



The Effort to Increase Vocabulary Mastery through The Use of Word Cards

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Abstract: The purpose of this study is to increase students' vocabulary mastery and students' motivation to learn vocabulary in grade I SDN 2 Talang Bandar Lampung. The problem in this study is that whether or not the use of word card media can improve vocabulary mastery and student learning motivation. This study uses a classroom action research method which is done in three cycles. The lesson plan for each cycle is prepared by the teacher. The results of the study can be concluded as follows: first, the increase can be seen from the average score of 58.92 in the first cycle, to 67.5 in the second cycle, and to 86.60 in the third cycle. The increase of the average score that occurred is 19.1%. Second, the increasing of students' ability in mastering the vocabulary is also followed by changes in student learning behavior in a positive direction. Students become happier, active, and give a positive response to vocabulary learning.

Keywords: card media, vocabulary mastery

INTRODUCTION

In Indonesia, the first formal education experienced by the entire community is the elementary school level. Education implemented in elementary schools is one of the compulsory basic education programs launched by our government. Therefore, basic education in Indonesia is managed seriously by the government (Andeska et al., 2021).

One of the schools which implement the government's responsibility is the State Elementary School 2 Talang Bandar Lampung. Although SDN 2 Talang Bandar Lampung has routinely implemented quality improvement done in the classroom, they still have problems that need to be resolved. The problems that often arise, especially at the level of lower grade students, namely grade 1, is natural because students who study in grade one come from a heterogeneous society, both from the point of view of family economy, parents' educational background and place of residence.

In practice, there are still some deficiencies or weaknesses of students

in the classroom, especially in reading, writing and speaking, although various improvement efforts have been made (Surastina et al, 2018). The difficulties that students get are not entirely from the students themselves but also other factors such as the learning process that is focused on the teacher, lack of supportive learning media and few opportunities for students to be active in classroom learning (Andewi & Hastomo, 2022).

In this study, the authors review the use or writing of words by students. This is based on the fact that in everyday life, mastery of vocabulary plays a very basic and important role. Hasan (2007) argues that vocabulary is a person's vocabulary. Vocabulary can increase along with the development of science and age. A person is able to express his/her thoughts and ideas by using good sentences supported by meaningful vocabulary arrangements. In *Kamus Umum Bahasa Indonesia*, vocabulary means understanding and skills (Badudu & Zain 2001; Fahrurrozi & Wicaksono, 2016). Based on the previous statements, it means that vocabulary, especially Indonesian vocabulary, is an understanding and skill regarding Indonesian vocabulary. Thus, good vocabulary mastery will reflect a good mindset, and vice versa because adequate and good vocabulary mastery will greatly determine a person in his next life and or education. According to Yudiono (2001) there are several dominant factors that affect a person's level of vocabulary mastery, namely background knowledge, age, education level, and references.

The Ministry of Education and Culture (2003: 35) explains that the vocabulary learning method is a learning method not specifically presented in the Learning Program Outline (GBPP). This is intended to be able to have a method that is considered appropriate, in accordance with the objectives, materials and circumstances of the students. Semiawan (2002:5) argues that the process of learning in mastering words must be adapted to the needs of students. In this case, the teacher does not just implement what is in the curriculum, but must be able to interpret and develop the curriculum into an interesting form of learning. One of the learning media that can help students in mastering vocabulary is word cards. Word card is an effective visual media to present certain messages to certain targets. The media for this word card is easy to make by the teacher, thus it does not cost a lot of money to make it. Words or pictures that will be presented can be attached and removed easily and it can be used many times. Word cards can also be used to introduce new vocabulary which will facilitate the process of delivering material. Through this learning media, it is hoped that students can be more motivated and enrich new vocabulary and communicate well to others (Hastomo & Zulianty, 2022).

To maintain accuracy in this research, it is necessary to limit the problem. From several identifications of existing problems, this study focuses on the efforts to improve vocabulary mastery through the use of word cars in

class 1 students of SDN 2 Talang Bandar Lampung.

METHOD

The study uses Classroom Action Research (CAR). According to Arikunto (2006:3), classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together. The subjects of this study are grade 1A students at SDN 2 Talang Bandar Lampung, it consists of 16 male students and 12 female students. Students of class 1 in SDN 2 Talang consist of 3 classes with a total of 80 students. The study uses Kemmis and Mc. Taggart's design. Kemmis and Mc. Taggart's design is in the form of devices or strands with one set consisting of four components, all of which constitute a cycle, namely: 1) Planning, 2) Action, 3) Observation, and 4) Reflection. The data obtained from this study are analyzed qualitatively and quantitatively. The test data is analyzed quantitatively, while the non-test data is analyzed qualitatively. This study employs a performance test to improve students' vocabulary mastery skills by matching word cards with pictures.

RESULTS AND DISCUSSION

Results

Based on the results of the performance test by matching the word card with the picture and mentioning the name of the picture by standing in front of the class, it is found that the average grade 1A student score of SD Negeri 2 Talang Bandar Lampung increases by 8.58%, namely from the first cycle of 58, 92 to 67.5 in the second cycle and 19.1% from the second cycle of 67.5 to 86.60 in the third cycle. Corrective actions taken include (1) better conditioning of students, (2) re-explaining learning to increase vocabulary mastery by using word card media in more detail, (3) adding learning activities by matching word cards and picture cards on a paper to make it easier for students to name the objects that have been matched, (4) provide a more detailed explanation regarding the implementation of the performance test by matching word cards with pictures and mentioning the names of the pictures by standing in front of the class and giving examples. All improvement efforts made by researchers based on reflections from the implementation of cycle I and cycle II which are proven to be able to increase students' vocabulary mastery as well as change students' attitude better.

In cycle III, the average score achieved by grade 1A students at SD Negeri 2 Talang Bandar Lampung is 86.60. These results are in accordance with the research target that the researchers set at least to get a score with an average of 70. Therefore, this study is considered successful and does not need to be repeated in the next cycle. Improving vocabulary mastery for grade 1A

students at SD Negeri 2 Talang Bandar Lampung includes improving performance test results by matching word cards with pictures and saying the name of the picture by standing in front of the class. In the following table, a comparison of test results as well as an increase in the value of each aspect is presented.

Table 1.
Comparison of the Average Test Results and the Value of Vocabulary Improvement Aspects through Word Card Media

| Aspek | Siklus | Siklus | Peningkatan | Siklus | Peningkatan |
|-----------------------------------------------------------------------------|--------|--------|-------------|--------|-------------|
| | I | II | Nilai | III | Nilai |
| Hasil tes unjuk kerja peningkatan penguasaan kosakata dengan penggunaan | 58,92 | 67,5 | 8,58 | 86,60 | 19.1 |
| 1. Aspek benar dan tepat mencocokkan kartu kata dengan gambar | 29,64 | 36,42 | 6,78 | 40 | 3,58 |
| 2. Benar dan tepat dalam menyebut nama gambar dengan berdiri di depan kelas | 29,29 | 31,42 | 2,13 | 46,60 | 15,18 |

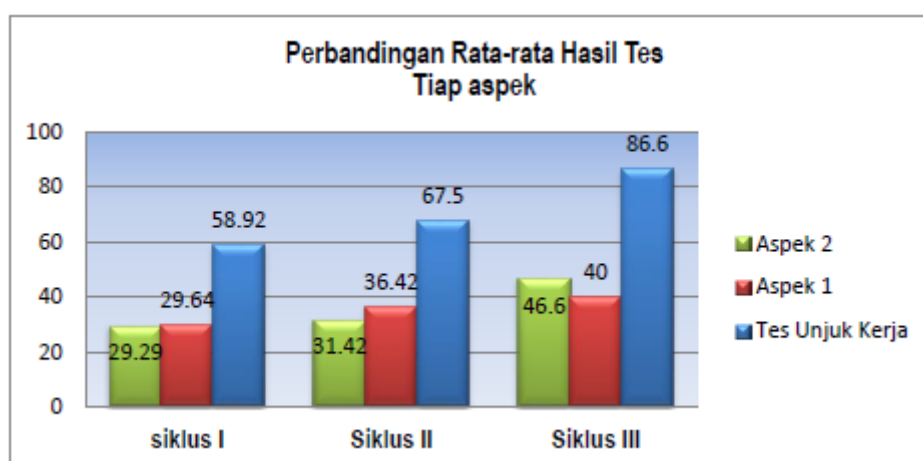


Figure 1.
Chart of comparison of the Average Test Results and the Value of Vocabulary Improvement Aspects through Word Card Media

Based on the data recapitulation of the performance test results for increasing vocabulary mastery through word card media from cycle I, cycle II to cycle III as presented in the table above is that students' skills in every aspect of vocabulary mastery have increased.

Discussion

The vocabulary mastery of the 1st grade of SDN 2 Talang Bandar Lampung in the 2017/2018 school year after participating in vocabulary mastery learning using word card media increases, especially in absorbing vocabulary. This is in line with the opinion of Sudjana and Rivai (2002: 2), who explain that the benefits of learning media in the student learning process include, (1) learning will attract more students' attention, thus it can foster learning motivation, (2) teaching materials will have a clearer meaning, thus it can be understood by students, and allows students to master the learning objectives better, (3) teaching methods will be more varied, not merely verbal communication through the utterance of words by the teacher, thus students will not get bored and the teacher will not run out of energy, and (4) students do learning activities more, thus they do not only listen to the teacher's description but also other activities, such as observing, doing, demonstrating, and others.

The selection of appropriate learning methods and media greatly influences student learning outcomes and interest in learning. Media word cards as practical teaching aids that serve to facilitate students in understanding a concept; therefore, the learning process is more fun and more effective (Zulianti & Hastomo, 2022). Word games can provide a relaxed and fun learning situation. Students are actively involved and required to provide responses and decisions. In playing a game, students can see a number of words many times, but not in a boring way.

CONCLUSIONS

The use of word card media is proven to improve students' mastery of vocabulary. Therefore, the use of word card media needs to be implemented in the Indonesian language learning process. The motivation and enthusiasm of students is increasing in learning, it can be seen from students who are increasingly active in learning, thus the classroom atmosphere looks lively and the tasks given by the teacher can be completed properly. A cheerful and fun classroom atmosphere is created for grade 1 students at SDN 2 Talang Bandar Lampung.

Indonesian language teachers or classroom teachers should use a variety of media and learning methods to attract students' interest in learning. One alternative is to use word card media in learning vocabulary mastery. Word card as a learning media can help students to master vocabulary. This learning media is also fun for students because they can learn while playing.

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