



Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English

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Abstract

The purpose to be reached in conducting this study is to share information about the use of flash card as instructional media to enrich the students' vocabulary mastery in learning English. It is true to say that there are lots of instructional media available in such a way that they can be used as the assistance for the teachers to deliver the materials as well as for the students to understand the materials. According to certain research findings done by the students of English department of Sultan Ageng Tirtayasa University, it is recommended that the teachers should apply various media to improve the quality of teaching and learning English in the classroom, such as role play, flash card, and picture series. However, there are many students from elementary school up to university level still get difficulties when they learn English. The students cannot listen carefully and get misunderstanding, they also hesitate to speak English, they do not understand the difficult words when they read English passage, and they cannot write good sentences and/or paragraphs in English as well. From those points above, it is clear that the use of flash card can be expected to be the solution to solve the problems occurred in attempts to increase the vocabulary mastery for the students when learning English. Besides, the use of flash card can also make the vocabulary learning become enjoyable and interesting. Flash card can be an excellent media to be used because there are many students interested in flash card. In flash card they can stimulate their imagination to develop their ideas and they can learn and find new vocabulary.

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INTRODUCTION

Instructional media encompass all the materials and physical means that the teachers might use to implement instruction and facilitate the students' achievement of instructional objectives. Arsyad (1997) said that media is a

communication tool in order to get the learning process more effectively. They enable teachers to meet various needs and interests of their students. Media play an important role in teaching and learning process. Using media in teaching can make the teachers easier to deliver the materials in teaching and learning process as well as can make the students get better understanding of the lesson being learned.

Flash card is one of the media to improve students' ability especially in vocabulary mastery. Din and Wienke (2001) cited in Komachali and Khodareza (2012) said that the flash card used as an approach is an effective training and learning method for high school teachers and students in chemistry study and also flash cards can be used to effectively help teachers teach, students learn and comprehend.

Besides, the use of flash card can also make the vocabulary learning become enjoyable and interesting. Flash card can be an excellent media to use because from the researchers' view that there are many students interested in flash card. In flash card, they can stimulate their imagination to develop their ideas and they can learn and find new vocabulary.

It is clear that there are four language skills (listening, speaking, reading, and writing) and they are supported with at least three language components, i.e. grammar, vocabulary and pronunciation. Therefore, vocabulary as one of language components in English skills plays important role in order to be successful in improving the quality of learning and teaching English. Richards and Renandya (2002) cited in Fahrurrozy (2015) said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is one of problems for us in learning foreign language. Without vocabulary, we will not be able to master the language well. Furthermore, Thornbury (2002) said that even without grammar people could convey message, but without vocabulary people have nothing to convey.

Thus, it is necessary to say that the writers feel interested to inform the readers that the use of flash card as instructional media will give beneficial contributions in language teaching and learning activities, especially for English teachers and the students. For the English teachers, flash card becomes an alternative media in teaching learning process, especially vocabulary learning.

Then, for the students, flash card hopefully helps their effort in increasing their vocabulary mastery and gives the motivation to learn English.

THE CONCEPT OF VOCABULARY

Language consists of words. According to Richard (2002), vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is strengthened by Tambun (2014). He added that vocabulary is one of the important elements in language. It means that students' vocabulary is generally considered as an important part, both in the process language learning or developing their abilities in language. Not only knowing the vocabulary for having good skills but also understanding the meaning of vocabulary should be mastered by a person. It is supported by Hackman (2008). He said that vocabulary is more than a list of words, although the size of one's vocabulary matters, that is know how to use it which matters most. Vocabulary is not only about remembering a list of words but also knowing the whole meaning and how to use it.

Vocabulary was for long an overlooked aspect of learning a new language. Here are three key reasons why increasing vocabulary is well worth the effort: first, vocabulary is the key to communication; second, strong vocabulary allows you to develop other skills; and third, the more words you know, the more you will learn.

Furthermore, Krashen (1983) described the importance of vocabulary as follows: Vocabulary is basic to communication. If acquisition does not recognize the meaning of the key words used by speakers who address to them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning. In learning a language we will learn the words of the language. Since we have learned that it is essential area of language and it plays an important role in language, without vocabulary nothing can be conveyed.

In other words, it is impossible to understand what one says, and it will be difficult for us to communicate with the other if we have no good vocabulary. So, vocabulary is an important part, components and skill for mastering language, especially English language.

From the information above, it can be concluded that vocabulary is the first thing that people should be learned. Besides, knowing the whole meaning of

words also make them easier to read, listen, write, and speak. From vocabulary they will organize and arrange by grammatical order, then it will be created a good sentence.

Kinds of Vocabulary

There are two kinds of vocabulary used by people for communication. Thornbury (2002) classified vocabulary in two terms; there are active vocabulary and passive vocabulary. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. Meanwhile, Passive Vocabulary refers to a language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

Similarly, Schmitt and McCarthy (1997) stated that there are some types of vocabulary, they are: 1) Receptive Vocabulary, i.e. The words that the students understand when they listen to speech and when they read. The term receptive vocabulary is used to refer to listening and reading vocabularies. 2) Expressive Vocabulary, i.e. It is the words that the students use when they speak and write. The term expressive vocabulary is used to refer to both since these are the vocabularies they use to express themselves.

In line with the information above, Thornbury (2002) said that there are several kinds of content words, they are noun, verb, adjective, adverb, pronoun, conjunction, interjection, and preposition. It is supported by Sherlock (2012). He stated that there are kinds of vocabulary, i.e. 1) Noun is any class of words naming or denoting a person, thing, place, action or quality. 2) Verb is any class of words expressing action, existence or occurrence, and usually constituting the main element of a predicate. 3) Adjective is any class of words used to modify or other substantive. 4) Adverb is any class of words generally used to modify a verb, an adjective, another adverb, a phrase, or a clause by expressing time, place, manner, degree, and cause. 5) Pronoun is any class of words to substitute of noun

or noun phrase. 6) Conjunction is any class of words to connect words or groups of words. 7) Interjection is any class of words to express surprise or strong feeling. 8) Preposition is any class of words to show the relationship between a noun or pronoun to another noun or pronoun.

From the explanation above, it can be concluded that there are many kinds of words. Those of words are usually used in daily life. In teaching vocabulary, the teachers must take an appropriate teaching material based on the students' need, curriculum, and the level of students itself. Especially in teaching vocabulary, there are many words classes used in language learning. So, the teachers have to be selected to choose the kinds of vocabulary when they will teach their students. From this matter, the teachers also can use content of word to prepare and support their material in the process of teaching and learning English language. Besides, the activities should be focused on vocabulary achievement related to the material in English language learning.

Teaching Vocabulary

According to Harmer (2001) cited in Efendi (2013), teaching vocabulary is a major part of the teacher's art. It means that teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. It is strengthened by Nation (2008). He assumed that teaching is among the least important of teachers' job. It can be seen from the several reasons for this. First, there are many vocabularies that learners need to know. Second, learning vocabularies is cumulative process that requires meeting. Third, teaching words need to be limited in scope. It means that, not much can be taught in teaching-learning activity in the classroom. Finally, knowing vocabularies involves knowing a range of aspect vocabularies for example the meaning form, and use.

Furthermore, Marzano (2004) said that there are six steps of teaching vocabulary. The first step is explain, provide student-friendly description, explanations, or example of the new term. The second step is restate, ask students to restate the description, explanation, or example in their own words. The third step is show, ask student to construct a flash card, symbol, or graphic representation of the term. The fourth step is discuss, engage students periodically in structured vocabulary discussion that help them add their knowledge of the terms in their vocabulary notebooks. The fifth step is refine and reflect, periodically

ask students to return to their notebooks to discuss and refine entries. The last step is apply in learning games, involve students periodically in games that allow them to play with terms.

From the explanation above, it can be said that teaching vocabulary must be clear, simple, and focuses on aspect of the words. The teachers should be able to identify who the students are, what the students need, and how the teachers teach in simple interesting way. It is strengthened by Schmitt and McCathy (1997). They stated that teaching vocabularies in schooling context needs to be considered from multi dimensions, such as the different levels of the students' proficiency, target words, the school system, curriculum, the effective method and teaching strategy.

Learning Vocabulary

Vocabulary is a center of English language acquisition. According to Celce-Murcia and Ohlstein (2000), vocabulary learning is a center to language acquisition whether the language is first, second or foreign. It is supported by Harmon (2009) cited in Bintz (2011). He added that vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts. It means that, the learners should learn continually to master the vocabulary. Therefore, they will learn foreign language easily if they had mastered it.

THE NATURE OF INSTRUCTIONAL MEDIA

The word media comes from the Latin "medius" which means "middle". In general, all forms of media are the intermediary for the spread, carry or convey something to the recipient of messages and ideas. Media education in general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners to facilitate the process of learning is functioned as media. Teaching media can be broadly defined as follows: "Any person, materials, equipment or events that establish the condition of the students acquire knowledge, skills and attitudes (Achsinn, 1986). In this sense, teachers, books, computers, image and environment is the media.

According to Sadiman (2005), there are many characteristics of the type of media used in teaching and learning process. The first is graphic media. Graphic media is including visual media. Like other media, the function of graphic media is

to deliver a message from the source to the receiver of the message and a channel used in sense of sight. Graphic media is relatively low costs, easy to make and also simple. Many types of graphic media, there are picture, sketch, diagram, chart, graphic, cartoon, poster, map, and globe, flannel board and bulletin board. The second is audio media. It is different with graphs media. Audio media is related with sense of hearing. There are some types of audio media, i.e. magnetic, tape recorder, vinyl record and language laboratory. The last is still projection medium. Still projection medium has similarity with graphs media in present visual stimuli. Besides, the graphs materials are often used in still projection medium. Still projection medium is accompanied by using audio recording, but some of them only visual. There are some types of still projection medium, i.e. slide, film strip, overhead transparency, opaque projector, microfiche, film, loop film, television, video and games.

Thus, it can be said that instructional media are very important in language teaching, especially the foreign language, because they facilitate the direct association between sounds and their symbols and also words and the objects they represent. They help to vividly illustrate meanings of things because they are associated with materials used by the teachers to improve the quality of their teaching and enable the students to learn more readily as well.

FLASH CARD AS ISTRUCTIONAL MEDIA

Flash card is one of media in teaching learning process. Flash card will be very useful in teaching learning process and effectively support the presentation of the lesson. A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it. Flash cards are one of the best equipment to be used for studying and memorizing information. In addition, vocabulary flashcards are great tools for studying. They can be fun, colorful, and creative ways to aid in memory and retention of vocabulary words. In addition, Charles (2009) said that flash cards are especially useful for memorizing vocabulary words and their definition, that in history and their significance, and picture artwork or other items that you will be responsible for identifying.

Functions of Flash Card

According to Suyanto (2008), the use of flash card in the English teaching-learning process is to help the teachers: 1) To be familiar and stable with singular

and plural concept; 2) To be familiar and stable with numbers; 3) To be familiar and stable with a few and a lot of concept; 4) To get the students' attention using extract pictures with appropriate vocabulary and color; and 5) To give variation in the teaching-learning process.

Based on the explanation above, it can be concluded that the flash card can make the teachers easier to teach the material to the students, and can make the students easier to understand and memorize the material because flash card is an interesting media and/or technique.

Teaching Vocabulary by Using Flash Card

Wright (1990) mentioned the procedures of teaching vocabulary through flash cards, i.e. 1) Phonological Practice: Each cards shows one person-perhaps a funny depiction, whose name contains the sound to be practiced. 2) Words Cards for Sentence Making: These can be propped up in a stand. Alternatively, each student is equipped with a word card, so, they can arrange themselves that they show a sentence to the rest of the class. 3) Reading Recognition: Each student is given a word or a sentence card and most indicate an object or scene in the room or in a picture to which it relates. Alternatively, the card contains an instruction which the students carry out. Question cards and appropriate answer cards are mixed. The student or group of students must sort them out and match them. 4) Relating Written and Spoken Forms. 5) Guessing Game: The teacher shows a number of cards of actions to the class. First he asks them to remember the pictures. Then, he picks one up, conceals the picture and asks them to say what it is, perhaps pretending to try out the students' powers of extra-sensory perception. Each student makes a guess. Then, the teacher looks at the card, he then asks each student again, "*what did you say?*". Contrasts for Meaning: Flash cards with pictures on both sides can be used to reinforce the recognition of contrasting concepts and to give oral reproduction practice.

As a result, based on the procedures of teaching vocabulary above, it can be said that the teachers play important role in arraging the activites by using the procedures of flash card mentionned above in order to run well. It means that the most important thing is how the teachers create students' interest and motivation in learning English vocabulary effectively.

The Benefits of Teaching Vocabulary by Using Flash Card

There are some advantages of teaching vocabulary by using flash card, i.e. The size and shape of the cards are excellent for speedy and stimulating work. Flash cards are designed to perfect your English while others can help you learn a new language entirely. The key of using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the others (Wright, 1990). Flash cards are useful for drilling new letters, syllables, words, and other information. A flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Vocabulary flash card can be fun, colorful, and creative way to add memorization and retention of vocabulary words. Flash cards are widely used as a learning drill by way of spaced repetition (Komachali and Khodareza, 2012).

CONCLUSION AND SUGGESTION

Referring to the information and discussion stated above, it can be concluded that flash card as instructional media can make the students feel enjoyable and looked enthusiastic in following the teaching-learning process of enriching students' vocabulary mastery. In addition, by following the procedures of teaching vocabulary by using flash card, it is true to say that when the teachers together with the students are discussing about the material by using flash card as instructional media, the students feel really helped to memorize vocabulary easily because it gives them clear and colorful picture. Besides, the students give good responses when the teachers explain the material. The students always ask the teacher when they get the difficult words found in the material, and the students who are passive become more active and most of them involve themselves in every stage of learning.

Based on the conclusions, the writers put forward the following suggestions: 1) For the Teacher: The teachers can try to use flash card as instructional media in the process of teaching and learning English, so that students will not feel bored when they are learning English in the classroom. The teachers should give the material which can make students more interested. 2) For the Students: The students must pay attention when the teacher shows the flash card and give feedback or response to it. The students are expected to practice their language skills (listening, speaking, reading, and writing) regularly and they are expected to

ask the teacher if they do not understand about the learning material.

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