

**THE USE OF WORD CARD MEDIA TO IMPROVE STUDENTS' VOCABULARY MASTERY**

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**Abstract**

Penelitian ini bertujuan untuk mengetahui bagaimana media kartu kata dapat meningkatkan penguasaan kosakata siswa. Penelitian ini dilakukan melalui penelitian tindakan kelas (PTK). Subyek penelitian ini adalah siswa kelas VII SMP Negeri 3 Mempawah Hilir yang berjumlah 30 siswa. Penelitian ini menggunakan teknik pengumpulan data observasi dan pengukuran. Alat pengumpulan data adalah daftar observasi, catatan lapangan, dan tes kosakata. Kemudian analisis data dalam penelitian ini menggunakan data kualitatif dan data kuantitatif. Hasil penelitian menunjukkan bahwa penguasaan kosakata siswa meningkat dari 60 menjadi 81. Siswa lebih aktif dan antusias dalam mengikuti proses pembelajaran kosakata menggunakan media kartu kata. Oleh karena itu, peneliti menyarankan kepada guru lain yang ingin mengajar siswa penguasaan kosakata menggunakan media kartu kata. media kartu kata merupakan metode yang tepat digunakan untuk meningkatkan penguasaan kosa kata siswa.

**Kata Kunci:** Penelitian Tindakan Kelas, Penguasaan Kosakata, Media Kartu Kata.

**Abstract**

This research aimed to find out how word card media can improve the students' vocabulary mastery. This research was conducted through classroom action research (CAR). The subject of this research was the students of Seven Grade SMP Negeri 3 Mempawah Hilir, consisted of 30 students. This research used observation and measurement technique of data collection. The tools of data collection were observation checklist, field note, and vocabulary test. Then, the data analysis in this research used qualitative data and quantitative data. The result of this research showed that the students' vocabulary mastery was improved from 60 to 81. The students were more active and enthusiastic in following the vocabulary learning process used word card media. So, the researcher suggested to the other teacher who want to teach the students in vocabulary mastery using word card media. word card media is appropriate method used to improve students' vocabulary mastery.

**Keyword:** *Classroom Action Research, Vocabulary Mastery, Word Card Media.*

**INTRODUCTION**

Language cannot be divided in human life because language is a communication tool used by humans. The source cited is Rabia (2018:1). Language serves as a universal tool for communication, enabling individuals to effectively transmit information and present arguments to others in their daily interactions. This means that language is very important for humans, language will not be effective if the communication partner does not understand the language used. Meanwhile, Nasution (2020) language is an arrangement of sounds or voices and words that express thoughts and emotions. Meaning that language can convey ideas, thoughts, feelings, and desires by using sounds, voices, or words.

In this world there are many languages, even in one country there are two languages. Nasution (2020) said there are many languages used around the world as international languages such as English. This means that English is used as an international language that can be used to communicate with people from different countries. Nufus (2018) also said that English is the worldwide language used by the majority of the world's population, it is taught from primary to university levels. This means that English must be taught from a basic level, such as getting to know vocabulary because English is known as a foreign language in Indonesia so not everyone can speak English.

Vocabulary in learning a foreign language is very important and cannot be avoided because vocabulary is the strongest component of language. Yudha and Mandasari (2021) said that the first and most critical step in language acquisition is vocabulary. According to Alqahani (2015), having a limited vocabulary in a second language hinders effective communication. Vocabulary knowledge is often considered essential for second language learners. Consequently, individuals who lack comprehension of words will encounter challenges in effectively communicating. Vocabulary should ideally be considered an important aspect of language learning that should receive a lot of attention in improving students' vocabulary fluency.

The researcher discovered some issues encountered by the students based on observations and interviews done with English teachers at SMP Negeri 03 Mempawah Hilir. Initially, the kids continue to lack enthusiasm for English studies. Furthermore, the pupils continue to exhibit deficiencies in their command of vocabulary. Specifically, the issues lie in their comprehension of word meanings, challenges in accurate pronunciation, inability to spell words correctly, and inadequate grasp of references. The aforementioned

issues will have an impact on the academic performance of the students. The English instructor must assist the pupils in enhancing their vocabulary in order to achieve learning outcomes that above the minimum competency level (KKM).

To improve students' vocabulary mastery, media is needed in learning. According to Wahyuningsih and Fitriani (2021), media is very important in the learning process because the use of learning media makes the learning process more effective and enjoyable. Puspitarini and Hanif (2019) have stated that the proper use of learning media during the learning process can significantly enhance effectiveness and efficiency, hence facilitating the achievement of learning objectives. Therefore, researchers make learning media using word cards so that learning is fun, interesting, and effective.

Word cards are one medium that can be used to increase student vocabulary. Patau (2020) also said, that the use of word cards is not only for memorizing words but also for repeating words to help memorize them. That is, word cards are made so that students can repeat the vocabulary they have learned and memorize it. Word cards are made using paper by displaying pictures that match the learning theme and are made as attractive as possible so students don't feel bored in the learning process.

This word card media is to make students learn English while playing. Learning through games can assist students in better understanding learning material and increasing student enthusiasm, Sahrawi et al., (2018). So that it can increase students' enthusiasm and knowledge about English vocabulary. The existence of learning aids using word cards will help students master English vocabulary. In addition, the researcher hopes that the English vocabulary card media can provide learning media that can be used by teachers in learning English vocabulary and can interestingly facilitate teaching.

## **METHOD**

The Classroom Action Research (CAR) technique was employed in this study, which is research undertaken to identify a practical knowledge base to change the situation that is carried out on a restricted basis in the classroom. This strategy was employed by the researcher to increase the quality of learning. The researcher wants to discover what students' problems are in vocabulary learning so that they can identify solutions to improve students' vocabulary mastery.

The Classroom Action Research (CAR) method will be employed in this study, with four stages every cycle: preparation, action, observation, and reflection. According to Syah (2016), the action research method begins with identifying an issue, followed by proposing viable solutions to the problem, implementing a solution, and ultimately assessing the outcome of the action. Classroom action research is a repetitive (reflective) study in which action is recycled to improve or improve learning processes in the classroom in a more professional manner. The main characteristic of classroom action research is the participation and collaboration between the researcher and members of the target group. Research is arguably the most important component of school reform, Semathong (2023). If the action brings weakness, decline, or negative change it means that it violates the character of classroom action research.

This study was conducted on seventh-grade students of SMP Negeri 3 Mempawah hilir. There are 30 students in this class, including 15 girls and 15 boys. The researchers conducted the study based on preliminary observations. Classes have difficulty mastering vocabulary. The researcher became aware of this problem because of his initial observations in this school. As a student, the researcher met teachers and taught in schools who told him about the difficulty of learning vocabulary and their need for an effective and efficient method to learn vocabulary. The researchers also gave vocabulary tasks, and many students scored lower and only a few scored higher. Therefore, researchers are interested in finding solutions to vocabulary mastery through the use of word card media.

Tools are important as a supplement to data collection because tools are tools used for collection during observation and measurement. Tools vary in complexity, interpretation, design, and management, and caching tools are suitable for collecting specific types of information Pandey & Pandey (2015: 57). Several tools used for measurement and data collection:

#### 1. Observation Checklist

An observation list is a list of things that an observer will see when observing a class. According to Ong et al. (2017: 35), observation lists can facilitate useful observations in several ways. In this study, the researcher prepared an observation list based on the teacher's performance at the beginning of learning and the teaching and learning process, the student's performance during the teaching and learning process, and the classroom situation.

## 2. Field Note

According to Kawulich, as described in Deggs & Hernandez (2018: 2555), the field notes served as a record of the events or functions observed, as well as informal comments from the field. This is to assist report production because the data acquired would be readily forgotten by the researcher. Field notes should be descriptive, dated, and timed, and include fundamental information such as where the information was obtained, who was present, the physical setting of the area, social interactions, activities that occurred, and more.

## 3. Documents

The documentation used in this study includes lesson plans, lists of student scores, and pictures taken during the learning process. Documentation serves as concrete evidence of classroom action research activities carried out and collects important data about the place under study.

The researcher might examine the information using qualitative and quantitative data, researchers used mixed research methods to combine quantitative and qualitative data.

### 1. Qualitative Data

Qualitative data is a type of non-numeric data that cannot be processed numerically. According to Miles and Huberman (1994:10), there are three processes for qualitative data analysis in this study: Data collection, data reduction, and data display.

### 2. Quantitative Data

Quantitative data is data that can be measured and calculated directly. In quantitative data, the researcher used two types of scoring, which are Individual scores and mean scores used to measure the students' vocabulary mastery through word card media. The researcher analyzed the data by using the following formula:

The formula for individual score is as follow:

$$X = \frac{A}{N} \times 100$$

Note :

X :The individual's score

A :The number of correct items

N :The total number of test items

100 : Maximum score

After the researcher calculated the individual scores of students, the researcher calculated the students' mean scores using the following formula:

$$x = \frac{\sum X}{N}$$

Note :

X : The means score

$\Sigma x$  : Sum student's score

N : Number of score

**Table 1.**

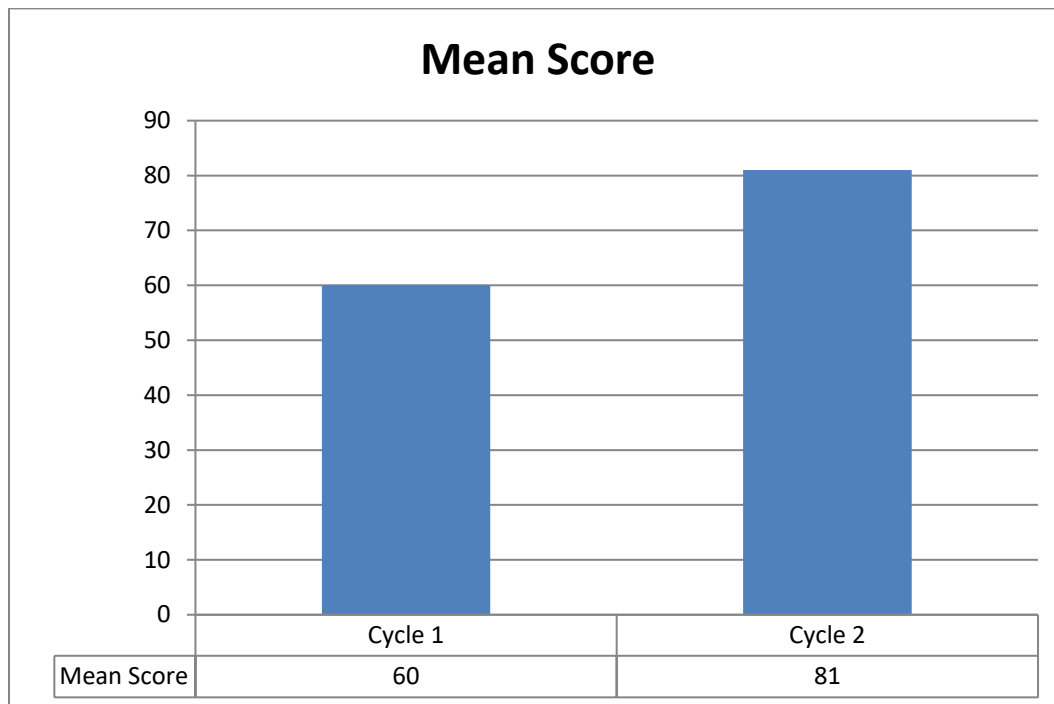
**The Classification of Range Score**

Range Score	Classification
80-100	High
60-79	Mid
0-59	Low

## **FINDING AND DISCUSSION**

In this section, the author would like to explain and talk about the findings of this classroom action study. The studies have been performed the research in cycles. every cycle includes meetings The findings would be discussed in cycle 1 and cycle 2 which explain the way of each step. The researcher also presents the test result attained through the seventh-grade college students of SMP Negeri 3 Mempawah Hilir inside the process of improving vocabulary mastery by using word card media.

The researcher carried out in collaboration with an English teacher in the studying procedure. There have been 3 varieties of instruments that had been used to acquire the statistics in classroom action research. They were observation checklists, field notes, and vocabulary tests. The observation checklist and field notes would explain as qualitative data. Besides that, the calculating data from the result, the researchers used student individual scores and mean scores. It would be explained as quantitative data. Furthermore, the findings for each cycle were presented in the following explanation.



**Picture 1.**

**Mean Score of Cycle 1 and Cycle 2**

Based on research conducted by the researcher, the findings were described as qualitative data and quantitative data in each cycle. In the teaching and learning process, students showed improvement. It can be seen from the results of the observation checklist and field note. In the learning process, the method used has a good influence on improve students' vocabulary mastery. This can be seen from the situation, attitude, and also the improvement in cycle 2. Students' scores and also the mean score from cycle 1 to cycle 2 proved that using word card media can improve students' vocabulary mastery. The mean score of cycle 1 was 18.00 and the mean score of cycle 2 was 24.30. This showed that using the word card media provides an improvement in vocabulary mastery.

Furthermore, several relevant studies that conduct research using word card mediato improve students' vocabulary mastery. Hamer and Rohimajaya (2018) flashcards as instructional media can make students feel more motivated and enthusiastic about the teaching-learning process of expanding students' vocabulary mastery. Flashcards are learning media in the form of images. So, teaching by applying the word card showed students' improvement in vocabulary mastery. Fazriani et al (2020) the researcher concludes that employing word cards is one method for increasing students' vocabulary. Razali et al (2017) concluded that the use of card can help retain the words learned and make students enjoy the

learning session because learning is done in a fun way to improve students' vocabulary mastery. The card game is a game that included word card media.

From the previous research that has been explained by the researcher, it can be concluded that effective to use word card media as an alternative method in the teaching and learning process, especially English language because it can improve students' vocabulary mastery.

## **CONCLUTION**

The use of word card media in the teaching and learning process could improve the students' vocabulary mastery. It can be seen from the result of the student's test. The students showed the improvement from cycle 1 to cycle 2. Gradually the student's score increased after being taught using the word card. It can be seen from the mean scores in cycle 1 was 60 and the mean score in cycle 2 was 81.

The use of word card media could improve the students' enthusiasm and motivation in teaching and learning process. It could be seen from the result of observation checklist and field notes in each cycle, that they showed progress in the teaching and learning process in every cycle. In cycle 1, students were still less active in participating in the learning process. But, in the cycle 2, they became more active. Furthermore, there was improvement from cycle 1 to cycle 2.

The researcher also suggests using the word card media as a reference that can be used to teach students to learn English, such as speaking skills. The researcher hopes that other researchers can consider this research as a reference. In addition, the results of this study can be used to conduct further research. The media used in this research can also be used as other learning media, such as speaking skill.



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