

## Teaching Vocabulary Using Flashcard to Young Learners

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### Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan flashcard film dalam bahasa inggris dapat meningkatkan kosa kata young learners, dan untuk mengetahui aspek kosa kata mana yang mengalami peningkatan tertinggi dalam penggunaannya. Pendektayan penelitian ini adalah penelitian kuantitatif. Tes kosa kata digunakan sebagai instrument pengambilan data dalam penelitian ini. Subjek penelitian adalah anak 6-8 tahun pada siswa sekolah dasar di Bangkinang Kota. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan dalam pencapaian kosa kata siswa setelah mempelajari kosa kata bahasa inggris dengan menggunakan flashcard. Diharapkan flashcard dapat bermanfaat untuk meningkatkan pencapaian kosa kata siswa.

**Kata Kunci:** Kartu Flash, Anak Usia Dini, Kosa Kata

### Abstract

This study aims to determine whether the use of flashcards in English can improve the vocabulary of young learners, and to find out which aspects of vocabulary have the highest increase in usage. The perspective of this research is quantitative research. The vocabulary test was used as an instrument for data collection in this study. The research subjects were children 6-8 years old in elementary school students in Bangkinang Kota. The results showed that there was a significant increase in the achievement of students' vocabulary after learning English vocabulary using flashcards. It is hoped that flashcards can be useful to improve students' vocabulary achievement.

**Key words:** Flash card, young learners, vocabulary

### INTRODUCTION

English is an International language, so human beings want to study this language for communicating with human beings in the world. To make a top communication, people ought to master vocabularies , grammar and right pronunciation which can make it easier for humans to comprehensible by means of the listeners. According to (Richards, 2001) one of important aspects in learning foreign language is vocabulary. English has been discovered starting from elementary college to senior high faculty and of route at university. They should examine English and be fluent in English for verbal exchange with many human beings in the world who have distinctive language without problems and also it would be very beneficial when we go travelling round the world. Based on that case, most people around the international locations set English as the one of compulsory problem should be discovered at school.

In Indonesia, English is a foreign language. English has been cited as the first foreign language in Indonesia. In mastering foreign language, vocabulary as one of vital matters that have to be regarded even greater essential than grammar “ Without grammar very little can be conveyed, except vocabulary nothing can be conveyed” (Wilkins, 1972) The extra people

understand the vocabulary the greater positive communication will be. According to this time period people need to enrich their vocabulary as a lot as possible. Beside gaining knowledge of vocabulary, the pronunciation of every phrase and grammatical structure additionally should be concerned to prevent misunderstanding or misconception between the speakers and listen.

There are some ways to enrich vocabulary such as the use of media which can be implicated for teaching getting to know English vocabulary. One of them is flashcard. Flashcard as the media in teaching vocabulary the use of flashcard can improve student's attention, for this reason make vocabulary mastery using flashcard as one of nice ways. Flashcard is one media that can appeal to student's attention and inspire them to learn and involved in English.

Teaching English is essential to young learners, it prepares the students to introduce English in early ages. Children as the younger newbies have certain characteristics. Several traits connected to teens are that teenagers like playing, speak about "here and now", and understand also preserve the meaning higher when they have considered some object associated with them (Fauziati, 2002: 171-172). From that fact, the instructor should make the teaching mastering English extra involved to young learners. The basic element supporting students' capabilities is vocabulary. Vocabulary is central to language and of crucial significance to the standard language mastering (Coday and Huckin (1997: 5)). So, vocabulary is fundamental of language. By learning vocabulary, the college students can add many new words. The young novices have constrained vocabulary due to the fact they get difficulties to memorize the meaning. Considering the importance of vocabulary competence in mastering English, the teacher should find the terrific method and media to instruct vocabulary to young learners, so the study room will be more alive and the inexperienced persons greater enthusiastic to study English. There are many media in teaching vocabulary, one of them is with the aid of using flashcard. Flashcard is one of instructing media that is very appropriate to young novices.

Research demonstrates that constructing vocabulary information requires greater than amassing records about precise elements such as word definitions (Baumann & Kammeenui, 1991; Benjamin & Crow, 2010; Nagy & Scott, 2000; Stahl, 2005). Language learners' word knowledge should include a word's derivation, gender, grammatical environment, idioms, intentions, meaning, opposite, pronunciation, spelling, connotation, register, and collocation (Benjamin & Crow, 2010). In order to help learners acquire word knowledge in terms of its form, use, and meaning, Nation (1994) suggests a number of activities, as set out in Table 1. Take the spoken form as an example: Activities on websites can be designed for learners to learn how to pronounce a word, read aloud, or record it. Learners nowadays favor the integration of multimedia and technology into their learning, rather than traditional types of instruction.

Flashcards are excellent English teaching tools when teachers are introducing new vocabulary words and drill practice. Tuite et al. (2012) conclude that Picard, a Facebook game for studying flashcards, is a fun and effective environment for learners to memorize words in different fields, because Picard provides input by players with their own mnemonic devices and a social environment for players to communicate and help each other learn and stay motivated. The Word Engine, designed by Browne and Culligan (2008), provides flashcards with definitions in English, learners' first language, parts of speech, sound files with native speakers' pronunciation of the words, frequent collocations, and sample sentences. Two games were provided for learners to review: 1) Sight Words (Students are asked to quickly match the word to the correct response) and 2) Sound-Bubbles (Students first click on a bubble to hear a word pronounced and then match a correct response to each sound bubble). Moreover, V-Admin was used to generate individualized quizzes based on the words the students are studying for in-class testing, thus providing an external check to the activity reports. Browne and Culligan (2008) claim Word Engine provides a new type of self-access center for learners in vocabulary learning.

As a media, flashcards are a surely reachable useful resource to have and be beneficial because they are a brilliant way to present, practice and recycle vocabulary. Flashcard can be a awesome way to introduce new vocabulary, so that the novices have a very clear perception

of the word or concept. Besides that, students are greater curious instead that just flipping via the cards and having students repeat the words, comprise the playing cards into activities. So, they can take into account some vocabularies that they have studied before. Flashcard is a media in teaching vocabulary at Taqifa Kindergarten. Haycraft (1997: 102) states that flashcard is cards on which words or photographs are printed or drawn. There are two types of flashcards: photo and word flashcard. There are various method of instructing vocabulary according to Cross (1995) in Prabowo (2005: 13-14) : (1) presentation (2) practice (3) manufacturing to increase the students' grasp when they learn about vocabulary. Teaching in line may additionally be terrific with the procedure for teaching vocabulary using flashcard to young learners. Taqifa Kindergarten, standard has 32 students, 17 of them in category B.in educating gaining knowledge of process, the instructor used flashcard as a medium for teaching vocabulary. So, the researcher is conducted to lookup entitled Teaching Vocabulary To Young Learners.

## **METHOD**

The design of this research is conducted to see if the treatments extend the students's success in vocabulary. Thus, to get a end result of this research, the field learn about was carried out in three steps. The first step is the implicating of pretest calculating the based variable in this case is the students of basic college grade two. The subsequent step is the software of the experimental treatment to the subjects, the researcher concept vocabulary using flashcard and the final steps is the calculation of a posttest measuring the result of the tesst from established variable. Differences due to utility of the experimental treatment are then decided by way of the usage of comparison pretest and posttest scores (Borg, 1979).

Firstly, a researcher offers English vocabulary pretest to a team of students, presents some type of remedy to the group. The researcher idea English vocabulary the use of flashcard. Then the researcher gave the posttest. The result of pretest and posttest means have been compared to determine whether getting to know took place.

During the research, the flashcard contained English vocabulary about "things in the classroom" , was once given to 30 students of elementary school in Cililin . The pretest used to be accomplished to measure students's success in vocabulary earlier than giving the remedy by using educating vocabulary using flashcard. Then, the post-test was once completed to measure the students's success after the Implementation of educating about vocabulary using flashcard. The result can be implicated to figure out whether or not the Implementation of instructing program should improve students's vocabulary or not.

## **FINDING AND DISCUSSION**

The research finding is finished to assist the data. The goal of this study is discovering the real reality that has took place in the course of the research. There was one cycle in this research. This cycle, the researcher used flashcards as strategy to improve college students with disability' vocabulary mastery. In this research, the researcher has a position as a trainer to educate this integrated classroom. In delivering the material, the researcher used code switching between Bahasa Indonesia and English. It was once used additionally in making flashcards that was once Indonesian to help the students with disability in understanding the material. The English trainer has a position as a volunteer and observer who filled the field word about the study room activities. It is based on the consideration that the English instructor knows well the characteristics of each scholar in this built-in classroom. Thus, the teacher's function now not only becomes the observer however also the volunteer to help the researcher in controlling the students.

The researcher conducted the research in Taqifa Kindergarten. In this implementation, the researcher supplies flashcards in bilingual languages, in order to the students with disability should recognize the explanation, also the researcher asks to the English teacher will become the volunteer to assist the researcher in conditioning and controlling the students in this integrated classroom. When the teacher has to teaches in the school room and has factor for the children. The children should recognize the object of the topic, the shade of the topic, and

how to pronounce of the topic. For the example: the topic is animals and fruits, for that reason the teacher must prepare flashcard of the object from animals and fruits, the kinds of animals and fruits of the object greater fascinating and when the teacher teaches in the classroom, the teacher spells the word and mends of the pronunciation. The teacher has to use the media in teaching fundamental school such as pictures, video, computers, etc. In our researches take one media, the media is flashcards.

At the first, the instructor ought to consider the learner's needs. Allen's (1983) pointed out that that it is useful to provide the learner with phrases for "classroom language" simply at the early tiers of the course. She continues that it is necessary for the instructor to predict the words the college students desires to be aware of speak me about daily life, human beings and matters surrounding them. "When such words are learnt, the new language can right away be put to use". (Allen1983: 108).

There is a difference between the first graders and the fifth graders. The children are greater mature when they are on the fifth grade. In first grade, the children are extra childish, therefore the teacher have to be lively when she teaches in the classroom. Other source of facts from weblog web page by way of Brenda (2012) is stating about the attribute of fundamental school. The teenagers on first grade have quick interest span. Thus, instructors should vary their strategies to break the boredom. they ought to provide various things to do as

Handwriting, songs, games etc. They are very active. They should try to ask them to play games, function play dialogues and contain them in competitions. The children respond properly to praising and always motivate them and reward their work. The youngsters on the fifth grade are imaginative. When the instructor uses flashcards to train new vocabulary related to concrete meanings, however the children may have some difficulties distinguishing between creativeness and real world. Children will be enthusiastic if they are taught the usage of exciting activities or being involved in activities.

Meanwhile, the students from the fifth grade have shown the characteristic that they sometimes have difficulty in understanding what is fact and what is fiction. Based on my experience during teaching practice, they showed their fondness towards fictional things. Therefore, the teacher uses a video about something when the children interest is such as animals, traveling, transportation, etc.

From the commentary and interview that has been conducted, the primary points of this lookup is to describe the instructing vocabulary to young learners using flashcard. The information description is divided into some points of be aware of that instructing vocabulary the use of flashcard, the objective, the material, the teaching strategies in teaching-learning method and, the teacher and students response, the strength and weak point in teaching-learning using flashcard.

The Implementation of Teaching Vocabulary to Young Learner using Flashcard in 5 SD two Desa Sipungguk using the students are sorts of animals and fruits.

1. The Implementation of Teaching Vocabulary to Young Learner the use of Flashcard in 5 SD 2 Desa Sipungguk on the statement and interview, the lookup finds the implementation of teaching vocabulary the usage of flashcard such as, the objective, the material, and the educating procedures.
2. The Objective of Teaching Vocabulary Using Flashcard Based on the remark and interview in SD two Desa Sipungguk, the intention of teaching English vocabulary to young newbies in this faculty is to enhance vocabulary mastery of the college students from the base. From the interview with the trainer in this school, she said that:  
From the interview, the author is aware of that the goal of instructing English vocabulary in SD two Desa Sipungguk mainly in type 5 SD are to improve students' vocabulary . So, it capacity they must be energetic in learning English to observe the 4 language skills
3. The Material of Teaching Vocabulary the usage of Flashcard Based on the interview and observation, the material in teaching -learning system in used textbook organized by way of the instructor in that college entitled "Fun with English". The cloth that realized animals and fruits.

Based on the 3 day remark carried out by means of the researcher, one of material mentioned in the category is "Animals and Fruits". In that material, it is divided into ,3 meetings. In the first meeting, the teacher defined kinds of animal and fruits the second meeting, the trainer defined animals and fruits, the 1/3 meeting, the trainer remembered sorts of animals and fruits via the usage of cool animated film and real picture in flashcard, the ultimate meeting, the trainer repeat types of animals that they have learned before. The instructor explain the vocabularies such as rabbit, bird, fish, butterfly, cat, dog, duck, monkey, chicken, dragon fly, turtle, cow, snake and Apple, watermelon, pineapple and grape.

4. In teaching-learning process, the researcher found the technique of educating vocabulary and study room things to do using flashcard that came about at Taqifa Kindergarten. The researcher described some things to do that had been achieved with the aid of the students and the trainer for the duration of teaching-learning process. The remark was held for three instances from Monday, Tuesday, Wednesday 1st till 3 2020. The first statement was conducted on Monday, December 1st 2020 at 07.45 –08.45 a.m. The 2d commentary was performed on Tuesday, December 2th 2020 at 07.45 –08.45 a.m. The 0.33 statement used to be performed on Wednesday, December 3th 2020 at 07.45 –08.45 a.m. In the observation, the researcher interviewed the students and the teacher. The teacher through the method of teaching-learning that consist of three steps, there are: (1) Opening, (2) Learning Activities, (3) Closing. The fabric is "Animals and fruit". In that material, it is divided into three meetings. In the first meeting, the teacher explained types of animal and fruit, the 2nd meeting, the instructor remembered kinds of animal by way of using cool animated film and actual photograph in flashcard, the remaining meeting, the trainer repeat sorts of animals that they have learned before.

In the first until 0.33 remark has same process and media however there have one-of-a-kind technique. In the first observation, the instructor came in the study room then she greeted the college students and requested their condition. She also checked the attendance of the college students before studying. In the learning activities, in first assembly the teacher defined the fabric via displaying animal flashcard. She drilled one with the aid of one photo to the students. She shared the flashcard to the students and requested them to stick the animal on the board as like as her instructions. In the second observation, earlier than she reviewed the cloth earlier than then gave the college students an exercise. The college students should circled the animals photograph that noted by the teacher. In the third observation, the teacher gave things to do to the students by stick the flashcard on the board in the suitable wide variety that she had wrote in the board as like as her instructions. In the fourth observation, the instructor gave some listening exercises. She requested to the students to select the best picture that she had mention. After the activities had finished, the trainer reminded to the college students about the cloth that day. Before close the meeting, the trainer reviewed the fabric that day and then closing the meeting.

Students Response to Teaching Vocabulary the usage of Flashcard From statement and interview, the researcher explains the teaching-learning manner from first until fourth assembly the students' response is good. The college students loved the teaching-learning process. They are very fanatic in each and every meeting. The student's opinion to teaching vocabulary the usage of flashcard helps to them to recognize and remembering the vocabulary easily.

Most of the students in that classification gave top response, they loved the getting to know activities. They can study with the image that drawn the real image that can they memorize the vocabulary easily. And they can do a lot of the things to do by means of using flashcard. The Strength and Weakness of Teaching Vocabulary the usage of Flashcard After watching and interviewing the trainer after teaching-learning vocabulary system using flashcard of Taqifa Kindergarten, the researcher can conclude some power and weakness. The strength, are: (1) In educating mastering manner using vocabulary can arousing the college students to examine because they can do a lot of things to do like a enjoying game, barring that, by the usage of colorful flashcard that can make college students more involved to study it. (2) Facilitating the college students to base vocabulary. The real animal image is

very useful to make college students remembering the vocabularies. (3) Making the college students energetic and self-assurance in the classroom. Flashcard can produce a lot of things to do and the students can preserve the image and exercise straight away through orally. (4) It is very simple and practice. It potential that it simply adapts the theme of the teaching-learning material barring noticed the real things/animals however just by card. Every electricity had some weakness, in teaching-learning method there are some weaknesses: (1) By the use of flashcard, it taking a lot tim teacher need to find the actual photograph and then she must print out the coloring picture. The teacher has a lot of instruction for days before teaching-learning happen. (2) Requiring the instructors to be creative, because It is ward off the students' mood, so they have no longer bored when study by means of the usage of flashcard. The teacher should prepare and create the special things to do when she is educate using flashcard, she do that to minimization students' bored. (3) Taking much money, due to the fact the teacher pays when she print-out the cloth and also designed the flashcard to greater easy when they hold it.

## CONCLUSION

Flashcard is one of exceptional media to be used educating elementary school students; as a result flashcard is precise way for the instructor when they teach new vocabulary. Flashcards are a simple, versatile, yet regularly underexploited resource. I would like to provide some motives for using flashcards and a decision of activities for use in the young learner classroom, although some of the activities ought to also be used with fun-loving, lower degree adult classes. In my experience, our students are greater lively and interesting when I used flashcard in my mastering activity. When the teacher makes use of flashcards for teaching vocabulary, the college students get some factor of learning vocabulary the usage of flashcard. They need to understand about the object of the topic, the shade of the topic, and pronounce of the words.

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