

IMPROVING STUDENTS' VOCABULARY MASTERY BY MEMORISING VOCABULARY USING FLASHCARDS

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ABSTRACT

This study is aimed to explain the use of memorizing vocabulary method to improve students' vocabulary mastery. Because there were still several obstacles in teaching English in class XI at Darul Lughah Wal Karomah Vocational School, one of which was that students still had difficulty in mastering vocabulary based on the results of the dialogue with the English teacher. Classroom action research is the method that researcher used in this study. There are four stages in this classroom action research such as planning, implementing, observing and reflecting. Research participant of this study was twenty seven male students of Darul Lughah Wal Karomah vocational school. The setting of this study was in Darul Lughah Wal Karomah vocational high school which located in Kraksaan, Probolinggo. The results of the flashcard learning process for students in class, there were 18 students who were under the Minimum Criterion of Mastery Learning score with a score as low as 40 and a percentage of 67% in the first meeting. Then, using flashcards in the second meeting showed that twenty two students got the highest score of 90 with a percentage of 81%, while 5 students got the lowest score, namely 70 with a percentage of 19%. The score was obtained from preliminary test and cycle 1 test. The researcher answers the problem formulation in this study; the way a memorizing vocabulary method improve students' vocabulary mastery. The researcher found an improvement in students' vocabulary mastery by memorizing vocabulary using flashcards. It can be seen from the interactive students when they memorized the vocabulary and they also can answer the researcher's question when the recall session. In this stage, the researcher saw that the class atmosphere was as active, especially when the students felt enthusiastic when mentioning the vocabulary that they had memorized.

Keywords: Vocabulary Mastery, Memorizing, Flashcards.

INTRODUCTION

Vocabulary is important part in learning English that should be mastered by students in order to communicate well. Pikulski and Templeton (2004) defined vocabulary as the sum of words that were used and understood by students. Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language. Vocabulary also defined as a core

component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read as stated by Jihan (2022).

According to Richards and Schmidt (2013), memorizing is the process of storing information in memory. They appended that the memorization is a conscious process that involves rote learning, practice, and associative learning. Besides, Suryabrata (2011) stated that memorization is the ability to accept, save, and produce past memory. Similarly, Syah (2006) argued that memorization is a cognitive aspect that involves coding, preserving, and recalling information and knowledge. In short, memorization has a strong connection with memorizing certain things that occur in the past, which happens in the human brain system.

A study by Suprihatin, Elmubarok, and Busri (2017) found that memorizing the 29th juz of the Al-Qur'an positively impacts vocabulary mastery and Arabic reading skills among tenth-grade students at MAPK Al Irsyad Gajah Demak. The tahfidz program was deemed effective, showing a strong positive correlation (0.882) between memorization and improved Arabic language abilities.

Aba (2019) explored the use of flashcards in teaching English vocabulary, emphasizing the challenges of selecting and teaching vocabulary effectively. The study recommends starting with concrete words for beginners and highlighting flashcards as an engaging tool for improving vocabulary retention. Conducted through Classroom Action Research (CAR), the study showed significant improvement in students' vocabulary, with posttest scores increasing from 500 to 1200 words after two teaching cycles. The research concludes that flashcards effectively motivate students and enhance vocabulary learning.

Based on the results of the dialogue with the English teacher on December 12th 2023, it was stated that in teaching English in class XI at Darul Lughah Wal Karomah Vocational School there were still several obstacles, one of which was that students still had difficulty in mastering vocabulary. One of obstacle for class XI students in mastering English vocabulary was reading English vocabulary.

Therefore, the researcher used memorizing vocabulary using flashcards method to improve students' vocabulary mastery.

METHOD

Classroom Action Research (CAR) was applied in this research. The scope of the research is very limited and action research is aimed more at making changes to all participants and changes in the situation of the research site. This is done to achieve continuous improvement in practice. This research carried out by planning, implementing and reflecting on actions in order students' learning outcomes can be increased.

The subjects of the study in this classroom action research were students of XI class of Darul Lughah Wal Karomah vocational high school. There were twenty seven students in XI class and all of them were males. The setting of this study was in Darul Lughah Wal Karomah vocational high school which located in Jl. Mayjen Panjaitan No. 12 Sidomukti Kraksaan Probolinggo.

Planning: the researcher prepared materials used in research such as; lesson plan, observation sheet, and also test. Before the researcher carried out this research, researcher made a plan and then prepared to take action. Implementing: this step was a step that the researcher starts to implement teaching activities by applying memorizing vocabulary. In teaching vocabulary, the researcher used three steps, such as: Examine, Recall, and Examine. The strategy of teaching used by the teacher was students' centered. The researcher attempted to measure the improvement of students in vocabulary mastery. Observing: researcher observed students during the vocabulary memorization learning process using flashcards and noted that students showed various reactions and strategies in learning. Reflecting: Reflecting was the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflecting also showed what factors support the success of the strategy or what other problems may occur during the implementation process (Latief, 2016).

To analyze the data, the researcher used descriptive quantitative and qualitative data analysis. Mastering English vocabulary was the main data and could be processed through test instrument by using quantitative data analysis. The data contained in the observation sheet instrument was processed using qualitative analysis and it was used as supporting data for test which had been analyzed using quantitative data. The results of data processing using quantitative analysis was then displayed in the form of numbers or scores. The results of the quantitative analysis were then described in text, next of supporting data which is processed in qualitative analysis originating from observation sheets.

RESULT

Based on the results of observations carried out by researcher, the preliminary score value at the first meeting was included in the success category or above the Minimum Criterion of Mastery Learning value, namely there were 9 students with a score of 76. Those who were under the average score were 18 students with the highest score low 40. This showed that many students' scores were still under the minimum criterion of mastery learning at the first meeting.

From the implementation of the learning process using flashcards, the researcher obtained results from the preliminary score at the first meeting which were included in the success category or above the minimum criterion of mastery learning value, namely there were 9 students with a score of 76 with a percentage of 33%. There were 18 students who were under the Minimum Criterion of Mastery Learning score with a score as low as 40 and a percentage of 67%. This shows that many students' scores were still under the minimum criterion of mastery learning at the first meeting. When using flashcards in the second meeting, it showed that 22 students got the highest score of 92 with a percentage of 81%, while 5 students got the lowest score, namely 70 with a percentage of 19%, which has been proven by the table below.

<i>Category</i>	<i>Score</i>	Σ <i>Students</i>	<i>Percentage</i>
<i>Preliminary Score</i>	Reached criteria of success	9	33%
	Unreached criteria of success	18	67%
<i>Final Score</i>	Reached criteria of success	22	81%
	Unreached criteria of success	5	19%

In every meeting, the researcher opened the lesson as usual; pray and check the students; attendance list. Next, proceed with conveying the learning objectives. After that, the researcher asked the students to read the instructions that contained in the book, which was continued by the researcher providing examples of correct pronunciation for the words being studied, therefore that the students imitated them. The next step, the researcher again asked the students about vocabulary that they did not understand from the story components that had been studied. After asking, the researcher asked students to understand and memorize the meaning of the vocabulary. In using these flashcards there are several stages, namely; memorize, recall, and examine.

In the “Memorize” stage, the students were given English vocabulary and its meaning summarized in a flashcard. They were given 10 minutes to memorize the vocabulary on the flashcard. The students were asked to write vocabulary in their books. After the time run out, flashcards were collected and students' books are closed. In “Recall” stage, students were given flashcards containing vocabulary without meaning and asked to translate the vocabulary for 5 minutes. The last stage is examine, in this stage students proved their memory of the meaning of the vocabulary that has been given flashcards containing vocabulary without meaning. Teacher stated the answer and the students correct their respective answers.

After these three stages have been carried out, the researcher asked several students to take turns reading each paragraph by filtering the story. The researcher also asked other students to listen and read silently. Before the end of the learning process, the researcher provided feedback and corrections for word pronunciation errors and sentence fragments when reading the story.

At the closing stage, the teacher provides reinforcement and concludes the material that has been studied by providing examples of making sentences from the vocabulary that has been given. Lastly, the teacher closes the lesson with prayer and greetings.

DISCUSSION

In the flashcard learning process, the researcher got three important tips, namely; memorize, and recall using flashcards containing the vocabulary, the researcher proved their memory of the meaning of the vocabulary that had been given. Before the end of the learning process, the researcher provided feedback and corrections for errors in pronunciation of words and sentence breaks when reading the story. This is in accordance with Duong's theory (2003) which states that this is ideal for students to memorize because they may be able to internalize what they have learned and pronounce the learned expressions naturally. The results of this learning process were also supported by the research results of Lamante (2020) who also used related vocabulary as a development considering Students' Vocabulary Mastery.

From the conclusion of the data analysis that was obtained through preliminary scores and final scores, in the fourth meeting the researcher saw an increase in students' vocabulary mastery by memorizing vocabulary. Therefore, through four learning meetings using flashcards, it can be concluded that there is improvement, therefore researcher do not need to hold further meetings because it is enough to prove that there is better development than before.

CONCLUSIONS AND SUGGESTIONS

In the conclusion section, the researcher answers the problem formulation in this study; the way a memorizing vocabulary method improve students' vocabulary mastery. The researcher found an increase in students' vocabulary mastery by memorizing vocabulary. It can be seen from the interactive students when they memorized all the new vocabulary and they also can answer the researcher's question when the recall session. In this second stage, the researcher saw that the class atmosphere was as active as the third meeting, especially when the students felt enthusiastic when mentioning the vocabulary that they had memorized.

It can be support from the implementation of the use of flashcards in the learning process of class. There were 18 students who were under the minimum criterion of mastery learning score with lowest score as 40 and a percentage of 67%. This showed that many students' scores were still under the minimum criterion of mastery learning at the first meeting. Using flashcards in every meeting showed that twenty-two students got the highest score of 90 with a percentage of 81%, while 5 students got the lowest score, namely 70 with a percentage of 19%.

Therefore, it can be concluded from the preliminary score and final score that in the last meeting the researcher saw an increase in students' vocabulary mastery by memorizing vocabulary. Therefore, through four learning meetings using flashcards, it can be concluded that there is significant improvement in student learning. Therefore, the researcher does not need to conduct additional meetings, as the results already show progress compared to before. The use of flashcards has positively improved students' vocabulary memorization during the learning process.

Based on the findings in this study, the researcher has several suggestions for teachers and future researcher. The first suggestion for the next researcher is to pay more attention to the learning time in class because the delivery and memorization of vocabulary takes a long time, therefore the teacher must use the time as well as possible in class. The second suggestion for

English teachers is in the form of choosing a learning model when using flashcards, where using the Jigsaw Learning and Contextual Learning models are highly recommended, therefore it can bind students' understanding and memory in mastering English vocabulary.

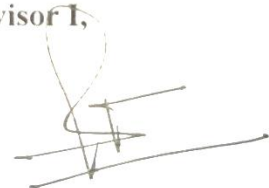
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Karya

Malang, January 07, 2025

Advisor I,

A handwritten signature in black ink, consisting of a large loop at the top and several horizontal strokes below it.

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