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Improving The Understanding of English Vocabulary with Using Flashcard

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Abstract
The purpose of this study was to analyze the increase in understanding English vocabulary by using flashcard in students in elementary school. This research was conducted at Labschool Setia Budi South Jakarta. The subjects were students of the third class with 40 people. The research method was classroom action research using the model cycle of Kemmis and Mc Taggart, each cycle with four stages: planning, action, observation/observation, and reflection. Techniques of data collection through the results of monitoring action, analysis of learning activities, field notes and evaluative tests, as well as data collection by using documentation/photos taken during the learning process. Results obtained understanding of vocabulary in the first cycle was 52.5%, and the second cycle was 80.0%. The average percentage of data monitoring the first cycle was 77.5% and the second cycle was 96.2%. Therefore learning by using flashcard can improve their understanding of English vocabulary. The implication of this research is through flashcard in learning English can motivated to students to improve the understanding of vocabulary in third grade students of elementary schooll Setia Budi South Jakarta.

Keywords: English Vocabulary, Flashcard, Using Media

1. INTRODUCTION
Language learning, especially in vocabulary comprehension at elementary school is still a serious problem that is dealt with. Understanding vocabulary is not supported by the teachers' understanding of the theory of pragmatics, the use of appropriate media and learning methods that do not fit with the character of the students. In addition to the factors of students, English language subjects students still less desirable because it is difficult, especially in understanding vocabulary. The difficulty is to make students feel afraid even tired of learning English. This attitude can lead students to become less enthusiastic about learning English, especially in understanding vocabulary. This is evident from the results of observation data pre-study of the level of vocabulary comprehension answer analytical skills so that learning outcomes in English is not good.

Applications understanding of vocabulary to help students in English language learning to the next level. The more controlled vocabulary, the better the language development as well as the more familiar vocabulary mastered the better the application of the verbal and non-verbal communication. Suyanto (2008) argued that the English vocabulary to learn in elementary school student was estimated at approximately 500 words. So we can conclude the students should have to master the vocabulary of approximately 500 words, but in fact at elementary school in Labschool Setia Budi is
still a lot of students, especially in elementary school third-grade students who did not master and understand vocabulary in English. The lack of understanding of the vocabulary is generally caused due to lack of proper media selection and the material presented is still conventional, so less attractive.

Selection of an appropriate medium for learning vocabulary can be done by considering all aspects. Aspects that must be implemented by teachers is the ability to pack a good learning media in the learning activities of students. One of the media that can be applied is a flashcard media. Flashcard is practical and applicable media, this media is used as a visual media in the pouring messages and symbols of communication. Flashcards for vocabulary basically learning media in the form of picture cards that measure the size of a postcard. Flashcard media in addition to the advantages of portability and practical, the media serves as a focal point in the dish clarify ideas quickly forgotten. So it will be easier learning vocabulary using flashcards as its main media.

**Vocabulary**

In learning languages, including English, vocabulary is one of the important things to master in addition to grammar, and pronunciation. Barnhart (2008) defines vocabulary as follows, "the stock of words used by the person, class of people, profession, etc., and collection or list of words, usually in alphabetical order and defined." In other words, vocabulary is a set of vocabulary that is used to communicate to all people. Someone will be easier to understand a language if it understands the meaning of the vocabulary used. Suharsimi (2009) stated that the understanding (comprehension) is how one defends, distinguishes, suspect (estimates), explain, extend, deduce, generalize, give examples, write back, and estimates. The notion of understanding according to level of capability that expects students were able to understand the meaning of a concept, situation, and the facts are known. In this case the students do not just memorize it verbalitas, but understand the concept of a concept or problem.

Thereby understanding the concept of a student's ability to understand, concluded, give an example, write back and estimate the facts he knows. In order to optimize the students' understanding of the concept is that students must have the courage to express his opinion on the material submitted by teachers and friends. According to Bloom's taxonomy of cognitive Bloom understanding is divided into seven aspects: Interpreting (define / interpret itself), Examplifying (pointed), Classifying (classifying), summarizing (Summarizing), inferring (Concluded), Comparing (compare), Explaining (explain). Seven of these aspects is the ability to explain, interpret, summarize, summarize and compare the vocabulary they encounter on English language learning material.

**Media Flashcard**

Flashcard is a graphic medium that promotes the sense of sight. This media is media that presents visual symbols, numbers, ideas by word and image. According Indriana is a flashcard learning media in the form of a picture card size approximately the size of a postcard or 25x30 cm. As according to Scrivener (2010) "flashcards ELT is jargon for pictures (or diagrams, words, etc) that you can show to students, typically something you can hold up when standing in front of the whole class". In other words, flashcards is jargon ELT for pictures (or diagrams, words, etc.) that you can show to
students, usually something that can be saved by you until now stood in front of the whole class.

Characteristics Flashcard

Characteristics flashcard is a picture that accompanied the words as caption. The pictures on the flashcard grouped in several series: animals, fruits, colors, shapes, alphabets, numbers, professions, and so on.

Flash Card is a graphics media practical and applicable. From the description of the characteristics of flashcard above it can be concluded that the flashcard is a card that has two sides with one side containing images, text, or symbol mark and the other side in the form of definitions, captions, answers, or descriptions which help remind or directing students to something associated with the existing image on the card. Thus, it can be described that the flashcard is characterized as follows: (a) Flashcard form of picture cards are effective, (b) Have the two sides of the front and rear, (c) The front side contains an image or mark symbol, (d) The back side contains definitions, captions, answers, or description, and (e) simple and easy to make.

RESEARCH METHODOLOGY

This research in the form classroom action research. This study aims to improve the process of learning to be more effective and efficient in learning in this study are the activities carried out by the stimulus that the activities of action and research activities. This study was conducted in Labschool Setia budi South Jakarta. The subjects involved in this study is the third grade students, totaled 40 students, consisting of 22 female students and 18 students man. As for the participants involved in this research is the principal and a colleague as observers deemed understand English lessons.

Procedures for implementing corrective action learning research methods class collaboration with colleagues to identify the problems encountered in planned learning two cycles. Then hold discussions ways of solving the problems that occurred in the understanding of English vocabulary. The results of discussions need for improvements can be seen with the implementation of the activities persiklus. Picture of the effectiveness of the actions taken are: Planning:
1). Sensing the problem, problem analysis, formulation problems
2). Action Planning: Creating a learning scenario, prepare facilities and means of support are needed in the classroom, prepare the instrument to record and analyze data on the process and outcome measures, implementation of corrective actions Carrying out a simulation to test the feasibility design.
3). Implementation of actions: the implementation of measures which includes who is doing what, when, where, and how to do it. Scenario is planned actions which have been, carried out in actual situations. At the same time, this event is also accompanied by observation and interpretation, and followed by a reflection activities.
4). Observations: In the observation, carried out covering the data recording process and the results of the implementation of activities. The purpose of observation is to gather evidence of the actions that can be evaluated and used as a foundation in reflection.
5). Reflection: In the reflection data analysis of the processes, problems and obstacles encountered and continued with a reflection on the impact of the implementation of the measures implemented.

RESULTS AND DISCUSSION
The research was conducted in two cycles. Cycle II is a follow up of the first cycle because the target has not yet been reached. Each cycle of the teacher displays flashcard learning materials "Our Meals is Very Delicious" so that students are able to remember vocabulary in English. Each cycle takes place in four meetings. The research instruments used were a test on understanding aspects include the matter of the provision, 5 multiple choice questions, 15 essay or short stuffing and non tests with the observation sheet instruments actions of teachers and students as much as 10 statements.

Based on the calculation of data in the first cycle of action can be seen that students can obtain the value of ≥ 70 were 21 students from 40 students. Indicators of the success of this study was the percentage of students obtained a score ≥ 70 at least 75%, but the number of students is still lacking. This means that the first cycle has not reached indicators of success because only reached 52.5% of the targeted research is 75%. This is due, among other things, the time to solve problems much less because of the time teachers used to condition students and students who want to restore immediately go home. While on the data monitoring actions implemented in the first cycle, the percentage obtained by observation of activity of teachers and students at the first meeting 70.0%, 75.0% the second meeting, the third meeting of the fourth meeting of 80.0% and 85.0%. Then obtained an average of the percentage of observations of teacher and student activity during the learning of 77.5%.

Based on the calculation of data at the second cycle can be seen that students can obtain the value of ≥ 70 a total of 32 students from 40 students with a percentage of 80%. The results have exceeded the target standard of success is determined by the researchers so that researchers and observers had enough and do not need to continue research in the next cycle. Therefore understanding of vocabulary increased 27.5%. While on the data monitoring measures implemented in the second cycle, the percentage obtained by observation of activity of teachers and students at the first meeting 90.0%, 95.0% the second meeting, the third meeting of the fourth meeting of 100% and 100%. Then obtained an average percentage of the activity observed when the teacher and student learning by 96.2%. So there is an increased action reaches 18.7%.

CONCLUSION

The results showed that the students' understanding of English vocabulary by using flashcard media can help students to develop cognitive abilities in describing the image and can develop creativity in making work because basically flashcard very easy to make. Besides being able to increase the vocabulary in English to the students turned out to use flashcard media in students While the benefits flashcard media teachers facilitate learning activities such as the manufacture of easy and a variety of visual media.

Based on the conclusions and implications of this study, the researchers submit suggestions aimed at improving the ability of students and teachers in the learning process so that the results obtained as expected. Therefore, researchers suggest For students, the learning activities of students should not be embarrassed and afraid to ask questions or express opinions if it does not understand the learning material, concluded that research up to this second cycle For the teacher, the teacher is expected to continue to improve their competence in terms of understanding the vocabulary of language England using flashcard media. For researchers should researchers created an atmosphere and learning conditions in accordance with the characteristics of the
students so that they can help students master the learning material. Researchers further flashcard media application may be applied to other subjects tailored to the issues and learning materials.

BIBLIOGRAPHY


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