FLASHCARD AS A LEARNING MEDIA TO MOTIVATE STUDENTS IN LEARNING VOCABULARY

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Abstract

This research is about how to motivate students in learning vocabulary by using flashcard as a learning media. The purpose of this research is to find out that flashcard can motivate students to learn vocabulary. This research was conducted on the seventh grade at Darul Hikmah Junior High School Jati Asih. The researcher found that students' attendance level in this school cannot reach the target. This research did about six months in academic year 2020-2021. The participants are 32 students. This research used qualitative methods and using questionnaires as the instrument to the students. From the answer of questionnaires can be seen whether the flashcard can motivate students in learning vocabulary.

Keywords: Flashcard, Motivation, Vocabulary.

Introduction

People can do interaction with other people using language. The most countries use English to communicate because English as the first language in these countries. In Indonesia, English is not the first language, so Indonesian people should learn English if they want to communicate with other people from different countries.

The government develop English skill in education sector. It can be seen by adding specialization in English to the school curriculum. English is an important language to learn. If English is not studied, Indonesian will be backward or missed the world news. If we want to be a developed country and have a good progress like other countries, we must learn more broadly. The way we understand broader insights is that we must be able to understand English.

In some schools English has been widely applied. But the use of monotonous medias can make the students are not motivated to learn English so they will feel that it difficult to understand and mastery the vocabulary. So finally they will be lazy to learn English. In this case attracting students to learn English is very important.

During pandemic covid 19, the attendance list of the students at SMPIT Darul Hikmah, especially on grade seven show low participation. From July to November the attendance percentage of students that join in learning activities did not reach the target 75%. Based on the information from the teacher, students feel bored with learning activities that use power point, zoom meeting, and google meet. Actually the teacher can use a learning media that can make learning process more attractive. Based on the explanation above. The researcher found a learning media that can be a problem solved. The learning media is flashcard. Teachers and students can use this learning media when do virtual meeting using zoom or google meet. This research aims to find out the way to motivate students in learning vocabulary by using flashcard. If a learning activities more funny, the students interested and motivated in learning English they will be easier to learn it. So that they can gained bunch of vocabulary and their skills can be imported easily.

Theoretical Underpinning

1.   Flashcard

According to Niki and Hans (2014:2), flashcards are an invaluable resource for teachers and parents who want to help their children start learning English vocabulary. There are so many things that teacher can do with flashcards, from presenting the words for first time to playing games. Flashcards are also very flexible in use. The teachers can place flashcards on the floo, stick them onto objects (board, doors, windows) ans other objects. Flashcards allow for an almost unlimited number of fun and active games. These games are easy to play with individual or group of students at home or in the classes.

Use index cards (flashcards) to create an easy and effective study pool. Put the vocabulary word on one side and its meaning and a sample sentence on the other. The students can copy sample sentence from the world list, but the students will learn the words faster and remember it better if the students create a sentence of their own. (Skill Builder in Focus: 2003).

Flashcards are a quick and easy way to make use of visual means to help students learn and drill vocabulary. Both children and adult profit from flashcards in their learning process. Flashcards can be dealt out to children who finish their assignments earlier or to be used in groups. Children who can read can use flashcards with pictures and flashcards with words and combine them. (Gelfgren: 2012).

Therefore, a flashcard is a paper that contains vocabulary to make someone interested in multiplying their vocabulary. Brain will more easily record any vocabulary when they are interested in learning it.

a. **The Benefits of Flash Cards for Language Learning:**
   1) **Cost: cheap and powerful.**

   The relative costs of flash cards over books and digital classroom content are clear. And if you have a knack for crafts you can easily make your own flashcards. All you need are some 3 x 5 inches index cards and a couple of marker pens. The most basic version of flash cards for language learning is target language on one side and your language on the other. A simple and effective way to boost your vocabulary.

   2) Got to catch

   From Pokemon to Poker, people love cards. Flash cards are tactile and physical; you can spread them out on a table, flip them and shuffle them. They are ideal for idle hands…and hopefully idle minds too. They are a great way to conquer the most stubborn of younger students.

   3) Multiple modes of play and learning

   The most common way to gamify learning with flash cards is the ´flip and reveal´ but with a bit of imagination you can mix it up and create games like Memory or create sub groups of flash cards as part of a bigger game.

   4) Portable and cordless

   For kids, flash cards make the perfect game for long car journeys and for older students they can be revised while commuting and during any available downtime. Flash cards can also be dotted around your house at strategic locations. Laminated flash cards for hanging in the shower were a personal fav when I began studying Japanese.

   You can take them everywhere and you can easily take them out an introduce new words to your students at any given moment. Imagine you plan a field trip; you'll be able to bring flashcards with you and introduce new vocabulary about the objects around you in an interactive way.

   5) Cut to the chase

   Flash cards only show the **essential** information. All the preamble and fluff is removed. Some students have a hard time focusing on a page full of other distracting elements. A flash card serves up the ´need to know´ and nothing

else. Sometimes it can be difficult for students to learn too much material at a time, especially when it comes to children.

b. Making Flashcards

1) *Buy or construct your cards*. A set of index cards is usually inexpensive to purchase. You also can print off cards from a template.

2). *Choose the category of information for your "deck" of flashcards*. Instead of turning every piece of information from the class into a card, consider making a deck of related terms, facts, or formulas.

3). *Select the most important information within that category*. This can be a great opportunity to predict which information will likely be on the exam, and think about what are the most critical ideas. Often there are hints about this, such as bolded terms in the textbook or concepts that your teacher emphasized or repeated in class.

4). *Personalize the cards to make them unique to you.* Include images that trigger your memory. Add clues that came to mind when reading actively or taking notes in class.

2. Motivation

One motivating factor is a positive foreign language classroom experience, such as motivating activities and materials designed to increase learning motivation. A few studies claim that some students have more positive attitudes towards learning English that other language and that this difference was linked to either differences in the teaching approaches and classroom activities used to teach these languages or to the status of English as a dominant lingua franca. (Al Nofaie Haifa, 2016).

Motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in learning activity. More specifically, motivation is conceptualized to subsume three components, motivational intensity, desire to learn the language, and an attitude towards the learning activity. (Sayid and Milad, 2011)

So motivation is something that makes people want to do something. When someone is not interested in doing a thing, but with the motivation someone will be interested in doing it.

3. Vocabulary

Some students find vocabulary easier to learn words if the students leran words in groups and make use of picture. The students can group words in any way like topic, grammatical feature, word root, and so on. (McCarthy and O'Dell: 2017).

Prior to providing the lexical profile of a text as it relates to academic vocabulary, empirical measures to distinguish between academic and non academic words need to be established. In order to identify specialized and academic vocabulary, students have primarily looked at vocabulary distribution in corpora. Despite the continuous challenges to reliably identified, and based on these criteria they created word lists.(Csomay, Prades: 2018).

Then vocabulary is the key of a language. If someone has a lot of vocabulary then he can easily understand and using the language.

Methodology

A. Participants of the research

This research used qualitative method. There were 32 participants of this research. They are students on grade seventh at SMPIT Darul Hikmah Jati Asih. The students are given the questionnaire contained 10 questions about learning English vocabulary and their enthusiastic to Flashcard.

B. Research Design

Qualitative research broadly refers to a criteria of research approaches that create findings without reliance on quantitative measurement or statistical analysis (Corbin and Strauss 2015).

This research concerned on the analysing a phenomenon that occurred in the classroom activities. As the instruments the researcher used quessionairs. The researcher gave some quessionairs to the participants of this research. The most answer of this questionnaires were the students feel difficult to memorize vocabulary. The researchers believe that use flashcard with colouring pictures and intersting words can support the students to remember all of the words.

C. Data Collecting Technique

The researchers used questionnaires as the instruments to collect the data. Based on the data, the researchers conclude that Flashcards can motivate students in learning vocabulary. The researchers have several steps to analyze the data using questionnaires that figured as follows:

There are nine steps involved in the development of a questionnaire:

1. Decide the information required.
2. Define the target respondents.
3. Choose the method(s) of reaching your target respondents.
4. Decide on question content.
5. Develop the question wording.
6. Put questions into a meaningful order and format.
7. Check the length of the questionnaire.
8. Pre-test the questionnaire.
9. Develop the final survey form.

Findings and Discussion

The researcher gave a learning activities by using Flashcard to motivate students in learning vocabulary at SMPIT Darul Hikmah Jati Asih. In this class has 32 students on grade seventh. They have a thinking that is difficult to memorize vocabulary. They should know the meaning of the words. The researcher applied Flashcard to resolve this problem, and the result showed that the students were happy and enjoyed in the learning process. The students can memorize many words based on the topic, and how to pronunce it well. They can see many Flashcards with colouring pictures and interesting words.
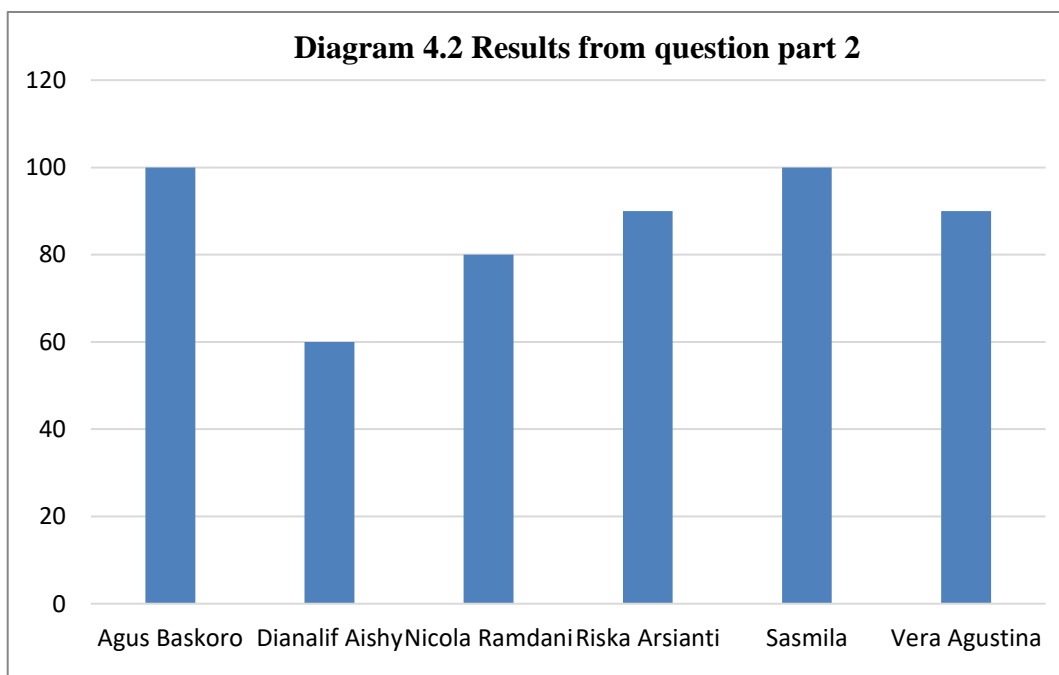
In this research, the researcher should have a questionnaires data about the result of using Flashcard as a Learning Media to Motivate Students in Learning Vocabulary. And the answer of the questionnaires showed that the most students on grade seventh at SMPIT Darul Hikmah felt motivate using it. When they answer the question "do you like using Flashcard in learning vocabulary ?" all of students answer "Yes". And the students' attandence list showed that attandance level of students more than 93% when the researcher taught vocabulary using Flashcard. The intersting Flashcards with colouring pictures can make the students easier to memorize the words and the meaning. And learning activities more confidence and funny.

Based on the description above, the results can be described in the form of

a diagram as follows:

Diagram 4.1 Results from questions part 1
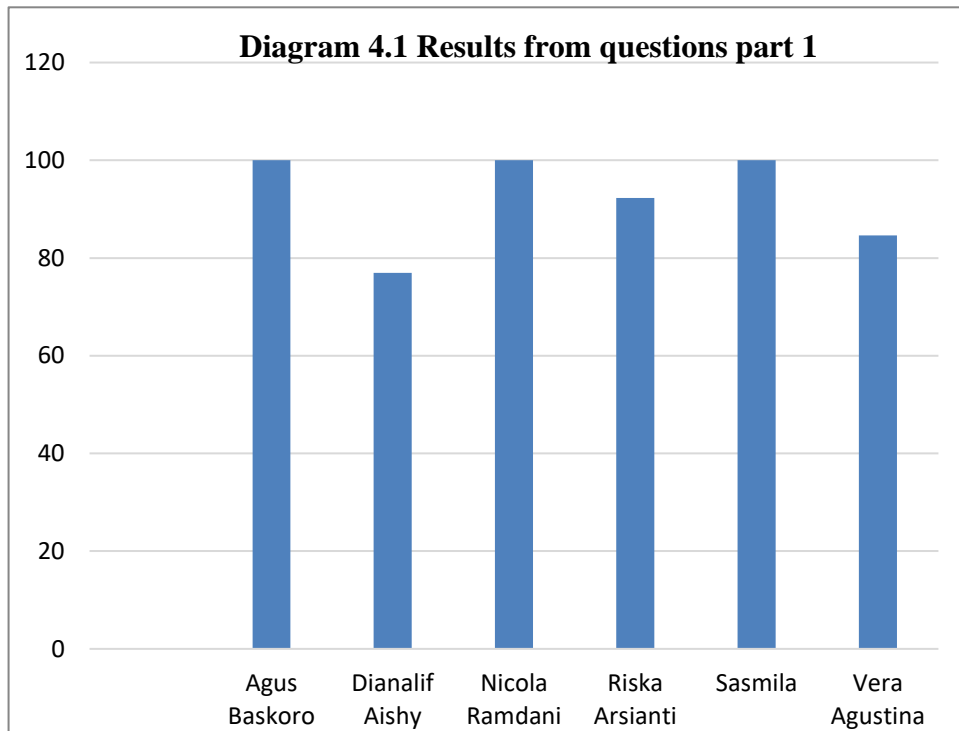
From the diagram above, it shows that some students are able to answer all the questions given so that they get a score of 100. Only one person gets a score below 80.

For part 2 questions, the following are the results of the answers of each student.

Diagram 4.2 Results from question part 2

The results above show that the scores obtained are good, if the average value of the 6 students is 86.67. Researchers used an interactive model from Miles and Huberman to analyze the results of the interviews in this research. The components of the interactive model data analysis are described as follows:

Conclusion

The most important conclusion of this research Flashcards as a Learning Media to Motivate Students in Learning Vocabulary enough effective. This media is suitable for all students because all students should be active to increase the students' knowledge and skills. Using Flashcard make students easier to memorize and remember vocabulary. The students can try to pronounce well and know the meaning of the words. Increase vocabulary will make the students easy to learn reading, writing, speaking, listening and tenses. This media is suitable for students in kindergarten until senior high school, of course in different topic. Based on the result of this research can conclude that the most students on grade seventh at SMPIT Darul Hikmah are motivated and enjoy in learning vocabulary using Flashcard as Learning Media, in fact the result of this research proved that the students more confidence and increase their knowledge vocabulary.

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