

USING FLASHCARDS TO IMPROVE *RUMAH CITTA LABSCHOOL STUDENTS' VOCABULARY*

Elizabeth Atyasanti Sekar Wening

Blue Dolphin PlaySkool, Yogyakarta

elizabeth.wening@gmail.com

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Abstract

Vocabulary plays an important role in learning English. It is a list of words that people use to communicate with each other. Improving vocabulary especially for children is needed to prepare them for their future. There is a media named flashcards that can be used to learn English for children and make the learning process more fun. This research aims to know how flashcards improve *Rumah Citta Labschool* students' vocabulary. There are two research questions formulated: 1) How are flashcards implemented to improve *Rumah Citta Labschool* students' vocabulary? and 2) How do flashcards improve *Rumah Citta Labschool* students' vocabulary? The researcher used Classroom Action Research as the methodology. In this research, there were seven participants. They were five students of English Club and two educators who were chosen by the school as the collaborators to avoid bias. In order to collect the data, the researcher used some instruments; they were field note observation, pre-test and post-test. The data of this research were in the form of qualitative and quantitative. Qualitative data were taken from the observation result and quantitative data were taken from the pre-test and post-test results. There was an increase in the average score from the pre-test to the posttest. It showed that using flashcards has really improved *Rumah Citta Labschool* students' vocabulary.

Keywords: vocabulary, flashcards, classroom action research, *Rumah Citta Labschool*

Introduction

English is an international language that people worldwide usually use to support their activities. English is used in many aspects in life, such as trading, business dealing, marketing, and education. Listening, speaking, reading, and writing are the skills of English. In addition, there are three elements that English language has: pronunciation, grammar, and vocabulary. Mastery in vocabulary is very important when people learn a language. They will use various kinds of skills while reading texts, writing letters or essays, listening to people's conversation, and responding to the class discussions. Vocabulary is a list of words that people use when they communicate with each other. People who have a wide range of vocabulary can be more successful than people who have limited vocabulary. It happens because each vocabulary can represent the feeling, condition, and also the

meaning of a situation. Therefore, having a wide range of vocabulary is essential so that people can develop understanding and be able to communicate with others.

Vocabulary can be introduced as early as possible including to kindergarten students' age. The Cognitive Development Theory by Jean Piaget states that the way of thinking for children who are less than seven years old has not yet reached the concrete operational step. They will learn and copy the environment without observing the good and bad sides. Hence, introducing vocabulary through playing games are the best ways for children to learn a language. It makes the students enjoy and remember as much vocabulary as possible to improve their English ability. There are many institutions or schools which start introducing English as early as possible. The importance of learning English for children makes *Rumah Citta Labschool* to provide an English Club. *Rumah Citta Labschool* is one of the divisions in the Non-Governmental Organization Early Childhood Care and Development Resource Center (ECCD-RC), Yogyakarta, Indonesia. In this English Club, the students learn English through themes that they have decided and several games to make the teaching and learning activities more fun.

The English Club in *Rumah Citta Labschool* emphasizes the learning process through playing games and doing fun activities. Watching movies, singing some songs that are related with the themes, drawing, making some projects, and guessing pictures are some examples of the games and activities. Playing games is one of the children's needs and it is a very effective way for children to learn new words. It can be shown that "learning by playing" words means that when children are playing games, they also learn new things. Fadlillah (2017) states "...playing can stimulate children's development in terms of physical-motoric, logical-mathematical, language, social emotional, creativity, and art" (p. 6). In order to support the games, some media that can be used are songs, videos or movies, play dough, puppets, story books, and flashcards. Flashcards are cards which provide simple information, such as a name or picture. Information on flashcards at least consists of linguistic intelligence and visual-spatial intelligence. Munif Chatib (2011: p. 56) said "linguistic intelligence is an intelligence that relates to the sound, structure, meaning, word function and language. While, visual-spatial intelligence is an intelligence that relates to the space and shape or type of picture. This intelligence has an ability to visualize pictures or something in someone's mind" (as cited in M. Fadlillah, 2017, p. 142).

Literature Review

Vocabulary

As cited Mofareh Alqahtani in *The Importance of Vocabulary in Language Learning and How to Be Taught Journal*, there are some experts who claim the definition of vocabulary. Cameron (2001) state "... vocabulary, as one of the knowledge areas in language, plays a great role for learners for acquiring a language". According to Harmon, Wood and Keser (2009) and also Linse (2005), learners' vocabulary development is the most important aspect of their language development. In addition, Richards & Renandya (2002) vocabulary is the most fundamental component, without which communication is not feasible (as cited in Ghasem Barani, 2013, p. 1; Theresiawati & Timotius, 2017, p. 28).

To sum up, vocabulary is a list of words that have meanings in a language. A good communication is when both speakers understand what they are talking about.

They need to have rich vocabulary to support their communication. Therefore, from those definitions above the researcher considers that vocabulary is an important aspect of a language to learn.

Importance of Vocabulary

Wilkins (1972) stated that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111-112). It shows that vocabulary is the central or basic part of communication. People who have limited vocabulary will not understand others and cannot express their feelings or ideas. Thornburry (2002) stated, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."

In conclusion, vocabulary has an important place in a language. It makes people have an ability to say what they mean. More than that, vocabulary helps people to understand others when having conversation. Lastly, it increases people confidence in communication because they can express their feelings more than people who have limited vocabulary.

Types of Vocabulary

There are two types of vocabulary: receptive vocabulary and productive vocabulary. According to Stuart Webb (2008), receptive vocabulary happens when the learners understand the vocabulary and know how to implement it into the context but they cannot produce it. Therefore, the vocabulary cannot be produced in the form of speaking and writing. Meanwhile, productive vocabulary is happening when the learners understand the vocabulary, are able to pronounce the words correctly and produce it into a form of speaking and writing. It emphasizes the abilities of speaking and writing in appropriate time in order to express the learners' thoughts to others (Webb (2005).

Levels of Vocabulary for Children

In early age, children learn a lot from their environment including their parents. They absorb what their parents are talking about and try to produce it even though it is not in a big form. According to Meredith Rowe (2012) as cited Lauren Lowry in Build Your Child's Vocabulary: The Hanen Centre, there are three stages in terms of children vocabulary development. First, children's vocabulary at 30 months is influenced by the quantity (number) of words a parent used one year earlier. It means that children use their hearing to know their environment. Second, children's vocabulary at 42 months is influenced by parents' use of a variety of sophisticated words one year earlier. It means that children already have learnt the daily words and are ready to learn higher words such as using "purchase" rather than "buy" and "weary" rather than "tired". Lastly, children's vocabulary at 54 months is influenced by the parents' use of talking about things that happened in the past or something in the future and explanations one year earlier. For example, the parents begin to talk about the children's experiences in the past or their plans for visiting grandmother in the future. Besides, Nixon and Tomlinson (2003) "this is intended as a guide to the language abilities pupils will need in order to do the activities" (p. 9). They divide the activity levels of learning vocabulary into three parts.

Table 1. The Activity Levels of Learning Vocabulary

Level	Section	Skill	Focus
1	Starting Off (6-8 years old)	Minimal or no writing skills Controlled communication	Oral or pictographic presentation and reproduction of vocabulary Basic word recognition
2	Moving On (9-10 years old)	Limited reading and writing skills Controlled communication	Understanding and identifying words Initial matching and grouping
3	Flying High (11-12 years old)	Intermediate reading and writing skills Freer communication	Cognitive recognition and competent use of vocabulary

Vocabulary Assessment

According to Cameron (2000:222) as cited in Sutarsana (2013), assessment is concerned with pupil's learning or performance, and thus provides one type of information that might be used in evaluation. Moreover, assessment in children's language learning as part of their early experience, can influence whether or not pupils choose to continue learning the foreign language whether they lost interest and motivation. Because assessment potentially has such a powerful *washback* effect on children's lives, issues of fairness must be taken seriously. In addition, Brown (2004:4) as cited in Sutarsana (2013) "assessment is an ongoing process that encompasses a much wider domain. By giving a test at the end of teaching learning process, the teacher will know the ability of their students" (p. 21).

In conclusion, giving assessment to the students will help the teacher to identify the ability of each student and pay attention to the students' improvement. It shows by the result of the assessment of the students whether they have increased their score or vice versa.

Flashcards

John Haycraft (1978) states that "flashcards are cards on which words and/or pictures are printed or drawn. There are published sets of flashcards on the market, but they are also easy to make either as drawings, or with cut out pictures from magazines. They are simple and effective, but they also require careful thought and preparation in advance" (p. 102). In addition, Haycraft (1978) explains "there are two types of flashcards. They are word flashcards and picture flashcards. For the word flashcards, the teacher provides some jumbled words or sentences and lets the students arrange them. Then, picture flashcards are useful for presenting, practising and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, and to help students improvise. Picture flashcards can be used as prompts for simple substance drills. Picture flashcards are also useful for identifying verbs on actions" (pp. 102-106).

A flashcard is a card that contains a picture, number, or word which the teacher uses to acquire the vocabulary for the students. In this research, the researcher uses picture flashcards as the media to improve the students' vocabulary mastery. Flashcards trigger the students to visualize the picture in their mind. Therefore, it is very effective to teach vocabulary in case the teacher cannot bring the real media.

Advantages and Disadvantages of Using Flashcards

Mondria & Mondria de-Vries (1994) and Schmitt & Schmitt (1995) as cited in Baleghizadeh and Ashoori, “comparing flashcards to word lists, some researchers indicate that working with flashcards help learners in acquiring vocabulary more effectively than word lists” (p.4). Flashcards are famous learning media that teachers use in the teaching and learning process. There are some advantages of using flashcards. First, they do not require spending much money. The materials are some paper and pens for drawing and coloring. Second, they are very easy to make and use. There are two ways to make flashcards: either drawing and coloring or being printed out. Third, they are easy to bring anywhere because the size is not too big. Fourth, it increases the linguistic and visual spatial intelligence from much intelligence by Howard Gardners. The linguistics intelligence occurs when the students learn vocabulary from those flashcards and enhance the students’ vocabulary mastery. The students learn how those vocabularies are spelled and read correctly. They memorize those vocabularies in their mind and become a habit for the students. Moreover, flashcards also influence the visual spatial intelligence of the students because the students visualize the pictures they see and relate them to the real world. Lastly, flashcards are reusable media. It can be used for several times.

On the other hand, there are some disadvantages to using flashcards such as some pictures cannot be easily illustrated, for examples air and smell. Besides, the students become get bored sometimes because the flashcards only show the same pictures for several meetings. Lastly, if the pictures are too interesting, it is difficult to get the students’ attention. The pictures can attract the students’ interest more than the learning materials.

Activities of Using Flashcards

The researcher uses flashcards as the learning media to teach vocabulary. Flashcards are visual media which are very interesting for students especially kindergarten students. They can imagine or visualize the pictures on them. As cited in Tamayo, Gaviria, and Rivas wrote the activities of using flashcards by experts. Pitch (2014) proposes musical flashcards where children will walk around some flashcards in a circle while music is playing. When music stops, teacher says the name of a card and the child who touches it first wins one point and keeps the card.

In addition, Najam (2013) states her musical chair alphabet. For starting the game, place the chairs in a different way. Each chair will have an alphabet flashcards placed on them and start the music. When the music stops, children will take their cards and will pronounce the sound read from the flashcards. The children who are unable to pronounce it will be out of the game.

Moreover, there are also several activities of using flashcards. The teacher lets the students hold the flashcards and look at the picture closely. After that, the students may guess and mention the meaning of that vocabulary in *Bahasa Indonesia*. Lastly, the teacher lets the students choose the flashcards that they like the most and hold them. The teacher asks the students to mention the name of the pictures and gives time to them to tell their story about the chosen pictures. The point is the students know the pictures and become able to mention the names.

From those activities above, flashcards make the students play yet learn in the same time. It shows that learning in some fun ways does not take the children’s right away to play on their age. In order to answer the first research question, which

is “how are flashcards implemented to improve *Rumah Citta* Labschool students’ vocabulary mastery?”, the researcher uses the theory of Pitch (2014) about musical flashcards activity. The music will be played while the students walk in a circle. When the music stops, the researcher says a vocabulary of that flashcards and the students should find the flashcards that already spread in the class. The students who could find the right flashcards come to the researcher and get the reward. There are some activities that are used in this research. Those are mentioning and repeating the vocabulary that the researcher says, finding the meaning in *Bahasa Indonesia*, telling story with the chosen flashcards, and drawing. In drawing activity, the students are asked to make their own flashcards by drawing by themselves. The purpose of this activity is to make the students more remember those vocabularies by making it and increase their creativity.

For answering the second research question on how flashcards improve *Rumah Citta* Labschool students’ vocabulary mastery, the researcher uses Brown’s theory (2004) about giving tests at the end of learning process, it emphasizes on giving a test makes the teacher knows the ability and the improvement of the students. The test is going to be done in form of a pre-test and post-test. The pre-test is conducted before doing treatments and the post-test after doing treatments. Therefore, the teacher knows the improvement of students’ vocabulary mastery using flashcards. At the end, the average results of pre-test and post-test are compared in order to know the students’ improvement.

Method

This research was conducted by using Classroom Action Research. As cited Khasinah (2013), Classroom Action Research according to Allwright and Bailey (1991) “it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation (p. 2). Meanwhile, Borg (1965: 313) as cited in Ferrance (2000), “action research emphasizes the involvement of the teachers in problems in their own classroom and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education” (p. 8).

The theory of Classroom Action Research by Kemmis and McTaggart (1988) is the most popular theory that had been used with many researchers. The steps that theory has could guide the researchers conducting their research. According to Kemmis and McTaggart (1988) as cited in Sutresno (2017), “there were four steps of Classroom Action Research cycle. They were planning, acting, observing, and reflecting” (p. 17).

Kemmis and McTaggart (1988) as cited in Sutresno, **planning** is focusing on what, when, where, who, and how the plan would be done by the students and identify the improvement of students’ ability. **Acting** is the next step after planning. The thing that is planned would be implemented in a classroom. **Observing** is monitoring and observing the activities during the research. The researcher should observe and take note what things are going on the class. The last step is **reflection**. The researcher analyzes the result based on the data that has been collected. The researcher also observes the result of the action, the improvement that happened, and the good and bad things during the process of doing research. The result of cycle I become the guideline to consider the activities in cycle II.

This research was conducted in English Club, *Rumah Citta* Labschool. This school is located at Jalan D.I. Panjaitan 70, Yogyakarta. The research was conducted every Saturday at 9.30 – 11 am from November 2017 – January 2018. In this research, there were seven people who are qualified being the participants. There were five students of *Rumah Citta* Labschool students' age 5-6 years old who joined English Club. Those students were chosen because they joined the class from the first meeting until the last meeting. In order to avoid bias, the researcher invited the two educators as the collaborators. Those collaborators were chosen because they were good in English and had ability to understand the students' behavior.

In this research, the researcher used some instruments in order to support and collect the data. Those instruments were observation, pre-test, and post-test using flashcards to improve the *Rumah Citta* Labschool students' vocabulary mastery.

Observation

According to Heigham and Croker (2009), observation is "the conscious noticing and detailed examination of participants' behavior in a naturalistic setting" (p. 166). Observation was the first instrument of this research. The researcher observed the students of English Club in *Rumah Citta* Labschool. It emphasized on how the students' behave in learning process and how to get the students' attention. The researcher used field notes in this observation.

Conducting Tests

In order to get the data in form of score the students did two tests were pre-test and post-test. The researcher decided to use the same flashcards in doing pre-test and post-test. The first was pre-test and the second test was post-test. The tests were in form of oral test one by one students and there was a piece of paper for each educator to give score towards the students' pre-test and post-test answer. Pre-test held on a week after the researcher did the observation. Meanwhile, the post-test was done on the last meeting which was two weeks after did the cycle II did. The researcher analyzed the score of pre-test and post-test to measure the improvement of the students. The improvement of the students could be seen from the result of pre-test and post-test.

The researcher used qualitative data as the technique in analyzing the data. The data was based on the field notes of observation. The researcher described the real condition that happened when the researcher conducted the observation in the class. Moreover, the quantitative data was based on the result of tests. The researcher conducted pre-test and post-test in this research. The results of pre-test and post-test were calculated to get the average score. The result of calculation was compared in order to see the improvement of *Rumah Citta* Labschool students' vocabulary mastery using flashcards.

Findings and Discussion

Observation

Table 2. Observation Sheet

Table 2. was the result of observation. The observation was done on Saturday, November 25th 2017 at 9.30 – 11 am. There were seven students who came in the

How the students' behave in learning process	How to get the students' attention
<ul style="list-style-type: none"> • Active answering the question • Get bored easily when they have to sit and listen • Become exciting when discussing about theme • Active giving idea or opinion • Easy to be angry • Cry to get others' attention • Be able to solve their own problem • Easy to apologize when doing mistake • Easy to forgive others • Easy to forget their problem • Enjoy in the learning process 	<ul style="list-style-type: none"> • Give time to the students when they are talking • Give chance to relax their body by singing or doing something that need their movements • Ask the students to make something. They like drawing • Ask the students to tell their short story • Ask the students what things they like the most • Remind them with the class agreements • Give reward to whom obey the agreements

class. Those are student A, B, C, D, E, F, and G. Before starting the learning activity, the students had to make a theme for five meetings. On that day, the students chose a theme about beach. The researcher triggered the students by asking what things in a beach. They raised their hand and gave opinion. In order to recall their memory, the researcher asked some voluntary students to tell a story about beach orally. In the beginning, all of the students were excited to hear their friends' story. However, after a few stories the students began getting bored and did not want to hear their friends' story again. The class was chaos because student D and E tried to debate the story. The both of them were talking, making a joke, and disturbing their friends. Student B who told the story was angry and crying. The researcher handled them and asked them to solve their problem after the student B did not cry anymore.

On the other hand, student A asked the researcher to sing a song together. However, that idea was rejected by their friends. They did not want to sing a song. And then student A was crying for a while. The researcher gave an idea to draw together about beach. All of the students agreed because they loved to draw. The students were happy and enjoyed drawing about beach. They shared their idea and gave suggestions each other. After it was done, the researcher asked the students to present their work. The students were interested while presenting their own work. They became active in asking and giving comment towards their friends' work.

At the end, the researcher summed up all things about beach. The students gave their opinion one by one. Some of the students were interested towards umbrella, sand, sand castle, wave, coconut tree when they were in the beach. Therefore, it encouraged the researcher to make flashcards based on those vocabularies.

How Flashcards are Implemented to Improve Rumah Citta Labschool Students' Vocabulary Mastery

In this chapter, the researcher answers the first research question which is how flashcards are implemented to improve *Rumah Citta* Labschool students' vocabulary mastery. There are two reports of cycle I and cycle II when the researcher conducted this research. Those cycles are based on the Classroom Action Research by Kemmis and McTaggart (1988).

Report of Cycle I

In this part, the researcher reported the cycle I. It elaborated how the activities were done. The researcher was helped by the two collaborators in the class. It used five flashcards in order to support the learning activities.

Planning

The planning was done on Friday, December 15th, 2017. Based on the result of pre-test, the researcher planned three activities for cycle I. The researcher used flashcards that were used in pre-test. The three activities for cycle I were pronouncing and repeating the vocabulary, looking for the meaning in *Bahasa Indonesia*, and playing game finding the flashcards that already spread. The researcher planned these three activities because the students needed to know the difference of each picture. Therefore, the researcher tried to acquire the picture from the beginning in order to the flashcards clearer. From the result of pre-test, some of the students still did not know the name of the picture in *Bahasa Indonesia*.

The researcher did the first activity when the class already started. Using flashcards, the researcher would show the five flashcards to the students. The researcher would pronounce the vocabulary while showing the flashcards one by one. The students were asked to repeat it. The researcher and the students would do that for several times and made sure that each student could pronounce the five flashcards. The students might hold and look at the flashcards closer. The researcher would give the flashcards one by one start from sand, sand castle, wave, umbrella, and coconut tree. The researcher would ask and help the students if they did not the meaning those vocabularies in *Bahasa Indonesia*. The purpose of this activity was making sure that the students knew the vocabulary in the both language because some of them had known the vocabulary in English yet did not know in *Bahasa Indonesia*.

The third activity was playing game finding flashcards that already spread in a class. The students would make a big circle in a class while the researcher spread closed-flashcards on the floor. The collaborator would play the music and let the students to walk around the cycle. The collaborator would stop the music and the researcher yelled a vocabulary that the students should find it out. When the students got the flashcards and it was right, the students would get reward. This activity was done in five times or based on the agreement in a class.

Acting

The acting was done on Saturday, December 16th 2017 at 9.30 – 11 am. There were six students who came to the class. They were student A, B, C, D, E, and H. Before starting the class, the researcher led the beginning prayer. After that, the researcher started asking and letting some voluntary students to tell short story about the theme. When telling short story was done, the researcher showed the flashcards to the students. The students were happy and excited. The researcher began to pronounce those several vocabulary and show it to the students. The

students repeated it and gave attention toward the flashcards. Some students already knew several vocabularies of those flashcards by seeing the picture. However, most of them were difficult to pronounce sand castle and wave. The researcher made sure that the students could pronounce each vocabulary.

The next activity was letting the students to hold and look at the flashcards closer. The researcher gave example to the students. The example was holding the sand flashcard, saying “sand” in front of them, giving it to the next person who sit beside the researcher and so on. The students did it well with joking in their special way to learn. This activity was done when all of the flashcards already gathered to the researcher. The two collaborators helped the researcher to handle the students when they began out of the track. The researcher and the collaborators asked the students those vocabularies in *Bahasa Indonesia*. The researcher focused on how the students could differentiate among those pictures in flashcards.

The last activity in this cycle was playing game finding flashcards that already spread in the class. The researcher asked to the students to stand up and make a big circle while the collaborators stood in the corner. The researcher spread the closed-flashcards on the floor. A collaborator prepared the music and the other collaborator made sure that the students did not see the flashcards. When all things were ready, the students counted and the researcher gave a signal towards the collaborator to play the music. The researcher, the collaborators, and the students walked around in the big circle. The collaborator stopped the music, the researcher yelled “sand”. The students tried to look for the “sand” flashcards. Those students who got that flashcards came to the researcher and got a star-shaped paper as a reward. This same routine run to the “sand castle”, “wave”, “umbrella”, and “coconut tree” flashcards. The students were happy and excited because they can walk or run out of the circle. They did this activity five times that meant all of the flashcards had yelled by the researcher.

Observing

From those activities, the researcher observed that the students liked to play game that it used their kinesthetic intelligence. They were excited to walked and run around the class rather than sit down and listen to the researcher.

Reflecting

The researcher summed up that the third activity was better than the two previous activities. It was beneficial for the kinesthetic and linguistics intelligence. The students could be active by walking or running in a class yet got the vocabulary that had been learning. It also created the students competence and sharpened their memory. They needed to move quickly in order to get the flashcards first rather than their friends. Moreover, the students really needed to remember whether the picture or the vocabulary. If they forgot both of them, they lost their chance to get the reward.

Report of Cycle II

In this part, the researcher reported how cycle II was going on. It still used the same flashcards yet different activities. The activities were higher and more difficult rather than the activities in cycle II

Planning

The planning was done on Friday, November 22nd, 2017. Based on the result of the activities in cycle I, the researcher planned to make other fun activities. Those activities would use the same flashcards. There were three activities in this cycle. They were recalling their memory by showing the flashcards and mentioning the vocabulary, telling story, and making their own flashcards.

The first activity was done by sitting down in a big circle. The researcher would show the flashcard, the students would raise their hand and might answer. The fastest student would be chosen to answer the question. It would not be done longer because the students would get bored. The point was the students would remember all of the vocabulary in those flashcards.

The next activity, the students would stand up in a big circle and stretch out their arms in order to make give space among them. The researcher and a collaborator would stand up in that circle while the other collaborator would stand up out that circle. The researcher would bring a doll and the other collaborator would play the music. The researcher would walk and give the doll to the student who stood next to while the music played on. The doll would move in turn around that circle. When the music stopped, the person who got the doll would choose the favourite flashcard and tell the story about that picture. The students might tell the story in *Bahasa Indonesia* but when they mentioned the vocabulary of that picture should use English. After telling the story, that person would out from the circle. Therefore, the students would remember the both picture and vocabulary.

The last activity would in form of drawing. The researcher would provide some blank papers and crayons, and then ask the students to make their own flashcards. Those flashcards would put on the floor in front of the students as the examples and they could start drawing the flashcards. When the students finished, they would write the vocabulary below that picture. The researcher and collaborators helped the students when they needed to write the vocabulary. This activity would sharpen the memory of the students to understand the picture and vocabulary.

Acting

The acting was done on Saturday, November 23rd 2017 at 9.30 – 11 am. There were eight students who came in the class. They were student A, B, C, D, E, F, G, and H. After praying, suddenly student G was asking about the theme. The researcher threw this question up to the class. The students yelled “beach” together. And then the researcher did the first activity which was recalling. The flashcards were showed to the class and the researcher told that the person who might answer was the fastest person to raise the hand. The students agreed with the rule. The researcher began showing the first flashcards which was “umbrella”. The students raised their hand and the researcher chose student A because she was the first who raised her hand. This activity took ten minutes because the researcher wanted to make sure the students could differentiate those flashcards.

On the second activity, the researcher asked the students and collaborators to stand up making a big circle. The researcher and one of the collaborators joined that circle, while the other collaborator stood out of the circle to play the music. The researcher asked to stretch out their hands in order to give space their left and right side and gave the instruction of the game. When the music played on, the researcher walked and gave the doll to the student who stood next to. The doll moved in turn around that circle. The collaborator stopped the music and the person who held the

doll should choose one of favorite flashcards. That person was student C and he chose “wave” flashcard. He told that the wave looked like tsunami which happened in Banda Aceh. He was sad because there were a lot of people became the victim and lost their house. After telling the story, student C should out from the circle. The activity was begun again. The next person who told the story was student H. She chose “coconut tree” flashcards. The story was about actor Boots in Dora and the Explorer. Boots always ate bananas below the coconut tree and climbed that tree to pick the coconut. After that, student H went out from the circle. The last person was the collaborator. She chose “sand castle” flashcards. The story was begun when she was in the beach. She and her friends made sand castle together. When it was done, suddenly there was wave which swept out that sand castle. However, they were happy because they could make a sand castle. This activity was over after the third person telling the story. They told the story in *Bahasa Indonesia*. However, when mentioning the vocabulary, they changed it into English. It made the students changed the vocabulary spontaneously.

The last activity was drawing. The researcher asked the students to sit down. There were blank papers, crayons, and flashcards on the floor. The students began to make their own flashcards. They made their handmade flashcards just like they wanted. At the end, the researcher and collaborators helped the students to write the vocabulary below their picture.

Observing

The students became active when doing those activities. When some of them got bored, the other friends were trying to raise their spirit. It also attracted the students’ attention, so that they could absorb the vocabulary well. The students also looked happy when they asked to make their own flashcards.

Reflecting

Learning by playing was the most suitable activity for the students especially kindergarten students. Making movement for their body was the important thing. However, the researcher and the collaborators should handle the students. Some students who were active became more active in those activities. It would make chaos in the class. Therefore, understanding of each student was needed in those activities.

How Flashcards Improve Rumah Citta Labschool Students’ Vocabulary Mastery

In order to answer the second research question which was how flashcards improve *Rumah Citta Labschool* students’ vocabulary mastery, there were two tests that were held in the class. They were pre-test and post-test. Those tests used the same flashcards in order to make the students really understood the vocabulary. The result of pre-test and post-test were counted and got the score. From that result, it showed the students’ improvement. It was called had improvement when the score of post-test was higher than the score of pre-test. The range score of this test was from one to five. It meant that one was poor and five was excellent. There was the explanation of the score.

- 1 = the students do not know the vocabulary in *Bahasa Indonesia*.
- 2 = the students know the vocabulary in *Bahasa Indonesia*, but they do not know the vocabulary in English.
- 3 = the students know the vocabulary in *Bahasa Indonesia* and in English, but they cannot pronounce it.

4 = the students know the vocabulary in *Bahasa Indonesia* and in English, they can pronounce it, but often forget in several things

5 = the students know the vocabulary in *Bahasa Indonesia* and in English, they can pronounce and use it well.

Pre-test

Table 3. The Result of Pre-test		
NO	STUDENTS' NAME	THE RESULT OF POST-TEST
1.	A	34
2.	B	26
3.	C	27
4.	D	26
5	E	30
Average		28,6

Table 3 was the result of pre-test. The pre-test was conducted on Saturday, December 9th 2017 at 9.30 – 11 am. There were seven students who joined this test. However, the researcher decided to choose five students who joined the class from observation until post-test. The test was in form of oral test. The researcher was helped by the collaborators gave the score in every picture for each student. The researcher showed those flashcards one by one and asked to the students. The students answered those questions orally. The researcher and the collaborators gave score in that time. The researcher and the collaborators gave score for every student. The total score of pre-test was 143, and the average score was 28,6 from five students.

Post-test






Table 4. The Result of Post-test		
NO	STUDENTS' NAME	THE RESULT OF POST-TEST
1.	A	70
2.	B	65
3.	C	70
4.	D	66
5	E	69
Average		68

Table 4 was the result of post-test. The post-test was conducted on Saturday, January 6th 2018 at 9.30 – 11 am. There were six students who came to the class but the researcher decided to choose five students who joined the class completely from the beginning until the last meeting. The post-test was in form of oral test. The researcher recalled the vocabularies of the flashcards before doing the test in order to make the students remember what they have learnt and get the students' attention. After that, the researcher attached those flashcards in a piece of paper. The students were asked to lay their body on the floor and close their eyes pretending they were sleeping. When the flashcards were ready, the researcher walked and touched a student to wake up. The chosen student had to wake up and whispered the vocabulary of those flashcards. When the student already answered all of the vocabulary, he should lay his body on the floor and close his eyes. The researcher went to the next student until all of the students got their turn. The researcher and

the collaborators gave score as the result of post-test. The total score of post-test was 340 and the average score was 68.

In order to make this research clear, the researcher provided a table which contained of the result of pre-test and post-test. The aimed of the table was comparing the pre-test and post-test score to see the improvement of the students. The table was the evidence average score of both tests were 28,6 for pre-test and 68 for post-test. It showed that there was an improvement among the students. After implementing several activities toward the students, the researcher got the final result. From that result, it could be concluded that this research which discussed about how flashcards implemented and improve *Rumah Citta* Labschool students' vocabulary mastery was successful.

Table 5. The Detail Score of Pre-Test and Post Test

No	Picture	Students' name	The result of Pre-test	The result of Post-test
1.		A	6	15
		B	6	14
		C	6	15
		D	6	14
		E	6	15
2.		A	3	14
		B	6	13
		C	6	14
		D	5	12
		E	7	14
3.		A	5	12
		B	5	13
		C	3	12
		D	3	12
		E	6	13
4.		A	15	15
		B	5	13
		C	6	15
		D	6	14
		E	7	14
5.		A	5	14
		B	4	12
		C	6	14
		D	6	14
		E	4	13
		Total	143	340
		Average	28,6	68

Conclusion

In this part, the researcher provides the conclusion of this research. The researcher did observation, treatments through two cycles, and tests. It was conducted on November 25th 2017, December 9th 2017, December 16th 2017, December 23rd 2017, and January 6th 2018 in *Rumah Citta* Labschool. There were five students and two collaborators who chosen by the researcher because they were

qualified. The students who joined the class from observation until post-test and the collaborators who had ability in English and understanding the students' behaviour.

This research conducted two cycles that divided into two meetings. There were three activities of each cycle to support this research. In cycle I, the activities were pronouncing and repeating the vocabulary, holding the flashcards and looking for the meaning in *Bahasa Indonesia*, and looking for the flashcards that already spread out in the class. At first, the researcher could not handle the class because it was so chaos.

Meanwhile, cycle II was better than cycle I. The students looked enjoy with the activity. They remembered some of the vocabularies well and looked enjoy doing the activities. When telling story, they used their imaginations to create the story. However, sometimes their story had not connected to the flashcards that they chose. In the third activity which was drawing and making their own flashcards, the researcher found a student that did not want to draw. After doing negotiation, she wanted to draw and felt happy.

The pre-test and post-test were running well. The results of those tests were good. There was improvement of students' vocabulary mastery from the average score of pre-test and post-test which were 28,6 to 68. In conclusion, this research which discussed about how flashcards implemented and improve *Rumah Citta Labschool* students' vocabulary mastery succeeds.

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