

DEVELOPING FLASHCARD MEDIA FOR TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

(Study Case in the seventh grade students at SMPN 1 Sanankulon)

Hesty Puspita Sari¹, Nita Sutanti², Linda Tri Wahyuningsih³,
Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Balitar
Email: hestypuspita1403@gmail.com¹, nitasutanti4789@gmail.com²
lindatriwahyuningsih18@gmail.com³

ABSTRACT:

The aims of this research are not only to know the develop flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years but also to know the effectiveness of flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2017/2018 academic years, to know the students response toward the use of flashcard in teaching learning vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years. This research is Research and Development (R&D), which used the Sugiyono's model (2016:298) with adaptation. The data collecting through interview, questionnaire, documentation, and test. In this case, the researcher used three validators. They are validator of media and validators of material. The product user is VII F of SMPN 1 Sanankulon which consisted of 32 students. In this research, the researcher used one group pre-test and post-test experimental design to try out the product. The result of the research showed that: 1) The result of media validation flashcard and guiding book got the average were 84,37% while the result of content of material validation 87,5%. The average for all validation was 85,41%. The score was catagorized as "very good" with interval $80\% < x \leq 100\%$. So, the developed flashcard media as a learning media in teaching and learning vocabulary to the seventh grade students was valid to be implemented for the seventh grade students and it can be used as media in teaching learning process especially in vocabulary mastery. 2) It proved by the result of the students' test. The mean score of pre-test and post-test increased from 69,81 to the 94,37. It can be concluded that there was increased in mean score before and after treatment. Furthermore, Based on the result of t-test, it showed that value of t-test $< t$ table. So, H_0 is rejected and H_a is accepted. It can be concluded that there is significance of mean score the seventh grade students before and after treatment the product. In other word the product is proper if used in the seventh grade students at SMPN 1 Sanankulon. 3) It proved with result of questionnaire students' response. It gained the total score 1038 then the

criterion of score 1280. It accumulated on percentage that was 81,09%. It was very good category. It means, that used flashcard media in learning vocabulary is very positive for the seventh grade students. If seen in criteria of response this is absolutely agree response. So, in other word the students absolutely agree if used flashcard media in learning vocabulary.

Key Words: development, flashcard media, teaching, vocabulary

PENDAHULUAN

In Indonesia, English is one of the subject matters. This subject matter is of the compulsory subject that have been introduced from primary to university level. English is one of subjects which examined in UN (National Examination). According to Government Regulation of the Republik Indonesia (2005:4) at the level of SMP/MTs/SMPLB or other equivalent forms, the National Examination includes Indonesian, English, Math, and Natural Science Lesson (IPA).

According to Process Standard (Permendiknas, 2007:41) learning objectives described the process and learning outcomes that are expected to be achieved by learners in accordance with basic competencies. This means the ability to defined in the learning objectives include the ability to be achieved by the students during the learning process and the results of the study at a basic competence (UU SISDIKNAS, 2010:81).

Teaching English have four skills as foreign language. According to Ur (1996:120) "of all the four skills (listening, speaking, reading and writing)". Those skills are should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

In order to support the English skills as mentioned above, it is essential to learn vocabulary. It becomes a central part in English learning. According to Richards (2001:4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to. Without a sufficient vocabulary, people can not communicate effectively or express their ideas in either oral or written form. Having a limited vocabulary is also a barrier that procedures learner from learning a foreign language.

The researcher had already done and observations on 7 April 2018 in SMPN 1 Sanankulon through interview, questionnaire, and documentation. The researcher found that, the seventh grade students felt bored if the study vocabulary through dictionary. In addition, the seventh grade students tended to many silent when learning vocabulary in the class. They want to study with

a new media. They will be quick to memorize and easy to understand many vocabularies. (See appendix 1a-1f).

Based on the result of the observation above, the researcher will make new media to help the seventh grade students to improve their vocabulary mastery. Because the vocabulary is very important when study English.

According to Hamalik in Usman and Asnawir (2002:29) there are four classifications of media. They are: 1) Visual media; 2) Auditifmeda; 3) Visual and audio visual media; 4) Dramatization media. The example of visual media is flashcard. Haycraft (1986:102) states that flashcard can use for consolidating vocabulary, practising structure and word order, or for a variety of games.

Based on the statement above the reseracher used flashcard to improve the vocabulary mastery of the seventh grade students. As it is supported by Arsyad (2014:115) states that cards containing pictures (objects, animals, etc) can be used to train students to spell and enrich their vocabulary. The cards serve as a hint and stimulus for students to respond as they wish. For example, in the practice of facilitating prayer readings, the image of each movement in the prayer is made on the flashcard.

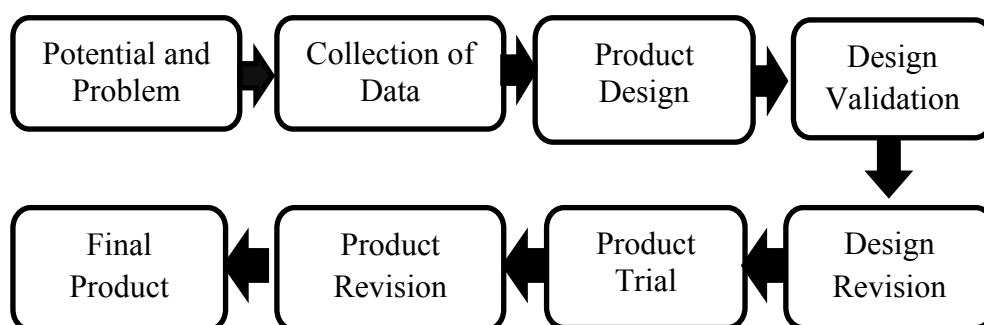
According to Mayristanti (2016) with title the Effectiveness of Using Flashcards on Students' Vocabulary Achievement, the research was aimed to obtain the empirical evidence of the use of flashcards in teaching vocabulary. The objective of this research must be investigate whether or not flashcards was effective on students' vocabulary achievement of noun words and adjective words at the seventh grade of SMPN 178 Jakarta. In this research, there was significant difference between students' vocabulary achievement by using flashcards and without flashcards. Thus, it could be concluded that the teaching vocabulary using flashcards was effective on students' vocabulary achievement. But, this research does not use verb words for investigate whether or not flashcards was effective on students' vocabulary achievement.

Based on the previous studies above, the researcher intended to developed flashcard for teaching vocabulary. From those to previous studies there are several weaknesses and the researcher made it proper by adding such strong material with the type of word whether it's noun, verb, and adjective. The flashcard also complete examples of sentence in every word. So, the researcher did the research entitled "DEVELOPING FLASHCARD MEDIA FOR TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL".

METODE

In this research, the researcher made a flashcard media to develop vocabulary mastery in the seventh grade students at SMPN 1 Sanankulon. Therefore, the researcher used Research and Development (R&D) as a research design. While the approach used by researcher is qualitative and quantitative descriptive approach. Because this research is descriptive, *maknawi*, and not focused on quantification of data. So, the approach of this research is qualitative descriptive approach.

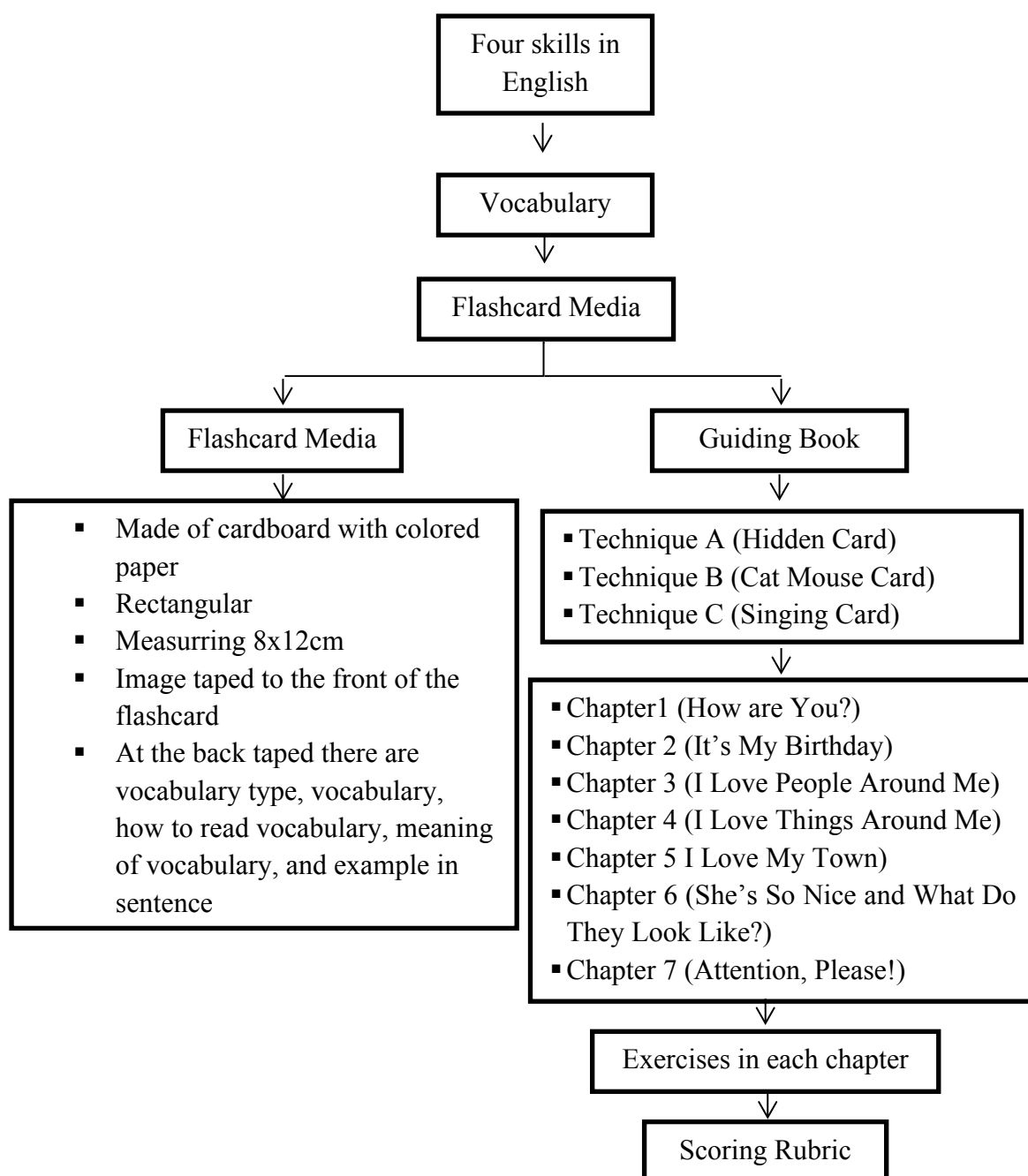
The researcher adapted this framework and research procedure from Sugiyono's model (2016:298). In Sugiyono's model there are ten stages. But, because of the limited time the researcher limited the development in eight stages. The stages included: 1) Potential and Problem; 2) Collection of Data; 3) Product Design; 4) Design Validation; 5) Design Revision; 6) Product Trial; 7) Product Revision; and 8) Final Product. This model is used by researcher because this stages was appropriate in developing the media. The stages can shown below :



The researcher used the seventh grade book based on 2013 curriculum. The researcher grouped eight chapters into seven chapters. The researcher designed the product in accordance with the students' need by looking at the result of questionnaire that has been delivered. After that the researcher made the product seriously so that the product which be produced satisfying for the user. Besides, that the main purpose is to develop vocabulary mastery to the seventh grade students in SMPN 1 Sanankulon. In producing the product the researcher pay attention in terms of design principles. The design principles among others: a) simplicity, b) alignment, c) emphasis, and d) balance.

In this research, the researcher used three validators. They were two validators of material and one validator of media. The aimed of the validation is to make become better in quality., the researcher made the product pay attention in terms below :

1) The hypothetical product of this research shown in this figure below:
Hypothetical Product Model



2) Product Specifications.

The product is flashcard media. There are two specifications, they are the guiding book specification of flashcard media and the physical form of flashcard.

- a. The guiding book specification of flashcard media.
 - (1) A5 size paper;
 - (2) Paper weight 70 grams;
 - (3) Type of HVS paper;
 - (4) Full color in front of cover;
 - (5) The contents of book are black and white color;
 - (6) There are 7 chapters. Chapter 1 (How are You?), Chapter 2 (It's My Birthday), Chapter 3 (I Love People around Me), Chapter 4 (I Love Things Around Me), Chapter 5 (I Love My Town), Chapter 6 (She's So Nice and What Do They Look Like?), and Chapter 7 (Attention, Please!).
 - (7) This book is completed with practice questions.
- b. The physical form of flashcard.
 - (1) Made of cardboard with colored paper;
 - (2) Rectangular;
 - (3) Measuring 8x12cm;
 - (4) Image taped to the front of the flashcard; and
 - (5) At the back taped there are vocabulary type, vocabulary, how to read vocabulary, meaning of vocabulary, and example in sentence.

The researcher expected to get feedback and suggestions from the experts. The researcher consulted her product validation with a good expert. So that the product better and quality. The researcher used three validators. They were two validators of material and one validator of media. After evaluation of the product, the researcher knew whether the product to be improved or not. So, the researcher must improve the product. The aimed of this activity so that the product made the researcher can be used in Junior High School especially the seventh grade students in learning vocabulary mastery.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The researcher collected potential and problem in SMPN 1 Sanankulon. She collected the information by interviewing the vice principle of curriculum, English teacher, and one student of SMPN 1 Sanankulon. The researcher wanted to know the students' need, curriculum, syllabus, and media that used

for teaching in the class. After the researcher knew the students' need, curriculum, syllabus, and media used for teaching in the class, the researcher made flashcard as media in teaching vocabulary.

Based on the questionnaire of the seventh grade students in SMPN 1 Sanankulon that had done by the researcher, the seventh grade students felt bored if the studying vocabulary through dictionary. They wanted to study with a new media. So the researcher made flashcard media for teaching vocabulary.

Finally, based on the result of analysis media from the students, the total score was 848. While the criterion of score was 1280, and the percentage was 66,25%. The value categorized $60\% < x \leq 80\%$ the mean was the criteria score of respondent was agree. So, it can be concluded that the seventh grade students agree if the researcher made a flashcard media to help their for study vocabulary mastery.

Based on the figure above, the students' answer yes was blue color the total was 848, and the students' answer no was red color the total was 432. The percentage were 66,25% and 33,75%. It can be concluded that the students' answer yes more than the students' answer no. So, the students enthusiastic if the researcher made media flashcard to help the students learning vocabulary.

In addition, the researcher made material vocabulary on the flashcard also accordance to the syllabus. The researcher also used the seventh grade book based on 2013 curriculum to more convincing vocabulary that used in teaching vocabulary for seventh grade students. The researcher hoped flashcard media can solved the problem of students in trouble of vocabulary mastery. The researcher wanted the seventh grade students in SMPN 1 Sanankulon optimize the potential of their best to be students superior in the world of education, especially superior in English lesson.

The product included flashcard media and guiding book of flashcard media. After was developed, then the product evaluated by the validators. The researcher made the validation of the media and the validation of the material.

The researcher used validator to validation of the media. The validation of the media was Mrs. NTS. The criteria of the validation included eight aspects of flashcard media and eight aspects of guiding book. Based on the result above, the validation by the validator of media "flashcard" had the total score was 27 of criterion score was 32. It accumulated in percentage that was 84,37%. It was classified in very good category. So, the media is good if used in teaching vocabulary for the seventh grade students. Finally, based on the result above, the validation by the validator of material had the total score was

56 of criterion score was 64. It accumulated in percentage that was 87,5%. It was classified in very good category. So, the material was valid.

The percentage score of flashcard media for teaching vocabulary to the seventh grade students by validators consist of the validation media and material. Listed in table below:

The Result of the Recapitulation Validation

No	Validator	Component	Percentage	Criteria
1	Validation of media "flashcard"	Media presentation of flashcard	84,37%	Very good
2	Validation of media "guiding book"	Media presentation of guiding book	84,37%	Very good
3	Validations of material	Content of material	87,5%	Very good
	Average		85,41%	Very good

Based on the recapitulation's result above, the percentage of components in media "flashcard" and "guiding book" were 84,37% and 84,37%, while the percentage of the content material was 87,5%. The average was 85,41%. So, it can be concluded that the product was very good category and the product good if used in teaching vocabulary for the seventh grade students.

From the result of the students' response gained the total score was 1038 then the criterion of score was 1280. It accumulated on percentage that was 81,09%. It was very good category. It means, that used flashcard media in learning vocabulary was very positive for the seventh grade students. If seen in criteria of response this is absolutely agree response. So, in other word the students absolutely agree if used flashcard media in learning vocabulary.

DISCUSSION

The objectives of this research are to develop flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years and to know the effectiveness of flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years, and to know the students' response toward the use of flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years. The result of this research are develop, effective and interest that used flashcard media for teaching vocabulary to the seventh grade students at SMPN 1 Sanankulon in

2018/2019 academic years especially in VII F that followed by 32 students. The develop of the product can be seen in the result of the validator media and validator of material. The effective of the product can be seen in increased of students' test. Then the interest of the product can be seen in the result of students' response.

In order to develop an effective product, the researcher made students' analysis of medianeed. The researcher had done distributing questionnaire. The result of the questionnaire most of the students interested using flashcard media not only used dictionary when learning vocabulary. So, the researcher made the flashcard media with guiding book to easily the students used media.

The researcher made the flashcard media focused to developed vocabulary mastery for the seventh grade students. The researcher made flashcard which is rectangular. The flashcard is different color from each chapter. One flashcard containing photo equipped with type of vocabulary, vocabulary, how to pronounce vocabulary, meaning of vocabulary, and example in sentence. There are seven chapters, the chapterswrting in guiding book of flashcard media. Each chapter completed with exercises.

The flashcard media was evaluated by the supervisors and validators. The materials of the flashcard media also was evaluated by the supervisors and validators. So, the students would be helpful if study vocabulary used it. Because the product had many qualities in the physical form and the content.

In addition, the product was trial to the students. The trial included pre-test and post-test. On Juli 20th, 2018 the researcher gave pre-test to the seventh grade students of SMPN 1 Sanankulon and followed by 32 students. The mean score of pre-test is 69,81. On August 5th, 2018 the researcher gave treatment of the product for seven days. On August 14th, 2018 the researcher gave post-test to the seventh grade students of SMPN 1 Sanankulon and followed by 32 students. The mean score of post-test is 94,37. From the result of pre-test and post-test above, the mean score of pre-test and post-test increased from 69,81 to the 94,37. It can be concluded that there was increase in mean score before and after treatment. So, the product was effective to use in teaching vocabulary for the seventh grade students.

The researcher also giving questionnaire about students' response toward the used of developed flashcard media. Based on the result, it gained the total score 1038 then the criterion of score 1280. It accumulated on precentage that was 81,09%. It was very good category. It means, that used flashcard media in learning vocabulary is very positive for the seventh grade students. If seen in criteria of response this is absolutely agree response. So, in other word the students absolutely agree if used flashcard media in learning vocabulary.

Furthermore, the researcher did t-test. The result of calculating t-test using SPSS application is got same result. That is $t\text{-test} < t\text{ table}$. So, H_0 is rejected and H_a is accepted. It can be concluded that there is significance of mean score the seventh grade students before and after treatment the product. In other word the product is effective if used in the seventh grade students at SMPN 1 Sanankulon.

This product just publisedfor specific purposes that is for the school that the researcher had done the trial of media. The researcher not publishes in general because limited time and cost.

CONCLUSIONS

Based on the result of the research that analyzed in the previous chapter, the researcher made some conclusions. First, flashcard media was valid to be implemented as a learning media in teaching and learning vocabulary to the seventh grade students at SMPN 1 Sanankulon in 2018/2019 academic years. It proved by the result of validation of the product which include, the result of media validation flashcard and guiding book got the average were 84,37% while the result of content of material validation 87,5%. The average for all validation was 85,41%. The score was catagorized as "very good" with interval $80\% < x \leq 100\%$. So, the developed flashcard media as a learning media in teaching and learning vocabulary to the seventh grade students was valid to be implemented for the seventh grade students and it can be used as media in teaching learning process especially in vocabulary mastery.

Second, the developed flashcard media was effective to increase the seventh grade students in vocabulary mastery. It proved by the result of the students' test. The mean score of pre-test and post-test increased from 69,81 to the 94,37. It can be concluded that there was increased in mean score before and after treatment. Furthermore, Based on the result of t-test, it showed that value of $t\text{-test} < t\text{ table}$. So, H_0 is rejected and H_a is accepted. It can be concluded that there is significance of mean score the seventh grade students before and after treatment the product. In other word the product is proper if used in the seventh grade students at SMPN 1 Sanankulon.

The last, based on the students' response of the product, the researcher can know developed of the product if used in the seventh grade students. It proved with result of questionnaire students' response. It gained the total score 1038 then the criterion of score 1280. It accumulated on precentage that was 81,09%. It was very good category. It means, that used flashcard media in learning vocabulary is very positive for the seventh grade students. If seen in criteria of response this is absolutely agree response. So, in other word the students absolutely agree if used flashcard media in learning vocabulary.

Hesty Puspita Sari¹, Nita Sutanti², Linda Tri Wahyuningsih³.2018. Developing Flashcard Media for Teaching Vocabulary to The Seventh Grade Students of Junior High School (Study Case in The Seventh Grade Students at SMPN 1 Sanankulon).
Konstruktivisme, 10 (2): 180-192

SUGGESTIONS

The researcher proposed the suggestions in two parts, they are suggestions for theoretical and practical.

Hesty Puspita Sari¹, Nita Sutanti², Linda Tri Wahyuningsih³.2018. Developing Flashcard Media for Teaching Vocabulary to The Seventh Grade Students of Junior High School (Study Case in The Seventh Grade Students at SMPN 1 Sanankulon). *Konstruktivisme*, 10 (2): 180-192

- 1) For theoretical of the research, the researcher expected that she had input the development vocabulary. It means the flashcard media could be supplement in teaching vocabulary for the seventh grade students.
- 2) For practical of the research, the researcher expected to be beneficial for students to be used as media for learning vocabulary, for teacher to be an example on how to design media for teaching and learning process in the class, especially for teaching vocabulary, and for another researcher to be the guidance to develop another media for teaching vocabulary.

REFERENCES

- Alqahtan, M. 2015. *The Importance of Vocabulary in Language Learning and How to be Taught*. Vol. 3/No. 3.10.20472/TE.2015.3.3.002
- Arsyad, A. 2014. *Media Pembelajaran*. Jakarta: Rajawali Press.
- Aulia, R.M. 2016. *Improving Grade Eight Students' Vocabulary Mastery using Flashcards at MTSN Godean in the Academic Year 2016/2017*. Yogyakarta: Faculty of Languages and Arts Yogyakarta State University.
- Brown, H.D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. California: University Press.
- Bull, V. 2011. *Oxford (Learner's Pocket Dictionary)*. New York: Oxford University Press.
- Haycraft, J. *An Introduction English Language Teaching*. 1986. Longman: Longman Group Press.
- Kemendikbud. 2014. *When English Rings a Bell*. Jakarta: Kemendikbud.
- Linse, C.T. *Practical English Language Teaching: Young Learners*. 2005. North America: McGraw-Hill.
- Mayristanti. 2016. *The Effectiveness of Using Flashcards on Students' Vocabulary Achievement*. Jakarta: Faculty of Educational Sciences SyarifHidayatullah State Islamic University Jakarta.
- Nunan, D. 1991. *Language Teaching Methodology*. Sydney: Macquarie University Press.

Hesty Puspita Sari¹, Nita Sutanti², Linda Tri Wahyuningsih³.2018. Developing Flashcard Media for Teaching Vocabulary to The Seventh Grade Students of Junior High School (Study Case in The Seventh Grade Students at SMPN 1 Sanankulon).
Konstruktivisme, 10 (2): 180-192

Purwanti and Amri. 2013. *Kurikulum 2013*. Jakarta: Prestasi Pustakarya
Ricards, J.C. 2002. *Curriculum Development in Language Teaching*.
Cambridge: University Press.

Spady, W.G. 1994. *Outcome-Based Education*. America: American Association of School Administrators.

Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta Bandung.