teaching and learning. She collected action effects which provided the data for following up discussion and reflection.

Reflection

In this step, the researcher recalled all information which has been recorded in observation, field notes, and test as the activities which provided basis for the revised plan and moved to the next cycle.

Research Setting and Subject

This research was conducted at SDN 10 Palu which is located at Jl. Mawar. The subject of this study was forty pupils of the fourth grade. The researcher is the English teacher at that school.

Research Instrument

The instrument that used by the researcher was checklist, field notes, and test. It was used during conducting the research.

Procedure of Data Collection

Checklist

Checklist was used by the researcher and the collaborator to obtain and to identify data on pupils' classroom performance and the teachers' teaching performance.

Field Notes

Field-notes were used by the researcher and the collaborator in the process of teaching and learning and were done as soon as possible and as comprehensively as possible all relevant aspects of the situation observed.

Test

The researcher measured pupils' achievement in vocabulary by preparing two kinds of tests (multiple choice and matching words).

Preparing Criteria of Success

The researcher determined the criteria of success because the research was about developing vocabulary through flash cards, so the criteria of success in the research were as follows:

1. The pupils' score on vocabulary test should achieve sixty five (based on KKM of SDN 10 Palu) after the scores of the kinds of tests are computed and there should be at least 65% of pupils who achieve the score.
2. The pupils' participation in learning process should meet the "successful" category, if the observed items were indicated by "good" or "very good".

Technique of Data Analysis

The data obtained from observation was analyzed descriptively whereas the data obtained from the test was analyzed quantitatively.

DATA PRESENTATION AND DISCUSSION

Cycle One

Planning of Action

In this stage, the researcher designed a lesson plan and showed to the collaborator and provided materials for vocabulary presentation with the topic **"How do you spell it?"**. The lesson plan contained time allocation, standard competence and basic competence, indicator for pupils' achievement, teaching materials, teaching method, teaching procedures used by the researcher, teaching resources, and evaluation. This topic was designed to be presented in one meeting. To teach the topic, instructional media that were used such as flash cards, real objects around the school, pupils' vocabulary test for cycle

one, observation sheet, and field-notes for the need of data documentation.

Implementation of Action

The implementation of action in cycle one was carried out in two meetings. The first and second meeting was for vocabulary teaching using flash cards. The third one was the evaluation of all materials taught to the pupils. It was conducted after the learning process finished. Each meeting was elaborated as follows:

1. Meeting One

a) Pre activity

In this phase, the researcher firstly greeted the pupils by saying, *good morning, class!* And the pupils gave feedback by saying good morning, ma'am. The researcher asked their condition, they also replied it by saying, *fine and you*? The researcher answered, very well, thank you".

b) While activity

In this step, the researcher started to prepare the pupils into groups. She divided the pupils into four groups. Each group has a leader. The leader was pointed by the researcher herself. Every group has a name. First group was dog group. Second group was monkey group. The third and fourth group was horse and snake group. The researcher also instructed them to do yell-yell like the name of animal given before they did the game by using the cards.

Then, the researcher said that the game would be played. Every group would get 10 different cards to see in five minutes. When she said "mulai", all pupils in every group started to see the cards and distributed them to other group members. It was done in 5 minutes.

When all pupils already worked in groups, the researcher monitored them by walking around the groups. While the researcher monitored the pupils who were working in group, the collaborator wrote all activities during the teaching and learning process in field notes. She also filled the observation sheet based on the activities done by the re-

searcher and the pupils and took photographs of all activities done.

After the time given was over, the researcher asked the leader of each group to return the cards. Next, the researcher instructted every group to be silent. Then, she started to call every representative of each group to perform their answers on the board. The pupils did performance on the board were also pointed by the researcher. The answers were the card names they could remember for 5 minutes at previous. The answers were discussed together with the researcher. Those also were a basic for the researcher to evaluate every group to be scored.

In this activity, the researcher saw the response of the pupils were active in the teaching and learning process. Most of them were willing to work in group. They paid attention to the material discussed. But the rest was not, they just played.

c) Post activity

This activity was done for ten minutes. The researcher asked some of the pupils to conclude the lesson at that day. The pupils who were asked to do it, showed willingness to give information they already got from the lesson. After that, the researcher closed the lesson at that day and greeted them.

d) Evaluation

In this step, the researcher could evaluate that teaching objective at that day was almost achieved. Most pupils were willing to join the class with the group forming applied. However, the teaching hours at that day was exhausted. The researcher spent more than 2x35 minutes at that day. So, for the next meeting the researcher had to be careful in limiting the time. The researcher also had to be strict in monitoring and guiding the pupils when doing group activity.

2. Meeting Two

a) Pre -activity

In this activity, the researcher and the collaborator greeted the pupils. After the pupils replied their greetings, the researcher pleased her collaborator to move at the back

of the class and she checked the attendance list.

b) While activity

In this activity, the researcher firstly reviewed the material taught at the previous meeting. She showed the mistakes made by each group by writing it on the board. It was for reinforcing the previous material taught to them and also to make them realize the mistakes they made.

When they finished writing it, the researcher confirmed whether they already understood or not. Then, as usual, she instructted the leader of each group to move in front of the class. The leader of each group functioned as the previous meeting.

They were responsible for distributing the cards given by the researcher with the limited time. After the time given was over, the researcher asked the leader of each group to return the cards. She started to call every representative of each group to perform their answers on the board. The answers were the card names they could remember for 5 minutes at previous. The answers were discussed together with the researcher. From this activity, the collaborator saw that both the researcher and the pupils still did the same thing as what they did in meeting one. In this activity, the researcher saw the response of the pupils were still active in the teaching and learning process. They were willing to work in group. They paid attention to the material discussed.

c) Post activity

In this activity, the researcher gave feed back to the pupils about the material taught. The researcher then asked some pupils to conclude the lesson in that meeting. This activity was done for ten minutes. The pupils who were asked to do it, showed willingness to give information they already got from the lesson. After that, the researcher closed the lesson at that day and greeted them.

d) Evaluation

In this phase, the researcher gave the pupils evaluation sheet (see on appendix 2). Then, the researcher distributed the sheets contained the items that should be done In this step, the researcher evaluated that teaching objective at that day was not achieved yet even though most pupils were willing to join the class with the group forming applied.

Reflection

Based on the result of the analysis, the researcher and her collaborator concluded that the implementation of teaching vocabulary by using flash card in cycle 1 did not meet yet the criteria of success. It was strengthened by the result of the test that the percentage of the pupils who successful was only 52%. It must be (65%) out of 13 pupils got score at least 65. In relation to this achievement, the researcher and her collaborator decided to revise the plan and move to cycle 2.

The weaknesses of the teaching and learning activity in cycle 1 could be seen in the following table.

Revised Plan

Based on the result of those data, the researcher considered that she had to revise her plan by following the revisions stated at the reflection above. The researcher thought that individual learning would be done. She also would give opportunity to every pupil to describe the cards given to them so they would get the same opportunity to get the score. It was done to see whether any good change or not.

Cycle 2
Planning of Action

The planning of action in cycle 2 was constructed on the basis of the result of the reflection in cycle 1. It covered managing the time, presenting the material, learning objecttive, and individual learning.

Implementation of Action

The implementation of action in cycle 2 was carried out in three meetings. Each meeting was elaborated as follows:

1. First Meeting
a) Pre activity

In this activity, the researcher and her collaborator greeted the pupils. The researcher then pleased the collaborator to move at the back of the class for carrying her job. The topic for that day was about **what are you doing**. So, firstly the researcher showed some flash cards which contained verbs and then asked the meaning of those cards. She did it for few minutes to make sure that all pupils could catch the lesson for that day.

b) While activity

In this activity, the researcher brought all flash cards which contained actions to be guessed by all pupils. However, in this time the researcher pointed some pupils to describe the cards given to them. The other pupils were asked to guess the name of the cards. So, there was individual learning for this meeting. This activity was done for about 20 minutes because there were some pupils were asked to describe the pictures and the rest of them competed one another to answer and to get score. The new pupils pointed by the researcher to describe the pictures in the cards functioned to change the situation of learning process and to reduce the passive pupils in the classroom. So, the pointed pupils were the pupils who have higher ability in learning English. Here, the researcher expected that the higher pupils could make the learning activity more relax and could make the interaction of one pupil to another more closely. This way looked effective to make the pupils more active and responsive when the cards distribution conducted to them.

This new and strict procedure looked effective to enable the pupils to interact and share with one another in the classroom. Their answers were discussed together with the researcher and directly got score from the researcher.

From this activity, the researcher evaluated that the answer from every pupil was almost correct from all cards given. Their score was high. This activity was done just once. The researcher did the game just in one session because she wanted to give more feedback at the end of the lesson.

c) Post activity

This activity was done for ten minutes. The researcher asked some of the pupils to conclude the lesson at that day. The researcher then gave more feedback for what the pupils had done at that day. After that, the researcher ended the class and greeted them.

d) Evaluation

In this phase, the researcher gave the pupils evaluation sheet. In this meeting, the researcher saw that the passiveness of the pupils was reduced.

2. Second Meeting

a) Pre activity

In this phase, the researcher and the collaborator firstly greeted the pupils. After that, the researcher pleased the collaborator moved to the back of the class to help her in observing all activities conducted in the classroom. Then, the researcher checked the attendance list in order to know who did not come.

b) While activity

In this stage, the researcher explained in detail verbs that were inserted in those cards and asked the pupils to do the actions described.

Moreover, the researcher determined the time limit. The rule given at the previous meeting was also applied. She did not give the score for the pupil who could not guess the answer more than time limited. This activity was done twice. It functioned to make all pupils able to describe the cards given and to make the interaction run well. The pupils who were asked to guess the cards also asked to write their answer on the board. The answers were discussed again with the teacher. From this action, the pupils could correct their answer if it was wrong.

c) Post activity

In this activity, the researcher asked one to two pupils to conclude what material had been taught at that day. After that, the researcher gave 10 number items to be homework.

d) Evaluation

In this phase, the researcher gave evaluation sheets. In this activity, the researcher saw the response of the pupils much better than in cycle 1. They showed good response when doing the task. The learning objective was also achieved

Reflection

After reflecting all activities done in cycle 2, the researcher found the analysis as follows:

a. The result of observation checklist showed that in the first meeting in cycle 2 the researcher had already improved her teaching way in treating the pupils during conducting the learning process through flash cards. It could be seen from the result of observation sheets which compared meeting 1 and meeting 2, there was a good improvement. The reaction of the pupils also showed a good improvement.

b. The result of the test showed that the pupils were already able to increase their ability in mastering English vocabulary based on the result of achievement test.

Discussion

The Essential Activities in Teaching Vocabulary through Flash Card

According to the researcher's opinion in teaching vocabulary by using flash card technique, there were some procedures required followed by the researcher, namely; (1) deciding objectives, (2) preparing appropriate tasks and media, and (3) presenting the material using three phases of teaching steps; pre- while- and post-activity. These activities needed in order to get success in increasing pupils' English vocabulary.

1. Deciding Objectives

Deciding objectives is a very important thing to do before conducting a teaching and learning activity because it directs teacher to achieve the expected result that was stated in the lesson plan. The clear objectives can provide the framework for the teacher's thinking and as guide for their pupils to construct the topics they are teaching.

2. Preparing Appropriate Tasks And Media

Preparing tasks and media in teaching vocabulary using the Flash Cards technique is done in order to facilitate the pupils to discover and practice the words they learnt.

3. Presenting the technique in three phases of teaching

The teaching of vocabulary by using flash cards was carried out in three phases; pre, while, and post activity. To give clear explanation or detail discussion about those phases, the following were the steps of teachers' activities when in pre activity, while activity, and post activity.

a) Pre activity

Pre-activity was stated to be introduction phase. In this phase, the teacher wrote the objectives of learning, introduced the topic and then the pupils were given examples first before they were asked to do the tasks in groups. In this phase, the teacher dug the pupils' prior knowledge which was related to the topic at that day.

b) While activity

In while activity, the teacher presented the material for the pupils. The pupils that were put in groups were distributed the flash cards to be shown and have to be recognized by all members in the groups. In cycle 2, the researcher applied an individual learning for the pupils.

c) Post activity

In post activity, some pupils were asked to conclude the lesson that had been taught at that day. Then, the teacher gave feedback to them. Therefore, the pupils could know their mistakes when doing the task.

4. Increasing of Pupils' Vocabulary Learning Result

The findings of the research showed that one of the strength of vocabulary learning by using flash cards media was it could increase the pupils' vocabulary because it has a game element in it which could be reinforcement for the pupils to recall what has

been taught to them at the previous meetings. The increasing on pupils score was gained from comparing the result of the analysis of the pupils' learning result in cycle 1 and cycle 2. There was an increasing of the mean score from 38.62 in cycle 1 and 75 in cycle 2 was achieved after the flash card implemented for 2 meetings in cycle 2.

Pupils' response toward the Application of Flash Cards in Learning Vocabulary

Based on the fact above, it could be inferred that pupils have positive response towards the use of flash cards media in learning vocabulary. The positive response given by them was rooted to the ability of the media to provide more enjoyable learning atmosphere and to increase pupils' learning achievement.

CONCLUSIONS

Based on the research findings, the researcher drew conclusion that the implementation of flash cards increased the pupils' English vocabulary. The impact of flash card implementation showed that the response of the pupils was good and their achievement test showed a good increasing. They could fulfill the criteria of minimum achievement.

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