

# STUDENTS' PERCEPTION ON THE USE OF FLASHCARD IN TEACHING VOCABULARY (A STUDY ON TENTH GRADE OF SMKN 3 MALANG)

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## Abstrak

Studi ini fokus kepada persepsi siswa terhadap penggunaan flashcard pada pengajaran vocabulary karena peneliti menemukan bahwa salah satu guru Bahasa Inggris di SMKN 3 Malang masih menggunakan flashcard sebagai media pada pengajaran vocabulary. Selama studi pendahuluan, siswa menunjukkan ketertarikan dan motivasi yang tinggi. Oleh karena itu, peneliti mencoba untuk menemukan apakah siswa benar – benar merasa tertarik atau tidak pada pengajaran vocabulary menggunakan flashcard. Studi ini menggunakan deskriptif kualitatif. Peserta dari studi ini adalah kelas sepuluh di SMKN 3 Malang kelas X-APH 2 jurusan akomodasi perhotelan. Untuk pengumpulan data, peneliti menggunakan observasi, kuisioner, dan wawancara. Dari hasil analisis data, peneliti menemukan bahwa guru menyelesaikan tiga tahapan dan menggunakan semua tiga tipe dari flashcard pada observasi pertama serta menyelesaikan dua tahapan dan menggunakan dua tipe flashcard pada observasi kedua. Berdasarkan hasil dari kuisioner siswa, 85% siswa lebih tertarik, 82% dari siswa mempunyai motivasi tinggi, 87% dari siswa lebih mudah untuk memahami vocabulary baru saat flashcard digunakan sebagai media dalam pengajaran vocabulary. Saat wawancara, guru juga mengatakan bahwa siswa menjadi lebih fokus, lebih tertarik, dan termotivasi untuk belajar vocabulary ketika guru mempersiapkan flashcard untuk mereka. Jadi dapat disimpulkan bahwa kebanyakan siswa mempunyai persepsi yang bagus terhadap penggunaan flashcard.

**Kata kunci:** Persepsi siswa, Flashcard, Pengajaran vocabulary

## Abstract

The study focused on students' perception on the use of flashcard in teaching vocabulary because the researcher found that one of English teacher in SMKN 3 Malang still used flashcard as the media in teaching vocabulary. During preliminary study, the students showed their interest and high motivation. Therefore, the researcher tried to find out whether the students were interested in the lesson or not during teaching vocabulary by using flashcard. This study used descriptive qualitative research. Participant of this study was the tenth grade students of SMKN 3 Malang especially in class X-APH 2 in majoring hotel accommodation. For collecting the data, the researcher used observation, questionnaire and interview. After analyzing the data, the researcher found that the teacher had done the three stages and she used all of three types of flashcard in the first observation. The teacher had done just two stages and she just used two types of flashcard in the second observation. Based on the finding of students' questionnaire, 85% of the students were more interesting, 82% of the students had high motivation, 87% of the students are easier to understand new vocabularies when flashcard was used as the media in teaching vocabulary. During interview, the teacher also said that the students could be more focus, more interested in the lesson and they were motivated to study vocabularies if the teacher prepared some flashcards for them. In conclusion, the researcher concluded that most of the students had good perception on the use of flashcard in teaching vocabulary.

**Keywords:** Students' perception, Flashcard, Teaching vocabulary

## INTRODUCTION

The importance of English as a world language has made people to learn English as early as possible. Therefore, English is one of compulsory lessons in junior and high school level in Indonesia.

It is supported by Kemdikbud which states in curriculum 2013. In teaching Actually, there are four main language skills in teaching English: listening, speaking, reading, and writing. Beside those four skills, teaching vocabulary is also important in teaching English. In teaching English, the teacher should use some media in order to avoid students' boredom in the class.

Fortunately, the researcher found an unques phenomenon during teaching practice program (PPL) in SMKN 3 Malang. The phenomenon was one of English teacher still used flashcard as the media in teaching vocabulary. Flashcard usually used for teaching young learner. It is supported by Aslan (2011) states that flashcards are primarily used for teaching young learners. Yet, it is different from one of English teachers in SMKN 3 Malang. Therefore, the researcher conducted a research to investigate students' perception on the use of flashcard in teaching vocabulary because during teaching practice program (PPL), the students showed the interest and happy faces. Therefore, the researcher wanted to

make sure whether the students were interested or not in the lesson during teaching vocabulary by using flashcard through this study.

The researcher used two previous studies. First was from Nadzirah (2010) entitled "The Use of Flashcard to Improve Vocabulary Mastery (A Classroom Action Research for the Fourth Year Students of MI Duren Bandungan in the Academic Year 2009 / 2010). The result of this study showed that flashcard was useful in teaching and learning process especially in teaching vocabulary. Second was from Ahen (2009) entitled "Students' Perception towards English for Self-Expression". The researcher got many references to conduct a study about students' perception in this second previous study. Therefore, the researcher conducted a research entitled "Students' Perception on the Use of Flashcard in Teaching Vocabulary (A Study on the Tenth Grade of SMKN 3 Malang).

## LITERATURE REVIEW

This study focused on students' perception on the use of flashcard in teaching vocabulary. According to Daryanto (2010), perception is process of accepting stimulation from the environment then response it through opinion and feeling. It means that the students accept some materials in teaching vocabulary from the teacher through some

media such as flashcard. Then, the students give their perception from that stimulation through their opinion and feeling. Actually, teaching vocabulary is about selection and presentation of words for learners (Furneaux, 1999).

For the flashcard, the researcher used theory from Edwards (2006), flashcard is a card that has two sides, one side is picture or word and other side is the answer and a card that has one side, picture or word and the answer are in same side. Two sides here means the teacher gives a picture in the first side and the name or the answer of the picture is in another side or the teacher give a word in the first side and the meaning of it is in another side. One side here means the picture and the answer are in the same side or the word and the meaning are in the same side.

However, the researcher not only investigated students' perception but also types of flashcard used by the teacher using theory from Scott (1990). There are three types of flashcard, those are: picture cards, word cards and card games. The stages in teaching vocabulary also investigated in this study. The researcher decided to use theory from Cross (1991), there are three stages in teaching vocabulary. Those three stages are presentation; practice; and production.

## **RESEARCH METHOD**

### *Research Design*

The researcher used descriptive qualitative as research design. Richard (2003, cited in Pèrez, p.16) says that qualitative research is more agreeable for learning a phenomenon as it focuses on the issues that happen in natural background; in this study it was in a language classroom. So, descriptive qualitative was appropriate to investigate an unique phenomenon in SMKN 3 Malang about the use of flashcard in teaching vocabulary.

### *Data Source*

The subject of this study was all of students in class X-APH 2 of SMKN 3 Malang majoring in hotel accommodation. The class consists of 8 boys and 24 girls. During preliminary study, the students showed their happy faces and interest also they could express their opinion and feeling. Therefore the researcher conducted a research to ensure about the students' perception on the use of flashcard in teaching vocabulary.

### *Data Collection*

Observation, questionnaire, and interview were three instruments for collecting the data. The researcher done the observations in two meetings. The aims of observation were to know about flashcard and types of flashcard used by

the teacher also the stages that had done by the teacher in teaching vocabulary.

There were two questionnaires which used in this study. The first questionnaire was closed questions which consisted of five questions and the second questionnaire was fixed-choice questions which consisted of ten questions. These questionnaires answered by the students.

In the interview guide, there were ten questions which indicated students' perception on the use of flashcard as well.

The researcher interviewed the teacher to know about students' perception in teaching vocabulary by using flashcard based on teacher's opinion.

#### *Data Analysis*

The researcher analyzed the data from observation by using theory from Miles and Huberman (1994). There were three steps to analyze it, those are: data reduction, data display, and drawing conclusion. For the questionnaire, the researcher used theory from Likert Scale (1932) to analyze the first questionnaire which consisted of five questions and theory from Sugiyono (2004) to analyze the second questionnaire which consisted of ten questions. The students had to answer these two questionnaires because the functions of questionnaire were to know the students' perception and the reason behind their perception.

The teacher was the subject of the interview. The researcher interviewed

about students' perception on the use of flashcard in teaching vocabulary as well.

The questions were almost same with students' questionnaire. Interview was

aimed to crosscheck the result of students' questionnaire with the result of teacher's

interview. They had same perception or not about the use of flashcard in teaching vocabulary.

#### **FINDING**

##### *Finding from Observation*

The researcher had done the observations twice. In the first observation, the teacher had done all of the three stages based on Cross (1991). For types of flashcard, the teacher used three types of flashcard (Scott, 1990). Edwards (2006) says that flashcards are two sides and one side card. In the first observation, the teacher just used one side card.

Picture and word cards were used in the second observation. For the stages, the teacher just had done two stages, presentation and practice. Two sides card and one side card were used in the second observation.

##### *Finding from Questionnaire for Students*

The researcher used two questionnaires to investigate students' perception on the use of flashcard in teaching vocabulary. The first questionnaire showed good results. It

could be proven that 85% of the students were more interesting, 82% of the students had high motivation, 87% of the students are easier to understand new vocabularies when flashcard was used as the media in teaching vocabulary. There were 21 students said that they had interesting perception on the use of flashcard in teaching vocabulary and 3 students were neutral also 2 students were bored during teaching vocabulary by using flashcard.

Type of flashcard which liked by most of students was card games.

#### *Finding from Interview with the Teacher*

After observation and questionnaire had done, the researcher interviewed the teacher. Actually, the teacher has been teaching for about 30 years and being an English teacher in SMKN 3 Malang for about 16 years. She often used flashcard as the media in teaching vocabulary. Based on the teacher's opinion, students had good perception also interested in the lesson when she used flashcard as the media in teaching vocabulary. Students also had high motivation, could be more focus, easier to understand the material during teaching vocabulary by using flashcard.

According to teacher's opinion, card games were the favorite type of flashcard for the students as well.

## **DISCUSSION**

The researcher collected the data from observation, questionnaire, and interview. From the observation, the teacher had done the three stages, those were: presentation, practice, and production. In the presentation, the teacher used picture and word card. Card game was used in the practice and picture card in the production. Yet, the teacher did not follow flashcard such as stated in Edwards (2006) because the teacher used one side card but the answer or the name were not at the same side. She gave the name or the answer in the other card and sometimes she just gave the picture without name or answer.

In the second observation, the teacher just had done two stages, presentation and practice. Picture and word card were used in the presentation and word card was used in practice. The teacher followed flashcard such as stated in Edwards (2006) because she used two sides card, first side was the pictures and the other side was the name of those pictures. For one side card, the teacher gave word card and the words also the meaning were at the same side.

The result of questionnaire was good because all of the five statements in the first observation got more than 75%. In the second questionnaire as well, 21 students said that they were interested in

the lesson during teaching vocabulary by using flashcard. They also had high motivation and could be more focus when the teacher used flashcard as the media in teaching vocabulary. From those explanations, it could be concluded that the students had good perception on the use of flashcard in teaching vocabulary.

The teacher chose an experienced teacher to be interviewed because she still used media in teaching English especially teaching vocabulary by using flashcard. It is different from the new teachers; usually they just used books as the media in teaching vocabulary. From the result of interview, it could be concluded that most of the students were interested in the lesson on the use of flashcard in teaching vocabulary. The students also could be more focus, had high motivation, and they were easier to understand new vocabularies when flashcard was used as the media in teaching vocabulary.

Actually, the result from questionnaire and interview was same. The researcher got same opinions from the students' questionnaire and teacher's interview. Those same opinions were: the students interested in the lesson, had high motivation, easier to understand new vocabularies when flashcard used as the media in teaching vocabulary. Card games were the favorite type of flashcard for the students.

## CONCLUSION

In the first observation, the teacher had done all of the three stages in teaching vocabulary and she used all of the three types of flashcards. Yet, she did not follow flashcard such as stated in Edwards (2006). In the second observation, the teacher just had done three stages and she used two types of flashcard. It was different from the first observation, the teacher followed flashcard such as stated in Edwards (2006).

From the result of questionnaire, it could be concluded that most of students had good perception on the use of flashcard in teaching vocabulary because in the first questionnaire all of five statements got more than 75% and in the second questionnaire there were 21 students who said that they were more interested in the lesson during teaching vocabulary by using flashcard.

Actually the result from students' questionnaire and teacher's interview were same. The students were interested in the lesson, had high motivation, could be more focus and they were easier to understand new vocabularies when the teacher used flashcard as the media in teaching vocabulary. It could be concluded that the students had good perception on the use of flashcard in teaching vocabulary.

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