

Empowering the Students' Vocabulary Skill by Using Flash card Method at First Semester English Education Study Program in Academic Year of 2016/2017

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This study was about the implementation of Student Flash card in English classroom to improve students' vocabulary skill. The study conducted at First Semester English Education Study Program. The objective of the research was the students of First Semester (I-A) in Academic Year of 2016-2017. There was only one class consisting 30 students. The classroom action research was applied in this study. The result of study shows that the study ended in cycle two. As the result, some procedure of empowering to improve students' vocabulary skill were found that the used of flash card could empower their vocabulary skill. The resulting of the data in the first cycles showed that the first cycle was 40%. It meant that the empowering of the students' vocabulary skill was lower than in the second cycles showed that 86%. It meant that the empowering of the students' vocabulary skill by using the Flash card method could empower the vocabulary materials.

Key Word: Empowering, Vocabulary Skill, Flash card, Method

CHAPTER I INTRODUCTION

The Background of the Study

Teaching vocabulary is one way to know a foreign language or other language. There are many methods in teaching vocabulary. One of them is Student Flash card represent one of method which can boost the students to increase their vocabulary.

Identification of the Problem

- a. The students were still less in mastering vocabulary.
- b. The students get difficulties in memorizing new English word.

The Scope of the Problem

The researcher focuses on the uses of flash card method in teaching vocabulary especially about noun.

Formulation of the Study

“How can the flash card empower the students' vocabulary skill at Student's First Semester English Education Study Program in academic year of 2016/2017?”

The Objective of the Study

The study was conducted to find out the way how Student Flash card method can empower student's vocabulary skill at First Semester English Education Study Program in academic year of 2016/2017.

The Significance of the Study

Theoretically

Hoped to add their knowledge in applying flash card in English teaching learning process.

Practically.

This research will give worthwhile for English teachers to empower their teaching abilities.

steps a teacher should follow when flash card is implemented.

Steps and Concepts of Flash Card

In flash card, detailed steps are as follow:1) Class Presentation. 2) The formation of study group (Teams). 3) Provision or test quiz (Quizzes). 4) Improved scoring individual (Individual Improvement Scores). 5) Awards group (Team Recognition). (Slavin, 1995 in Prilatama, 2008).

Advantages and Disadvantages

Flash card cooperative learning has several advantages (Slavin, 1995:17) in Karmawati Yusuf (2010) as follows: 1) Students work together in achieving its objectives by upholding the norms of the group. 2) Actively assist and motivate students to succeed shared passion.3) Active role as a peer tutor to further enhance the success of the group. 4) Interaction among students with increasing their ability to argue.

In addition, flash card also has disadvantages, according to the DESS (1991:411) in Karmawati Yusuf (2010) concluded as follows:1) Require a longer time for the students, so it is difficult to achieve the target curriculum. 2) Require a longer time for teachers so that teachers generally do not want to use cooperative learning. 3) Require special skills of teachers so that not all teachers can do cooperative learning.

Conceptual Framework

From these concepts there are 3 things that we must understand

CHAPTER II REVIEW OF LITERATURE

Empowering

Empower is to set forth or make clear by degrees or in detail. To empower students' vocabulary, teacher must encourage a curiosity about the meaning and use unfamiliar words and promote the use of strategies that will help the students find the meaning of unfamiliar words.

The Vocabulary

According to Ellen (1997:149) said that, "Vocabulary is an important part in language teaching and should be learned continually by the students. It means vocabulary is the basic needs that have had by the students themselves.

Flash card

flash card is cooperative teaching method which was empower by Slavin (1978) as part of a student learning approach program along with other cooperative methods. In flash card, students are assigned to presents one student to front of the class. There are five main

about flash card, namely: 1) flash card emphasizes the process of the student engagement to find material, meaning that the learning process oriented to process direct experience, 2) flash card push for student can find the relationship between the material learned with real life situations, meaning that students are required to capture the relationship between learning experiences in school with real life, and 3) flash card encourages students to apply it in life, meaning that flash card not only expects students to understand material learned, but how the subject matter that can color the attitude in daily life.

CHAPTER III

THE RESEARCH METHOD

The Location and Time of Research

The researcher determines the location of this research at The Faculty of Teacher's Training and Education, the reasons why research chooses this place as the conducting of the research. There are 1) The subject of vocabulary was learned in this class, 2) the improvement of the vocabulary material was an important thing to the students because of English education study program, 3) empowering of vocabulary constitutes the most necessary knowledge to follow the whole materials.

Research Design

This research is a classroom action research (CAR). According to Arikunto (2009: 102) CAR is a research method that focuses on how to raise student achievement and

students' understanding of subjects. The research is intended to provide information on how the appropriate action to solve practical problem, in this case to empowering students' learning process in an effort to improve student achievement.

Objective of Research

The subject in this study are the students of first semester at the English Education Study Program the Faculty of Teacher's Training and Education., because this class the students got the lowest ability in vocabulary.

The Research Procedure

Classroom action research is a problem solving activity that starts from: a) Planning; b) Implementation (action); c) observation (observing) and d) to analyze data/ information to decide the extent to which strength or weakness of these measure (reflecting).

The Instruments for Collecting Data

The data in the study sourced from the interaction of teachers and the students in learning the Indonesian language and form of action learning of data generated from the act of teaching.

The Techniques of Analysis Data

The technique's analysis of this research is taken by average of the whole the score from the all test to do by the students. The technique passed to the material had procedured passing 65 %. To determine the level of mastery learning classical formula can be

used as follow (Suryo Subroto, 2002:63)

$$D = \frac{X}{N} \times 100 \%$$

Description:

D = Percentage of classical learning complementeness

X = Number of Students who have been thoroughly studied

N = total number of the student

CHAPTER IV DATA AND DATA ANALYSIS

Data

The writer got data from the first semester at the English Education Study Program the Faculty of Teacher's Training and Education. The objective of the class consisted of 30's student.

The Result of the Study

This research was conducted by using classroom action research. It consisted of two cycles.

The Quantitative Data

The quantitative data were collected from the result of vocabulary test in two cycles. The result of the first cycle reached 40 % completeness. The result of the second cycle 86 % completeness. So, the activities of the cycle 2 was success on vocabulary skill by using flash card method.

The Qualitative Data

Observation sheet as used to measure the level of students' activities during teaching learning process. The observation was

focused of flash card method in teaching vocabulary about classical words (scientific words).

Data Analysis

The descriptive quantitative data was taken from vocabulary test in two cycles, which had taken in the first cycle in three months and second cycle was done three months.

The first Cycle

The first cycle was conducted in two tests the first and the second tests. Each meeting had vocabulary test at the second meetings of teaching learning process and the second meeting was taken as sample of vocabulary test.

To explain on the data was found, the writer would analyzed the data below percentage of passing the examination classically can be formulated as: The percentage completeness is 40 %. From the data as found, the first cycle should be repeated because did not reach the criteria of success. It means that it is score less than 75 (B) Based on the data in the first cycle above, many students did not get score suitable with the criteria of success. There are 40 % or 10 students reached success and also many students did not reach the criteria of success namely or all of students 20 was failed.

The Second Cycle

The second cycle also was conducted in two meetings, the third and the fourth meetings. Based on the reflection of the first cycle, it was needed to conduct the second cycle.

To explain on the data was found, the writer would analyzed the data below, percentage of passing the examination classically can be formulated as 30 of the students had succeeded to empower 86 %.

Data Analysis

The writer analyzed the quantitative and qualitative data. The quantitative data was taken from vocabulary test in two cycles, which had two meeting in every cycle. In this study KKM for vocabulary subject is 75 (B) score

Research Findings

According to Slavin (1978) flash card is cooperative teaching method which was empower as a part of a students learning approach program along with other cooperative method. Applying Student Flash cardmethod in teaching learning process empowered the students' vocabulary skill. It was proved by data, which showed the progression mean of the students. In the first cycle reached 40% completeness while in the second cycle reached 86% completeness

Discussion

Based on the reflection on the cycle I, that was less conducive learning because the students were less active and there are some students too bored remembered the new vocabulary. The students were seen not concentrate on the material and only a few students can remembered it. It is because the teacher was very fast when explain about the material and it made the students were confused and got difficulties.

The reflection of the second cycle showed that the students vocabulary skill increase. Based on implementation of cycle II can be showed follow: The students can get many vocabulary. The students get actively in learning English. The class atmosphere was conducive and competition. The cycle II was deemed sufficient because student team achievement can improve the student vocabulary.

The cycle II is deemed sufficient because the result of learning of the first Semester at English Education Study Program in The faculty of Teacher's Training and Education in Academic Years of 2016/2017.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of this research, it is concluded that:

1. Teaching vocabulary by using Student Flash cardcan significantly affect to enhance students' vocabulary mastery. It was proved that the mean score of the cycle II is 92% was higher than the mean score of the cycle I is 33% which means that the students had an improvement with their score.
2. During the teaching and learning process, the students gave good response. Some of them paid attention and listened to the teacher's explaining in front of the class.

3. At the first cycle, all of them were so enthusiast even some of them seemed not serious because they often spoke to their chair mate. During teaching and learning in second cycle, the students participated and gave the good response. They were more interested to listen. They asked more about lesson. They were looked so excited with joining in every part of this phase. They paid more concentration and less of noisy.
4. The observation sheet of this research shown that there are some improvement in many aspect of students performance, such as, students listen and pay attention to the other, students performance, students study seriously. It implied that Student Flash card were affective as it could improve students' vocabulary skill.
3. To head master is expected to check learning advice of the teacher so that teacher delivers learning materials in a systematic learning.
4. Teacher should use Student Flash card strategy on vocabulary.

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Suggestion

Based on the result of this research, it is recommended or suggest to the teacher:

1. In teaching, don't give such a monotonous explanation but we as the teacher need to give such a variation strategies, to make the students active and understand easily.
2. To the teacher is expected to improve its ability in teaching and in accordance with the competence of teachers, and to use variety of methods and in media in English teaching.

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