FLASHCARD AS MEDIA TO ASSIST STUDENT'S VOCABULARY MASTERY IN DESCRIPTIVE TEXT

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Abstract: Vocabulary is a basic component and an important thing to learn in English. The aim is to find out the teacher's steps in implementing Media Flashcards in Teaching and Learning Vocabulary and to analyze the perceptions of teachers and students regarding the application of Media Flashcards in Teaching and Learning Vocabulary. The data collection instrument is qualitative. This case study was conducted on an English teacher and 22 grade VII Junior High School students in Tasikmalaya. Three instruments the form of observation, interview, and questionnaires were given. It shows that Flashcard Game can be implemented by teachers in eight steps during teaching and learning vocabulary. These results also indicate the teacher and students observe the use the vocabulary games in teaching and learning vocabulary positively as it increases their knowledge, fluency, participation, interest, and motivation in learning vocabulary.

Keyword: *Flashcard, Vocabulary*.

INTRODUCTION

Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills Mehring (2015). Furthermore, Cameron (2014) believes that vocabulary is central to the learning of language at the primary level to enrich learners' language. Vocabulary is one of themost significant aspects of the English language. According to Lestari (2015), vocabularyis a list or series of words for a particular language where this vocabulary is an aspect of the basiclanguage that students must know before mastering skills in English. The vocabulary of a foreignlanguage is very important to learn. Because without learning the basic vocabulary of a foreign

language, no one will be successful in that language. If we can use the basic vocabulary and realize its function, we may have learned it for comprehensible communication. In English, not only vocabulary is used, but students are expected to be able to acquire language competencies in listening, speaking, reading, and writing. The general goal is to teach English in schools and show that students have value and introduce English from an early age.

Vocabulary mastery plays a significant role in communication since it is one of the basic aspects that one has to master to be able to communicate with others. Brown, (2001, cited in Utami, 2014), however, emphasizes the significance of vocabulary to communication by asserting that survival-level communication can take place quite intelligibly when people simply string words together without applying grammatical rules at all. In this sense, vocabulary is regarded as one of the essential factors that has a big influence on people's communication. Thus, vocabulary should be ideally placed as an important aspect of language learning that should be given much attention in the practice of TEFL to improve student's vocabulary mastery.

The importance of vocabulary and vocabulary mastery, however, is not sufficient to trigger the practice of ELT to give a greater emphasis on vocabulary teaching and vocabulary learning since it was found that vocabulary teaching and learning seems to be neglected in learning English in Indonesian context (Cahyono and Widiati, 2008). This seems unfortunate because for a country in which English is a foreign language, like Indonesia, teaching English is verylikely to face many obstacles and challenges and they particularly deal with vocabulary. In this stage, one of the most crucial problems that come up is students still lack vocabulary. This fact confirms Kweldju (2004) and Priyono (2004) who found that students' limited vocabulary has been the main problem for students in learning English in the EFL context. This problem may havesomething to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in the practice of ELT. Relevant studies on perceptions toward vocabulary teaching and vocabulary learning showed that vocabulary teaching and learning haven't been taken into consideration by practitioners in teaching English as a foreign language. Kebiel (2012) investigated teachers' and students' perceptions of vocabularylearning strategies. It was found from the study that the majority of the teachers and students don'thave adequate knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies and those vocabulary strategies are not integrated with the English curriculum. The fact about perception above seems contradictive to another fact that vocabulary needs to be taught and learned by applying effective strategies.

Vocabulary teaching is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes (Cahyono and Widiati, 2008). Meanwhile, Intaraprasert (2004) emphasizes that the main goals of vocabulary learning are: 1) to discover the meanings of new words; 2) to retain the knowledge of newly learned words; and 3) to expand the knowledge of English vocabulary. Employing effectivestrategies both in teaching and learning vocabulary will have a positive contribution to students' vocabulary growth which will affect their language skills.

METHOD

This study uses a qualitative research design, this strategy is used to gain the experience of the participants. The participants in this study were 22 class VII students and English teachers. In addition, the authors used questionnaires and interviews to answer research questions. The questionnaire is a closed question while the interview is an open question. The questionnaire

instrument aims to answer the first research question. Meanwhile, interviews were used to answer the second research question about what steps were taken by the teacher in digital flashcard media learning. Furthermore, the questionnaire consists of six questions to support the first instrument, the authors use the interview instrument to gather information in the second study. The interview consisted of five questions for the teacher. The writer analyzed the data by grouping the questionnaire items and the results of the interviews by calculating the percentages.

RESULTS AND DISCUSSION

In this section, the results for each of the six questions are given. In this study, the researchers distributed questionnaires and depth sheets of interviews. Questionnaires were distributed to 22 people students. The result of the questionnaire is as follows.

The Statement	**Responses**	**f**	**%**
Flashcard games can improve my vocabulary knowledge.	Yes	22	100
	No	0	0
Total participant		22	100

Based on Table 4.1, all students responded "Yes" with which frequency was 22 students and the percentage was 100%, while none of them responded "No" with which the frequency was 0 students and the percentage 0 %. It means all students responded that the Flashcard game could improve the student's vocabulary knowledge.

The statement	**Responses**	**f**	**%**
Flashcard games can improve my vocabulary mastery.	Yes	22	100
	No	0	0
Total participant		22	100

The statement	**Responses**	**f**	**%**
Can flashcards help you understand new vocabulary?	Yes	22	100
	No	0	0
Total participant		22	100

The statement	**Responses**	**f**	**%**
Can flashcard games increase student engagement in vocabulary learning?	Yes	22	100
	No	0	0
Total participant		22	100

The statement	**Responses**	**f**	**%**
Can flashcard games distract students because they are a waste of time?	Yes	9	41
	No	13	59
Total participant		22	100

From Table most students responded "No" with which a frequency was 13 students and the percentage was 59%, while some of them responded "Yes" with which a frequency was 9 students and the percentage was 41%. Meaning that most of the students answered that flashcard games were not a waste of time for learning vocabulary. Besides that, the teacher can provide effective learning and not waste time, and the teacher can implement this flashcard game by not controlling time to stop effective vocabulary learning for students.

The statement	Responses	f	%
Flashcard games can make students confused because they don't know the meaning of the vocabulary.	Yes	5	23
	No	17	77
Total participant		22	100

Looking at Table most students responded "No" in which the frequency was 17 students and the percentage was 77%, while some of them responded "Yes" in which the frequency was 5 students and the percentage was 23%. It means, most students responded that flashcard games made them confused because they did not know what vocabulary words that have to be remembered.

CONCLUSION

Based on the results of the research that has been done, the authors draw the conclusion that Flashcard Media is a method that can help students to improve vocabulary skills in learning English. In addition, several aspects need to be known such as time, student interests, and agreements between teachers and students. this Flashcard Media method can not only improve students' abilities but by encouraging students' interest and being motivated to learn. This method is so broad, therefore the authors suggest that this method be improved for further research.

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