

IMPROVING VOCABULARY BY USING VOCABULARY CARDS OF
GRADE VII STUDENTS AT MTs AL-FALAH DEMPO BARAT PASEAN
PAMEKASAN IN THE 2020/2021 ACADEMIC YEAR

NURUL IKLIMAH

Nuruliklimah2017@gmail.com

RINDRAH KARTININGSIH

rindrah.kartiningsih@unitomo.ac.id

Abstract

The purpose of this study was to improve vocabulary mastery by using vocabulary cards for the seventh grade students of MTs Al-Falah Dempo Barat Pasean Pamekasan for the 2020/2021 school year.

This research is categorized into a qualitative descriptive method. The subjects of this study were students of class VII PAI MTs Al-Falah Dempo Barat Pasean Pamekasan, designed in two sessions where each session consisted of 2 meetings. Data collection techniques used are observation, tests and documentation. The data analysis technique is in the form of qualitative analysis. Based on the pre-test score of 25 students who completed 6 (24%) and 16 students (76%), it can be said that students' vocabulary mastery is still low. One solution to problems related to vocabulary learning is that the author tries to apply the vocabulary card method which is expected to increase students' interest in learning and mastery of vocabulary.

The results of this study indicate that students' vocabulary mastery increases after the vocabulary card method is applied. In the pre-test score of 25 students who completed 6 people (24%) and who did not complete 16 people (76%) after the implementation of the learning method using vocabulary cards there was a significant increase compared to before. In the post test, there were 16 students who achieved completeness with a percentage of 64% and 9 students who had not completed with a percentage of 36%. Thus, it can be seen that the results of the seventh grade students' vocabulary mastery test at MTs al-Falah Dempo Barat Pasean Pamekasan increased by 52%. It can be concluded that the application of the vocabulary card method can improve PAI vocabulary mastery of seventh grade students of MTs al-falah dempo Barat Pasean Pamekasan for the 2020/2021 school year.

A. INTRODUCTION

As international language English is spoken almost all over the world in many sector of life. Especially In this globalization era, it is widely known that English has become one of the important compulsory subjects taught in school. English is used widely in the world as a medium for communication. The junior high school graduates are demanded to master English since English becomes one of the requirements and life competencies that professional graduates should

have.

The researcher believed that one of the thriving techniques to support active and fun language learning is by using vocabulary card. Learning a foreign language with something that easy to carry, such us vocabulary card is helpful because vocabulary card are multi images and colors. The teacher uses vocabulary card to make English vocabulary learning better since in vocabulary card, students are required to repeat the same words or the same pronounce without boring them. Thus, it encourages the students to learn new words and memorize them easily.

One of the elements of language skills is vocabulary mastery. Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown, they say “vocabulary is the foundation to build languages, which plays a fundamental role in communication” it describes that mastering vocabulary people can express their ideas and understand the others.

Basic competence well. This statement also supported by Coady and Hukkin state that “vocabulary is central to language and of critical importance to the typical language learner”. Vocabulary plays an important role In learning a foreign language, It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Vocabulary is a tool that used to understand and master English. without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary.

Since vocabulary becomes one of the important aspects in English teaching learning process, the teaching vocabulary in the classroom should be appropriate in

order to avoid problems related to the students” vocabulary mastery. But in fact, some students in Grade VII of MTs Al-falah Dempo barat pasean Pamekasan still faced many problems dealing with vocabulary. Those problems are first, students were lazy to memorize all the unfamiliar words that they heard or read in a text. Second, students had difficulties in remembering the

meaning of vocabulary. Third, students were bored and unmotivated to learn English. Fourth, the lack of used the media only always rely on the speech method without involved media.

The conventional technology which is applied by the teacher seemed to force them to memorize new vocabularies without the help of media. It made the students tend to show low attention in acquiring new vocabularies. In relation to the vocabulary teaching, the use of instructional media could be used as a tool to attract the students' attention, interest, and motivation to learn. The common media that are used in the teaching junior high school students is vocabulary cards. It can give the students new vocabulary items and it is interesting instruments which is full of colorful cards.

In this thesis, the researcher focuses on the Grade VII of MTs Al-falah Dempo barat pasean Pamekasan, especially the VII of PAI graders, like to learn English in an enjoyable situation. They get bored easily with the lesson because they think that English is not important for them due to the fact that English becomes an adaptive or normative subject in Grade VII of MTs Al-falah Dempo barat pasean Pamekasan , and they are only interested in learning English when it is enjoyable for them. The text book is not the only learning source for the students. But also the teacher can use other learning materials that can support the students in learning and mastering English vocabulary.

Those problems of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class. One of the teaching strategies that can make the students motivated to learn English is using the suitable strategy such as games. Actually, students do not have to memorize exactly the vocabulary because in fact they repeat the vocabulary by writing the vocabulary while make the vocabulary card, reading and playing game by using vocabulary card. Actually, word which is used by the students is always the same word around their conversation of their daily activities which consist of: noun, verb, adjective and adverb. The teacher only has to improve students' vocabulary by a suitable strategy such as vocabulary card.

Vocabulary card may help students to facilitate them to improve their vocabulary, it is used as a personal dictionary for every student that can be as medium to improve their vocabulary, it is also easy to create, easy to bring and also can be the instrument to play game. This learning strategy is expected make the students more active in English class, motivated and enjoy in

learning English.

From the fact above it can be concluded that a media can help the teacher to teaching English easily. It has been proven by some researcher in their research. For example in the research under the title “improving grade eight students’ vocabulary mastery using flashcard at MTSN godean in the academic year of 2016/2017” it was done by Rahma Matsna Aulia, it was categorized into action research (AR) The steps of the research were reconnaissance, planning, action and observation and reflection. The result of the study showed that there were improvements of students’ vocabulary mastery. It could be seen from the improvement of the students’ average scores from 34.75 in the pre-test to 76.74 in the post-test. Therefore, using flashcards in teaching and learning process could improve the students’ vocabulary mastery. And also proven by A Riskawati Hajis under a title “improving student’ vocabulary by using visual media at SMP Negeri 10 Makassar” This research was a classroom action research. It consisted of two cycles. The procedure of the research in every cycle consisted of four stages. They were planning, acting, observing, and reflecting. The subject of the research consisted of 43 students of VIIB at SMPN 10 Makassar. The instruments of this research were test which was analyzed by quantitative analysis and observation sheet which was analyzed by qualitative analysis. The result of the research showed that there was a significant improvement of the students’ vocabulary after using visual media. This statement could prove by the students’ mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 at the second cycle. It mean that the students’ vocabulary from the first cycle to second cycle was classified successful. Visual media could improve the students’ vocabulary.

B. RESEARCH METHOD

This research is categorized a descriptive qualitative research. Qualitative descriptive method is also used where the data are collected from filed research will be explained and give conclusion for current problems based on data by the descriptions of the analysis according to the types. The research tries to explain the current of solutions problem based on data and also presents data, analyze, and interpret them to find out how to apply the method vocabulary card in mastery of vocabulary For The Ability To Speak at English language at VII grade of MTs Al-falah Dempo Barat Pasean Pamekasan.

C. ANALYSIS

This chapter presents the process of the research, its finding, and its interpretation. Before conducting the action, the researcher did some activities to find the problems. First, the researcher did some observations to clarify the understanding about the existing problems related to the English teaching and learning process of class PAI VII grade of PAI at MTs Al-Falah Dempo Barat Pasean Pamekasan. Second, the researcher interviewed the students about the problems that occurred in the class. The researcher also had a discussion with the English teacher to get input about the weakness and the suggestion related to the English teaching and learning process.

Based on the results of observations made by researchers in the learning process English in class VII PAI of Al-falah Dempo Barat Pasean Pamekasan, that so far the teacher using a teacher-centered method, the researcher discussed the field problems with the teacher, to solve the problems dealt was impossible because of the limited time. The researcher and the teacher agreed to select the problems that:

1. The students lacked vocabulary
2. The students' pronunciation still weak.
3. The teacher could not motivate the students.
4. There were not enough media in the teaching and learning process.

To analyze the field problems and main causes the researcher concluded that the possible main cause of the problems was the teacher. The activities conducted were less varied was not creative in varying and creating tasks because she only reviewed the materials on the course book and LKS. Then some effects happened to the students. They became passive and silent, and got bored easily during the teaching and learning process.

After analyzing the cause of the problems, we need to solve these problems the teacher agreed to use games, The actions were focused on improving the students' vocabulary mastery through games.

The use of vocabulary cards game in the classroom as learning activity could attract the students' attention and their involvement in the teaching and learning process. Besides interesting and fun, game also have some advantages. The researcher made her own vocabulary cards, she

added picture in the front side of the vocabulary cards to be more interesting.

to make the students more familiar with English, the researcher use English at the class for several functions so that aimed to improving the students" vocabulary because based on the observations and some interviews before the actions, the students said that they could not understand the teacher"s explanations when she used English all the time during the teaching process. Therefore the researcher planned to use Indonesian translation in some difficult aspects.

The researcher employed an observation the observation was conducted to know the teaching and learning process of vocabulary trough vocabulary card conducting two sessions, every session has two meeting. Every meeting had the same activities but the title of materials was different. In the first session, For the second session was the same from the first meeting. The researcher observed the teaching and learning process vocabulary by vocabulary card. the students problems during teaching and learning vocabulary by vocabulary card.

□ learning steps

a. Introductory Activity (10 minutes).

- Greeting (greeting and praying).

- Attend students.

- Motivate students.

b. Core Activities (65 minutes)

- Frequently asked questions about related materials.

- The teacher distributes handouts to students, namely text conversation in the form of how to greeting in formal and non formal

The teacher reads a text and asks students to listen carefully.

- The teacher asks some students to read the text in the form of text conversation alternately.

- The teacher asks students to do the tasks in the handout.

- The teacher asks students to exchange their handouts with friends

beside him.

The teacher asks students to come forward to write their answers on the blackboard and ask them to score.

- The teacher explains briefly about the parts of speech: nouns, and adjectives in sentences and texts.
- The teacher gives an example of how to make a Vocabulary Card with use different colors in each word class and how to learn through vocabulary cards.
- The teacher and students look for vocabulary related to nouns and adjectives and write it on the blackboard.
- The selected vocabulary is then used in the vocabulary card.
- Individual students are asked to make vocabulary cards.
- The teacher asks students in pairs to play the game using vocabulary cards.

c. Closing Activities (5 minutes)

- Summarizing the subject matter
 - Asking students' difficulties during teaching and learning process
 - Assigning students to repeat what they have learned
- and ask students to bring back the vocabulary card in next meeting.

In the first meeting for first session, the students needed more time to play the vocabulary cards. The students completed each other to be the winner of the game. When the other groups were still playing the game, there was a group who won the game. In the second meeting the researcher used vocabulary cards to teach the students vocabulary cards related to the topic of the greeting. The topic was the same but at that day; the researcher applied the vocabulary cards. As she did in the first meeting, she explained the rules of the game and what part of speech that they would apply at that day. Then, she allowed the students to start playing the game. In this meeting, the activity made the class noisy, because the students were very enthusiastic to play the game. They were actively participated in the game.

It can be concluded that in the first session at the first meeting the students were more silent

and did not enjoy the game using vocabulary cards, this can be seen from the statement above from 25 students who were divided into 5 groups, there were only 7 students who answered questions frequently and correctly. teacher. This is because students still feel confused in determining and remembering the division of time on each vocabulary card, so the atmosphere in the class still looks not conducive, some are still busy talking with their seatmates, some are just flipping through the cards. When the students were playing the game, the researcher moved around the class monitoring them. The researcher took notes when the students did some mistakes. Continued at the second meeting by repeating the same theme, students began to be active and the situation began to be conducive, this was because students had begun to understand the flow of the game using vocabulary cards and also students began to memorize vocabulary by vocabulary, the statement can be seen in the table above, when the teacher asks questions about the time of each group there are 3-4 students who can answer correctly, this proves the use of vocabulary using vocabulary cards can help students understand and memorize the division of time. At last time the researcher give more fade back to the student about the material.

To misunderstanding of the rules, in the second session the researcher would apply vocabulary cards game to teach English The game had purpose to help the students memorize and understand the vocabulary related to the conversation text. The researcher came to the classroom and started the lesson by greeted the students. The researcher leaded the prayer, she started the lesson by giving them materials about formal and informal thanking and apologizing, gave the students examples of conversation about formal and informal thanking and apologizing and the researcher showed them a picture in the slide and asked the students to have a look at the picture and identify it carefully, Some students raised their hand and answer the questions.

After discussing about the picture, the researcher gave the students some practices and asked them to do it individually. The researcher gave the students same conversation text, The students were asked to read the text, before reading the text the students were asked to find the meaning using their own dictionary, how to pronounce the words that they did not know. The students respond was the text easier than before because have been practiced.

At the second meeting for second session the students looked more confident and more active in answering each of the teacher's questions, in each group the teacher asked students to come forward and practice the vocabulary that had been taught, almost all students took turns

taking turns so that the situation in the class made students more comfortable in learning vocabulary.

It is shown with the condition of students during the learning process through this method can be seen more active and less confused. During the learning activities the researcher get the fact that students already understand about the vocabulary card, this can be seen from the students who have been able to carry out the instructions. Students carry out activities with enthusiasm in learn to use vocabulary cards and have started to pay attention or listen to the activities that their friends are doing while reading the cards they hold. So that other students can practice at the same time turn .

After the implementation of the learning ended, the researcher held a dialogue with the accompanying teacher about the new learning carried out by The conclusion is that the application of the vocabulary card method it shows the learning that has been done is good and the value of the assignments given has increased, the activeness of students has been seen, the class atmosphere becomes more fun because of the elements of the game that make participants Students are not just silent but try to guess the word on the question card correctly. This can be seen at this meeting, the students are able to master vocabulary in memorization, reading, rewriting vocabulary meaning.

C. CONCLUSION

Based on the results of research and data analysis, it can be concluded that with the application of the vocabulary card method can improve vocabulary mastery of VII grade PAI of MTs Al-falah Dempo Barat Pasean Pamekasan. This is can be proven by before applying the vocabulary card method of students is still low, this can be seen from the preliminary data before the use the vocabulary card with a total of 25 students who completed 6 students (24%) who unfinished 19 people (76%).

Then after the research was carried out by applying the vocabulary card method in VII grade of PAI there is an increase in vocabulary mastery of students It can be seen from 25 students who completed it became 16students(76%) and 9students(36%) who did not complete With this it can be seen that by applying the vocabulary card method, there was an increase before implementing this strategy, students who completed only 6students (24%), but after the implementation of the strategy were completed as much as 19 students (76%). This means an increase of 59% .

BIBLIOGRAPHY

Braine, Goerge and May, Claire 1996 *Writing from Sources: A Guide for ESL Students* California: Mayfield

Depdiknas, Peraturan Menteri Pendidikan Nasional, No 22 *tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS*, (Jakarta: 2003),

Depdiknas, Kurikulum Tingkat Satuan Pendidikan (*School Based Curriculum*) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS.

Schmitt, Nobert and McCarthy, Michael *Vocabulary: Description, Acquisition and Pedagogy*, (New York: Cambridge University Press)

Fench Allen, virginia Press, 1983 *Techniques in Teaching Vocabulary*, (Oxford: Oxford University)

Krida laksana, Harimukti 1993, *Kamus Linguistik*, (Jakarta: PT Gramedia Pustaka Utama,)

Nunan, David 1991 *Language Teaching methodology*, (New York: Prentice Hall),

A. M. Zainuri, 2003 *Vocabulary 1*, (Jakarta: English Department)

B. Mahmud, Fuad 1991 *Essentials of English Grammar; A Practical Guide*, (Jogjakarta: BPFE Yogyakarta)

Thomson, AJ and Martinet, A. V 1986 *A Practical English Grammar*, (Oxford: Oxford University Press,)

Rasibah, *The Effectiveness of Using Flash Card in Teaching Simple Past Tense*, skripsi, (Jakarta : FITK UIN, 2006)

Nations, Paul 1994 *New ways in Teaching Vocabulary*, (Alexandria: TESOL) Cameron, Lynne.

(2001). *Teaching Language to Young learner. Cambridge Language Teaching Library*. Cambridge: Cambridge University Press.

Hatch, E., & brown, C. (1995). *Vocabulary, Semantic, and language education*. John New York : Cambridge University Press

Nation. (1990). *Teaching and learning vocabulary*. Wellington: New Burry House Publishers.

Richard, J. C. and Schmidt, R. (2002). *Longman Dictionary of language teaching and applied linguistic (3th Ed.)*. London: Pearson Education Limited.

Schmitt, Nobert and McCarthy. (1997). *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press.

Thornburry, S. (2002). *How to teach vocabulary England*: pearson education limited. Cambridge university press.

Lexy J Meleong, "*Metodologi Penelitian Kualitatif*", Bandung:PT Remaja

Rosdakarya, 2014