

IMPROVING STUDENT VOCABULARY THROUGH WORD CARD IN SD N 2 JETAK TULAKAN 2023/2024

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Abstract

This research aims to know the implementation of word cards in improving students' vocabulary mastery. The researchers used classroom action research. The subjects of this study consisted of 20 grade III students. To collect and analyze data, researchers treated the students using word cards and obtained information from observations, interviews, and documentation. The two cycles in each cycle consist of planning, action, observation, and reflection. Based on the results of this study indicate that there is a development in students' vocabulary learning. The results of this study suggest that there is a development in students' vocabulary learning. It could be that the average pre-test score is 93.2. The average value of the post-test cycle I was 95.9, and the average of the post-test cycle 2 was 97.9. Success criteria achieved. In addition, the second criterion is that students become more active and think critically involved in the learning process. The results of observations and interviews show that students are engaged, responsive, and involved in class. The researcher concluded that: First, teaching vocabulary to third-grade students at SD N 2 Jetak Tulakan was very good; before starting the lesson, the teacher prepared lesson plans, materials, and media. Students actively apply knowledge, skills, and understanding to succeed. Second, students are active in learning new vocabulary in grade three. Students are very active and pay attention to the teaching and learning process. They have good manners, good religion, and are friendly. And with the teacher using the word card method, students are more enthusiastic and motivated in the learning process.

Keywords: *Improving, Vocabulary, Word cards*

Introduction

In the era of globalization, as we are experiencing today, technology continues to progress. So that with the development of technology, English is appropriate to be mastered in facing various challenges in this modern era. Therefore, one of the goals of learning English is to help students communicate both orally and in writing. So that when speaking in English, they understand what is being said or written in a letter, article, and so on. And vice versa, when they want to communicate with the other person, they share smoothly without any difficulties. Vocabulary needs to be introduced as early as possible. Children have a remarkable ability to memorize words than an adult. That is why learning English in elementary school is essential. When students master English, especially vocabulary, in elementary school, students would not complex to enter the next level of education (Apriyanti, 2020). The researcher believes that parental involvement and vocabulary mastery have a relationship that influences each other (Apriyanti, 2021).

Mastery of English in everyday life today interests everyone who will change the world of education and industry. In Indonesia, the use of foreign languages is increasingly widespread and is increasingly favored by schools and various international programs (Wijana, 2018). This phenomenon is magnificent because it can help students master English in their school environment other than in specific courses or institutions. There are four aspects of English skills: listening, speaking, reading, and writing. In addition, two essential components support this aspect: vocabulary and grammar. This is important to master in learning English (Wibowo et al., 2021).

Vocabulary is vocabulary in the early stages of language learning, where vocabulary plays a vital role in learning English (Asyiah, 2017). The reason vocabulary is known for the first time is that vocabulary does not have rules or formulas like grammar. When we listen to

conversations or songs in English, with the vocabulary we already know, we will quickly understand what we hear. Likewise, speaking, expressing, or conveying something, takes several vocabularies we can choose. As with reading, the vocabulary we master makes reading more enjoyable because we can understand every word used in the reading. And even in writing, when writing, we can use several vocabularies to produce a sentence. The terms used by students in daily conversation activities are always in the form of words consisting of nouns, verbs, adjectives, and adverbs.

According to Kridalaksana (1993), vocabulary is the same as the lexicon. The lexicon is (1) a language component that contains all information about the meaning and use of words in the language; (2) the wealth of words owned by a speaker, writer, or a language, (3) a list of words arranged like a dictionary, but with brief and practical explanations (1993). At the same time, vocabulary in KBBI (2001) is defined as vocabulary. Words in language activities are generally limited to words that are often used. The language community cannot use all the words in a language. So in terms of speaking or writing, passive vocabulary is rarely used or never used by someone in speaking or writing. But these words are still a language's vocabulary (Bukhari 1995).

In the learning process, it turns out that the students' low mastery of vocabulary greatly influences their competency achievement. One of the causes of low vocabulary mastery in students is their lazy attitude, mainly their laziness to open/read the dictionary, which, when opening or reading the dictionary, can add to our vocabulary. The techniques and methods used to improve vocabulary mastery in students and also know the right way of learning language. Namely, the Word Card method is expected to increase students' vocabulary; the media used is quite simple, namely in the form of words written on white cardboard with a font size of 5 x 5 cm, letters written in red capital letters (Rohman, 2010).

Word Card media can be used to develop vocabulary in aspects of language development. This card is played by showing it to the child and scanning it. Word card media belongs to visual-based media. Visual-based media plays an essential role in the learning process. Janu Astro (May Lalu, 2011: 15) suggests several advantages of Word Cards. Word card is easy to carry around. With a small size, Word Cards can be stored in a bag or even in a pocket, so they don't require ample space and can be used inside or outdoors. Word card is practical. Judging from how to make and use it, Word Card media is efficient. In using this media, the teacher does not need special skills; this media does not need electricity. If we use it, we just have to arrange the word order according to our wishes and ensure the word position is right and not upside down. It's easy to remember that the characteristics of Word Card media present short messages on each card offered. This short presentation will make it easier for students to remember these messages. Fun Media Word Cards can be used through games. For example, students compete to find one object or specific name from Word Cards that are stored randomly. The above description is the advantage of Word Card media, while the weakness of Word Card media is that children can only know and understand words only as words on Word Card media.

Method

This research is classroom action research (CAR). In this research, the writer gives the students a pre-test of vocabulary knowledge based on their English materials. It is given to know their vocabulary mastery. After presenting the test and learning students' vocabulary mastery, the writer finds what kinds of words they must provide and then give those words to the students by using word cards. The research consists of 2 cycles. At the last of each cycle, the writer gives the students a test to know their vocabulary progress.

The first cycle was held on Monday, 12 June 2023. The author gave pre-tests to students about parts of the body, and then students worked on questions consisting of the ten numbers provided. In the second cycle, the writer gave Post-test 1 to students about vocabulary animals, which consisted of 10 numbers—the third cycle, held on Tuesday, 13 June 2023. The researcher

provides students with Post-test 2, or the last test, about vocabulary fruits, consisting of 10 numbers.

Findings and Discussions

The Implementation of Word card

Pre Test

At the first meeting, before it was held in cycle 1, the researcher had a pre-test to determine the students' vocabulary mastery before the word card media was implemented. The researcher found an actual score in achievement before the post-test cycle 1 and 2. Before that, the researcher conducted class observations. First, the researcher asked students to count the number of students in class. Second, ask students to introduce themselves one by one. After the students understood the word cards, the researcher conducted a pre-test, and the students answered the questions. The results affect efforts to increase student competence. The results of the pre-test are presented in the following table:

Table 1. The Result of Pre Test

No	Nama	Pre Test
		Part of Body
1	Aq	100
2	Ai	58,1
3	Af	74,7
4	Al	100
5	Af	100
6	An	83
7	At	74,7
8	Aq	74,7
9	Ar	66,4
10	Ca	83
11	Du	100
12	Da	83
13	Ds	58,1
14	Kn	100
15	Ra	66,4
16	Ri	66,4
17	Rb	83
18	Sa	74,7
19	Si	100
20	Yn	74,4
	Amount	932
	Mean	93.2

The table above shows that the average student competency is 93.2. Researchers can conclude that third-grade students at SD N 2 Jetak Tulakan still have low vocabulary mastery among some students. This condition becomes a problem that must be solved, and the researcher uses word card media in class at the next meeting. The researcher hopes that the media used in class can help improve students' vocabulary.

Cycle 1

Planning

In this phase, the researcher made an action plan based on the problems faced by students in mastering vocabulary. Researchers prepare the media to be used in the teaching and learning process.

Action

In this action, the researcher started the lesson by greeting the students. Then the researcher checked the presence of students and whether students were absent or not. After that, the

researcher taught material about English vocabulary, and the topic was using word card media. After students were taught about the material, the researcher focused on using word cards to teach vocabulary. The researcher explained about using word cards to students, then asked students. Students must be able to answer questions. The researcher uses word card media and invites students to pay attention to how to use the media.

Furthermore, the researcher asked the students whether they still experienced difficulties or difficulties in understanding the material. Then the students answered that they understood the material well. From this activity, researchers can conclude that students understand the material well.

Observing

In this phase, the researcher observed the students' problems in the teaching and learning process. Most students did not pay much attention to what the researcher explained, but after the researcher demonstrated how to use word cards, the students began to pay attention to the researcher. It is easy enough to use the word card because they are familiar with the process. The vocabulary deals much with the material.

Reflecting

The researcher planned to increase the vocabulary of teaching and learning. The researcher needed to prepare the second cycle of the action research more carefully.

Table 2. The result of Post-Test Cycle 1

No	Nama	Post Test 1
		Animals
1	Aq	100
2	Ai	100
3	Af	100
4	Al	80
5	Af	80
6	An	100
7	At	100
8	Aq	90,5
9	Ar	100
10	Ca	100
11	Du	100
12	Da	80,5
13	Ds	70,5
14	Kn	100
15	Ra	100
16	Ri	100
17	Rb	80
18	Sa	90
19	Si	100
20	Yn	100
	Amount	1630
	Mean	95.9

The cycle process aims to find the extension word card media to improve vocabulary learning. The researcher proved the effectiveness of word card media in increasing students' vocabulary. Word cards can be expressed to students in the teaching and learning process. From the table above, it is clear that student's scores on the post-test. There is an increase in the average value of students. The student's middle grade is 95.9. This is an additional score. The post-test showed better results than the students' pre-test. This means that the word card media effectively improves students' vocabulary processing, and the word card media is expanded to enhance vocabulary learning.

Cycle 2

Planning

After finding the students' vocabulary mastery on the preliminary test and post-test cycle 1, the researcher gave post-test cycle 2 in this meeting. In this meeting, the researcher wanted to understand about an increased or not in students' vocabulary used word card

Action

The researcher checked the students' attendance and whether there were students absent or not. The researcher also attacked the students' attention with some questions related to the material. After that, the researcher gave students achievements in post-test cycle 2. While the students their achievements, the researcher helped the students who got difficulties understanding in material to use word cards, and the researcher could conclude that the students had understood the material well before ending the meeting to motivate the students to always study well and diligently not only at school but also at home.

In this phase, the researcher observed the students' problems of achievement based on the post-test, and the result of the average students' responses in the second meeting was good. Students began paying attention to the researcher's explanation.

Reflecting

Based on the observation in the second meeting, the result of all test and that in the second cycle, word card was also influential in helping increase students' vocabulary can saw in average achievement scores.

Table 3. The result of Post-Test Cycle 2

No	Nama	Post Test 2
		Fruits
1	Aq	100
2	Ai	100
3	Af	100
4	Al	100
5	Af	100
6	An	100
7	At	100
8	Aq	100
9	Ar	100
10	Ca	100
11	Du	100
12	Da	70,5
13	Ds	90
14	Kn	80
15	Ra	100
16	Ri	100
17	Rb	90
18	Sa	100
19	Si	100
20	Yn	100
	Amount	1860
	Mean	97.9

In this cycle, the researcher proved the effectiveness of the word card media and the extent to which the process two post-test increased students' vocabulary scores. In the previous test, the average score was 95.9; in this test, the average score was 97.9. The researcher believes that learning media effectively improves third-grade students' vocabulary learning. Up to the last post-test, the average value of students continues to increase. Then the table of student competency categories shows that student competency values are excellent. This indicates that the post-test of the second cycle 2 is better than the post-test of cycle 1.

Student Characteristic and Responses

Good Manners

In "Behavior Theory," it is stated that a person's behavior can be observed and explained as a form of response to various kinds of stimulus experiences that have been experienced. So politeness is a good habit, and the environment agrees. The students prioritize courtesy at SD N 2 Jetak, especially in third grade. The students behaved well. They show respect for elders and respond with good responses.

Good Religion

At SD N 2 Jetak, this is very much applied in religion, such as praying before and after studying. Faith is vital in regulating life and directing it toward the common good. The role of religion in the daily lives of students is enormous. Because of the rise of negative behavior that can cause students to do things that are not desirable, therefore SD 2 Jetak is very organized in religious life, and the students have implemented and implemented it.

Friendly

At SD N 2 Jetak, the students are very friendly. When the researchers came, the students greeted, greeted, shook hands, and escorted them to the principal's office. When given lessons, children pay attention, often ask for material that is not understood in a friendly manner, and always prioritize courtesy. Kindness needs to be used every day. Good habits will develop into a character in a child.

Conclusion

This research is about improving students' vocabulary learning by using word cards for the third-grade students of SD N 2 Jetak in the academic year 2023/2024. The researcher will determine whether word cards can improve teaching-learning vocabulary to the third-grade students of SD N 2 Jetak. The media of word cards effectively increases vocabulary learning for the third-grade students of SD N 2 Jetak. The results showed that their vocabulary learning constantly increased in the pre-test, post-test cycle one, and post-test cycle 2. The student's vocabulary is increased. It saw off the average score on the pre-test is 93,2 in the first cycle 95,9 and in the second cycle is 97,9

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