

Improving Students' Ability to Express Daily Activities through Flashcard Media

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam mengungkapkan aktivitas sehari-hari kelas VIII B SMP N 21 Semarang sebagai hasil dari capaian pembelajaran Bahasa Inggris menggunakan media pembelajaran Flash Card. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data dalam penelitian ini adalah tes tertulis dan observasi. Hasil dari penelitian ini menunjukkan bahwa di siklus pertama 78,12% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 83,18. Di siklus kedua 93,75% siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 85,60. Berdasarkan data tersebut dapat disimpulkan bahwa penerapan media Flashcard dapat meningkatkan kemampuan siswa kelas VIII B SMP N 21 Semarang dalam mengungkapkan aktivitas sehari-hari.

Kata kunci: Capaian pembelajaran Bahasa Inggris, Flash Card, Ungkapan Aktivitas Sehari-hari

ABSTRACT

This research aims to improve students' ability to express the daily activities of class VIII B SMP N 21 Semarang as a result of English learning achievements using Flash Card learning media. This research is classroom action research. This research was conducted in two cycles and each cycle consisted of planning, implementation, observation and reflection. Data collection techniques in this research are written tests and observation. The results of this research show that in the first cycle 78.12% of students met the Minimum Completeness Criteria (KKM) with an average score of 83.18. In the second cycle 93.75% of students met the Minimum Completeness Criteria (KKM) with an average score of 85.60. Based on these data, it can be concluded that the application of Flashcard media can improve the ability of class VIII B students at SMPN 21 Semarang in expressing daily activities.

Keywords: *English learning achievements, Flash Cards, Daily Expressions*

1. INTRODUCTION

Education is an important means of creating quality Human Resources (HR). Quality human resources can be formed if education is applied as the main key to the development of science and technology. Education is a communication process which contains the transformation of knowledge, values and skills, inside and outside school, which lasts throughout life (life long process), from generation to generation. Education has been going on since humans existed; education in

question is what adults/parents do in teaching their children how to live every day, the traditions that apply, the skills that have been mastered by their parents so that in the future children can live well without difficulty. The educational process takes place naturally and continuously even though it is in a simple form.

In Indonesia, students in schools are taught English as a foreign language. Like learning a first language, studying a foreign language also has the aim of achieving the ability to use the language itself. Language

is learned in order to be able to communicate and interact with other people. As a communication tool, English is used to communicate with other people, especially in the 4.0 era where science and technology are developing rapidly so that students get exposure to various language communities. Learning English enables a person to communicate within their community and the wider society. Therefore, students who study English are expected to master English language competency at an educational level. When students can use English, their communication will develop. Students can develop their knowledge and potential by mastering English because English makes them get new ideas. So, this will help them to face the future.

In the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture Number: /008/H/KR/2022 concerning Learning Achievements at PAUD, Basic Education Levels and Secondary Education Levels in the Independent Curriculum on the writing element it is stated that At the end of phase D, participants students communicate their ideas and experiences through simple, structured paragraphs, showing progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts by using simple and compound sentences to construct arguments and explain or defend an opinion. Therefore, learning outcomes in writing must be achieved by students. By seeing and understanding these learning outcomes, teachers must find the best way to teach writing. When teachers can teach writing well, this will make it easier for students to write. The teacher's ability to choose and use various methods, models, techniques and strategies will influence students' understanding of learning.

In the learning process, media is very necessary in learning activities. Astuti & Bhakti (2018) also stated that learning media is any person, material, tool or event that can create conditions that enable students to receive knowledge, skills and

attitudes. Therefore, the existence of learning media can change the learning atmosphere in the classroom. Learning media can convey information to students so that it can attract students' interest to actively participate in the learning process. One learning media that is suitable and can create an effective and enjoyable learning process is flash cards.

Flash card media is a learning medium for developing memory and training independence, it is also very fun when used as a learning medium, because it can be used in the form of a game (Sudjana, 2015). Meanwhile, according to Gusti 2017, flash cards are learning media in the form of picture cards measuring 25 x 30 cm. These images are made by hand or photos, or using existing images/photos pasted on flash cards.

From the above, this is what prompted researchers to conduct research entitled "Improving students' ability to express daily activities through Flash Card media in class VIII B SMP N 21 Semarang 2023/2024"

2. RESEARCH METODE

Type of research used is Classroom Action research to conduct this research which takes place in two meeting cycles where the intensity of the meeting is deep class two times. This classroom action research project was carried out at SMP 21 Semarang which is participated 33 students from VIII B as a subject. Procedure this research consists of four activities carried out in repeated cycles. There are four main activities in each cycle, namely 1). Planning, 2). Action, 3). Observation, 4). Reflection. (Arikunto, 2007). The data collection techniques used in this research is a Pre-Test to find out data about students' ability in their daily activities. Then, post-test to find out the data about a student's achievement after receiving treatment in this classroom action research. This technique is used to obtain data that is appropriate to the problem. This research is implemented by learning strategies using Flashcard as learning media to improve student's ability to express daily activities. By comparing students' post-test results, researchers find significant differences

between students' ability to express daily activities before and after treatment.

3. FINDING AND DISCUSSION

Researchers carried out this research in class VIII B. The research results from cycles 1 and 2 will be given in this chapter. There are still many students who have never studied English in Elementary school. This research was done with optimal efforts to improve students' abilities. The research was planned and will be carried out in several cycles, until the research objectives are achieved. In this discussion, the researcher will describe the results of classroom action research using Flashcard as a learning medium in revealing the learning outcomes of class VIII B students at SMP Negeri 21 Semarang.

The research was done in two cycles. Every cycle starts with planning, implementing learning and reflecting each cycle. During this research activity, the researchers prepared learning devices, tools and teaching materials. As well prepare observation instruments. It turns out that in only two cycles, student learning outcomes reached the targets set by researchers.

Before taking class, the students give a pretest of 20 questions to determine students' abilities before carrying out Flashcard Media. Giving this question aims to determine students' abilities. Pretest also used to describe the difficulties faced by students.

Implementation of Cycle 1

Planning

Before implementing cycle I in the classroom, researchers must make a learning plan. What can be done to prepare a plan is to design a model learning using Flash Card media which is applied in learning Daily Activities. Researchers use a text-based approach learning model. Then, researchers were compiling modules regarding Daily Activities material. The next activity is to coordinate with parties related to research, namely the English teacher for class VIII B and colleagues to determine the time, meetings and preparations that must be made. Implementation of learning in cycle I carried out in 2 meetings, namely on September 1 2023 with time allocation 3x40 minutes (3JP).

Action

Implementation of actions in cycle I, namely the teacher asks students several questions to determine students' understanding of everyday expressions in English used. Like the question, "What things do you do in the morning?"

Next, the teacher shows videos related to the expression of Daily Routine. Students are asked to submit opinions about the video. Then the students break into pairs to conduct interviews about routine habits they carry out every day. Teacher distributes Flash Card media that students can use to ask questions of her friend. In this cycle students practice expressing daily activities assisted by use of Flash Card media. Then each group was asked to present orally the results of the interview in front of the class. In cycle I, researchers applied use of Flash Card media. Then the researcher gives another explanation regarding the material as reinforcement and provides an explanation regarding the description of Flash Card media. At the conclusion stage, the meeting ended with a question and answer session between the students and the teacher to summarize learning about the conclusions of the material that has been studied. After making conclusions, students are asked to reflect on learning to find out understanding students regarding the material that has been given.

Observation

In observation, researchers present Daily Activities in learning. At the first meeting of cycle I, the researcher gave a pre-test to students to find out students' ability to express Daily Activities. In fact, there are still many of them who have a low understanding of how to express Daily Activities. Before that, the researcher asked the students what their problems were from the pre-test. The researcher gives flashcard media to facilitate the students' problem.

Reflection

Based on the test results, data was obtained that there was an increase in students fulfilling the KKM with the average score obtained was 78,79. However, this improvement can still be increased considering that there are students who KKM has not completed yet. Based on the results of the researcher's observations, some students did not fulfill the requirements of KKM because they do not give full attention to the explanations and orders researchers provide. Researchers approach and provide guidance to students who have difficulties and require more attention from other students. Overall, the process of implementing actions in the cycle went well. However, there are findings that need to be corrected, including students still not being able to use the correct verb in the sentence based on the subject, and therefore the researcher will encourage students to utilize existing learning resources.

Implementation of cycle II

Planning

The researcher feels that the overall objectives of the results of cycle I have not been achieved. The researcher will carry out the second cycle with additional treatment, namely the use of models of Jigsaw learning. In cycle II, it is not much different from the activities in cycle I. Preparation in Cycle II includes compiling teaching modules, preparing teaching materials, preparing tests. Implementation learning in cycle II was held in 1 meeting on September 22 2023 with Time allocation is 3x40 minutes (3JP). In carrying out the action, field notes were used to help observe the implementation of learning and find findings in cycle II.

Action

The procedure for implementing learning in cycle II is almost the same as cycle I. In cycle II students are asked to describe students' daily activities from waking up in the morning until sleep at night related to daily activities material. After that the students followed suit learning activities using flashcard media as in cycle I. Students are asked to take tests related to everyday expressions. Teacher monitors students in taking tests. After making conclusions regarding the daily activities material, the researcher closes the lesson and announces the next lesson. On closing activity, students were asked to reflect on the learning they had done well in cycles I and II. From the entire implementation of cycle II actions, researchers have carried out learning by following the steps according to implementation flashcard media. Researchers have carried out the results of reflection in cycle I for learning more meaningful for students.

Observation

In observation, researchers present daily activities in learning. At the first meeting of cycle II, the researcher asked students about their problems at the previous meeting and solved them together. The researcher explained daily activities in depth using flashcard media to each group. Then, students discuss and understand the daily activities in groups. The students looked so happy and enjoying themselves. At the last meeting, the researcher gave post-test II.

Reflection

In this reflection activity, the researcher collaborated with the English teacher and colleagues to discuss the results of cycle II as criteria for the success of this research. More than 75% of students have completed even since cycle I. Student activity in this cycle is categorized as very good. Students are willing to pay attention when the teacher reviews the material, able to ask questions relevant to learning, willing to ask ideas, and can make good use of learning resources. This means that quality student activities during the learning process by applying flashcard media increased.

Table 1.1 The result of Pra-Siklus

No	Classification	Frequency	Percentage (%)
1	Complete	9	27,27%
2	Incomplete	24	78,73%
	Total	33	100%

Based on the table above, it can be seen that in the pre-test in the pre-cycle stage, there were 9 students who completed ≥ 80 and 24 students who have not yet completed. It can be concluded that the most students' knowledge regarding Daily Activities is still low with a frequency of or a total of students.

Table 1.2 The result of Siklus 1

No	Classification	Frequency	Percentage (%)
1	Complete	26	78,79%
2	Incomplete	7	21,21%
	Total	33	100%

Based on the table above, it can be seen that the table can show an increase in students' understanding of Daily Activities material through Flashcard media. There were 26 students who completed ≥ 80 and 7 students have not yet completed.

Table 1.3 The result of Siklus 2

No	Classification	Frequency	Percentage (%)
1	Complete	31	93,94%
2	Incomplete	2	6,06%
	Total	33	100%

Based on the table above, it can be seen that the increase in students learning outcomes in cycle II. The number of students who completed was 93,94% (31 students). This figure already meets the classical completion requirements, namely 85% according to the criteria completeness. Besides, they are too motivated and have interest in learning English especially on Daily Activities material.

Table 1.4 The result after treatment

No	Classification	Pra-Siklus (%)	Siklus 1 (%)	Siklus 2 (%)
1	Complete	27,27%	78,79%	93,94%
2	Incomplete	78,73%	21,21%	6,06%
	Total	100%	100%	100%

The data in table 1.4 shows that the percentage of students who completed at cycle II has reached the minimum classical completion criteria, although there are still 2 people who have not completed it, this will be overcome by providing remedial measures. Based on the results of the reflection, there is no need to continue to cycle III and the class is declared to have completed the Daily Activities material.

4. CONCLUSION

Based on the results of the discussion, several conclusions can be drawn by the researcher. Namely as follows: Learning Daily Activities through Flashcard media can help students understand the subject matter. So, their learning outcomes increase. This data is based on the results of research carried out by SMP Negeri 21 Semarang, namely that there was an increase in learning outcomes for class VIII B students on the subject of Daily Activities. The improvement in student learning

outcomes can be seen by learning by using Flashcard as a student learning media.

From the results of this research, there are several suggestions that can be given by researchers for teachers, students and other researchers as follows: In planning learning in the classroom the teacher should also adjust the learning media to be used according to the student's environment. Apart from that, teachers must also pay attention to methods of learning that will be applied before heading to learning media. This matters because the

choice of learning media will influence the achievement of learning goals.

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