The Use of Flashcards in Teaching English for the Sixth Year Students of SDN 1 Tuntang in the academic year of 2002 - 2003

Insaniyah
SD Negeri 3 Tuntang
Jl. Fatmawati No. 116, Kec. Tuntang, Kab. Semarang
insan_iyah@yahoo.com

Abstract

This research is to study the use of flashcards to teach English vocabulary. Teaching material in above is virtually concerning with visual aids. By using visual aids, expected that the teachers would be able to motivate them to learn and pay deep attention to the presentable materials by the teachers, so the students will not be tedious. This is an experimental research. The subject of the study is limited to the students of the sixth year of SDN 1 Tuntang, which has 27 students as the sample. She focuses on teaching method, which gives emphasis on flashcards as media in teaching vocabulary. To prove the success of teaching the writer compares between the result pre-test and post-test. The findings of this study showed that there are 20 students or 60 % are categorized as excellent, 15, 6 % or 3 students are as good students, 12, 5 % or 3 students are as fair, and 3, 1 % students are as poor. It means that teaching English vocabularies by using flashcards are very effective.

Keywords: *Teaching English Vocabulary, Flashcards, Visual Aids*

Abstrak

Penelitian ini bertujuan untuk mempelajari penggunaan flashcards (kartu pengingat) untuk mengajarkan kosa kata bahasa Inggris. Bahan mengajarnya dengan alat bantu visual. Dengan menggunakan alat bantu visual, diharapkan para guru akan mampu memotivasi mereka untuk belajar dan akan lebih memperhatikan materi yang diberikani oleh guru , sehingga siswa tidak akan mudah bosan. Penelitian ini merupakan penelitian eksperimental . Subjek penelitian ini, terbatas pada siswa kelas enam SDN 1 Tuntang , yang memiliki 27 siswa sebagai sampel . Peneliti berfokus pada metode pengajaran , yang memberikan penekanan pada flashcards sebagai media dalam pengajaran kosa kata. Untuk membuktikan keberhasilan mengajar, penulis membandingkan antara hasil pre - test dan post -test. Temuan penelitian ini menunjukkan bahwa ada 20 siswa atau 60 % dikategorikan sebagai sangat

baik , 15,6 % atau 3 siswa dikategorikan sebagai baik, 12,5 % atau 3 siswa sebagai dikategorikan cukup dan 3,1 % siswa dikategorikan sebagai kurang. Ini berarti bahwa pengajaran kosakata bahasa Inggris dengan menggunakan flashcards sangat efektif.

Keywords: *Pengajaran Kosakata Bahasa Inggris, Flashcards, Visual Aids*

Introduction

The government has apparently understood the essential of learning English. The establishment of the 1994 curriculum has made a clue that English can be taught in elemantary schools is for only introduce on the vocabulary mastery. Vocabulary is an essential mean in learning English. On the other hand, teaching vocabulary for those little kids is not equal with those who are in matured, because they are having great basically divergences of characteristics and motivation.

Children in general do not have selves motivation and a need to learn English. But adults are aware to the important of learning English, on the contrary, so they have indiferent approaching in selves morivation to learn language. Allen (1983:33) says that teaching English to the beginner should need the techniques. The best technique is utilizing an approach, which still has interrelation to their world. The technique here may use visual aids especially in teaching vocabulary. Visual aids are available in many forms, for instance picture, card, games and puzzles, etc. Thus, teaching English especially in Elementary School less or more should use; technique that still has association with playing games, picture, cards, etc.

In this study, however, the writer is devoted in observing teaching vocabulary by using flashcards. Teaching material in above is virtually concerning with visual aids. By using visual aids, expected that the teachers would be able to motivate them to learn and pay deep attention to the

presentable materials by the teachers, so the students will not be tedious. The students understand and retail better when they have been shown or taught in some objects associate with visual it (Finocchiaro: 1974:63). The use of variety of media will increase the probability that the students will learn more, retail better what they learn, and improve their performance of the skills they are expected to develop (Brown: 1973:1). Hence, in this study the writer wants to examine further the teaching of vocabulary by utilizing flashcard at SDN I Tuntang and sorting out the problems research, namely; (1) what are the procedures of teaching vocabulary by using flashcards?, (2) what is the result of the teaching – learning process by using flashcards? And (3) what are the advantages and disadvantages of teaching vocabluary using flashcards?

The Definition of Flashcards

Flashcards are part of visual basic. It is defined by Webster (1972: 6) that flashcard is any of asset of cards with words, number, etc on them, which are flashed one by one before a class for a quick response in drill. While according to Haycraft (1983: 73), "Flashcards are the cards on which words and or pictures are painted or drawn". It could be big enough to be seen clearly by every student in the class.

The Function of Flashcards in Teaching Vocabulary

While in this study, the writer uses flashcards as the media in teaching vocabulary. Vocabulary cards seem to be most effective and practical way of memorization to accomplish new vocabulary. By using cards and flashcards are suitable for the beginner in English. According to Haycraft (1983) flashcards can be used for consolidating vocabulary, practicing structure and word order or for a variety of games. Besides, flashcard can also give a great help to the teacher in the class.

A learner cannot always successfully learn English just by listening the explanation from the teacher or by reading books in English. However they do not mean that by reading books and listening the explanations from the teacher are not necessary.

Furthermore, this method gives emphasis on pronuciation of the utterance of words and in correct written of words. Besides, in vocabulary class, the learners are encouraged to bestow their opinion about the cards, which are presented by the teacher, thus the learners can be more active and not only passive for the teaching and learning process. In a short time, flashcard is also very useful the students to speak and memorize the words automatically.

The Procedures of Using Flashcards in Teaching Vocabluary

These followings are the procedures of teaching concrete nouns using flashcards, suggested by Allen (1983: 34-35):

1. The teacher prepares some cards that will be taught on that day. She manages the cards upside that the students do not know what are on the cards.

2. As warming up, she asks the students to mention the names of object (the spoken topics) that they know in Indonesia. She can also point some students to answer, in order ti make them active or she asks them to discuss the objects with their neighbours.

3. She shows a card to the class by closing the written word with a piece of paper. The students are asked for giving attention to the picture of the card and mention it into Indonesian language.

4. Having got the right answer, the teacher have said the object in English and she would have asked the students to repeat after several time to make sure that they could say it in a correct pronunciation.

5. She opens the paper, which covers the written word and asks them to say the word once again, afterwards, she asks students to write the words on their books. If it is necessary, she can write it on the blackboard.

6. After finishing several cards, she asks the students to close their books and one of them comes forwards to clean the blackboard.

7. The teacher flashes the several cards one by one randomly with choosing the written words. Some students (the students which are pointed) have to mention the name of the drawn subjects on the card in English in correct pronunciation. One of them has to write it on the blackboard to check whether she/he can write it correctly or incorrectly. To check the answer, the teacher just opens a piece of paper, which closes on the written word. When the writer shows the picture to the class, the teacher is just showing at glance (a few seconds). In this case, the students shall always pay good attention to the show of slow motion pictures.

Research methodology

The type of research used is experimental research. In this experiment, the writer teaches vocabulary by using flashcards as the media. Flashcards as the media. Flashcards can help teachers to draw their students' interest and motivation. Besides, flashcards can make the students active during the teaching-learning process. It also helps to avoid misunderstanding the meaning words.

In this study, the subject of the study is limited to the students of the sixth year of SDN 1 Tuntang, which has 27 students. The writer takes all students of the sixth year of SDN 1 Tuntang as the sample. She focuses on

teaching method, which gives emphasis on flashcards as media in teaching vocabulary.

The teaching observation covers six meeting to teach them. Those are based on the following material:

1. The first meeting: pre-test
2. The second meeting: number and colors
3. The third meeting: things in school's bag
4. The fourth meeting: things around the bathroom
5. The fifth meeting: things around the classroom
6. The sixth meeting: post-test

The writer takes material from English book, first step 1, an English Book for Elementary School, published by PT. Intan Pariwara.

After giving the materials, the writer drops a hint a test for the students. Testing is the process of giving a test, also called a quiz or exam, in order to measure a student's understanding, achievement and performance (Zenger: 1977: 33). The form of the test can grouped into three forms, namely oral, written and behavior forms. In this study, the objectives of the used test are; (1) for measuring the students' achievement in understanding vocabulary is using flashcards, (2) for measuring the students, achievement in understanding words meaning.

In constructing tests, there are two kinds of test, namely objective test and essay test. In this research, the writer decides to use an objective test in the form of multiple-choice tests with four options; A, B, C, and D. One of them is the correct answer, while the others are destructors. The test consists of 30 vocabulary items and she bestowed 30 minutes for them to do it. Considering that it can be quickly uses the objective test, and this one is easy to score. In scoring the test; a student's score is counted with the following formula (Arikunto: 1992: 117):

$$S = \frac{R}{N} \times 100$$

Explanation: S = the score

R = total number of correct answer

N = total number of the items

Discussion

The instructional design purpose is the students' competence that is recognizing by heart of all taught vocabulary, sub material; vocabulary. Material: numbers, there are 20 vocabularies. These are 11 vocabularies about colors. There are 13 vocabularies about thinking things, which are scattered in the kitchen. There are 11 vocabularies about thinking things, which are scattered around the school.

The Result of Teaching Vocabulary Using Flashcards

To know if the teaching vocabulary by using flashcards is successful or not, the writer compares between the result pre-test and post-test. This comparison can be seen on the table as subsequent:

No.	Name	Pre-test	Post-test
1.	Wawan Gunawan	5	8,6
2.	Purnomo Subekti	6,5	9,5
3.	Restiyarso	6	7,3
4.	Arya Dwi Mardiyanto	3	9

5.	Devi Setiawan	6	9
6.	Bendi Istiawan	5,5	9
7.	Erni Ernawati	4	8,3
8.	Suyanto	4	8,6
9.	Mujiana Sulistyawati	5	5,3
10.	Yusup Iska Saputra	2	9,8
11.	Noviana Amy S.	7,5	7,5
12.	Dwi Nursiyanto	4	7,8
13.	Rini Susanti	5	8,5
14.	Eka Susilawati	5	9,3
15.	Muhammad Fatkhu Razhag	6	9,8
16.	Frandika Adi Wijanarko	7	9,2
17.	Rudi Prabowo	6,5	9,8
18.	Orisa Ardi Saputra	7, 5	9,5
19.	Fika Riyanto	6, 3	9,5
20.	Tri Novianton	6	9,3
21.	Kukuh Widyanata	4	6,6
22.	Eri Suharti	6,5	9,5

23.	Novita Eka Putri	7	9,6
24.	Andrian Eka Yulianto	5	8
25.	Diyana Kumala	6	9,2
26.	Rafika Andar Lisyatama	6	9
27.	Metaria Yohan Aprilia	6	9
		Σ n = 164, 8	Σ n = 235

Pre-test (x) $= \dfrac{\Sigma \text{ n}}{27} = \dfrac{164, 8}{27} = 6, 1$

Post-test (x2) $= \dfrac{\Sigma \text{ n}}{27} = \dfrac{235}{27} = 8, 7$

After computing and comparing between the result of pre-test and post-test, that can be seen that by using flashcards the students can achieve the target vocabulary well.

The Advantages and Disadvantages of Using Flashcards

The advantages of using flashcards that can be found in vocabulary class, they are:

a. The students have high interest in following the teaching-learning process. Most of children such as elementary school students are more interested in pictures, cards, games, etc rather than listening to the teachers' long explanations. The use of flashcards in vocabulary class can lead to an interesting circumstance, so it will not be too difficult for the teacher to transfer the lesson for them.

b. The students are encouraged to be active in the class. As an example, when the teacher shows a card bearing a picture to the class and asks the students to give a response, opinion, or discussing it with their friends orally.

c. The students are trained to think fast/automatically, for example; when the teacher shows the flashcards to the students, the teacher will provide a restrictive time, since the students will observe the picture and then they have to give the response a few seconds. By this feasible thing will make them to think faster.

d. It is easy to understand, memorize, and remember. Thus, misunderstanding will be avoidable, because the students see the drawn object directly.

The uses of flashcards also have its disadvantages, they are:

a. The teacher must have willingness to spend her spare time at home but and prepare suitable materials.

b. Expect spending his spare time, the teacher also has to spend much money to get materials, like colorful pens, pencil cards, etc. as we all know that nowadays the cost of those things are expensive.

c. The students are well trained to think faster automatically. For example: when the teacher shows the flashcards to the students, the teacher will provide very restrictive time, since the students observe the picture; they have to give response spontaneously and simultaneously.

d. It is easy to understand, memorize, remember, committing and misunderstanding is avoidable, because the students see the object which is drawn directly.

Conclusion

In summary, this study finally found that firstly, procedures of using flashcards are; (1) the teacher flashes the several cards one by one randomly, (2) some students have to mention the name of the draw subjects on the cards in English, (3) to check the answer, the teacher just opens a piece of paper which on the written words. Secondly, the results of using flashcards are; (1) teaching English vocabularies get better in the classroom when the students directly participate in learning activity. It shows that there are 20 students or 60 % are categorized as excellent, 15, 6 % or 3 students are as good students, 12, 5 % or 3 students are as fair, and 3, 1 % students are as poor. (2) teaching English vocabularies by using flashcards are very effective in teaching-learning process. Thirdly, the advantages and disadvantages of teaching vocabulary using flashcards are in the following; (1) the advantages; the students have a high interest, they are encouraged to be active in the class, they are trained to think fast and it is easy to understand, memorize and remember the material. (2) the disadvantages; the teacher must have willingness to spend her spare time at home to prepare the flashcards and she has to spend much money to get material.

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