

# THE USE OF FLASHCARD TO IMPROVE VOCABULARY OF QUADRIPLÉGIC STUDENTS IN SMALB TUT WURI HANDAYANI KAPAS

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**Abstract**— Flashcards as visual media can be used in teaching English, especially vocabulary that can awaken the minds of students with disabilities and activate their memory by using flashcard media. The researcher formulates the objective of study To investigate the use of flashcard to improve the vocabulary of quadriplegic student. Mastery of vocabulary is a basic thing to learn. The purpose of learning vocabulary is to make it easier for students to communicate with other people. Quadriplegic are students who have defects in limbs. The writer use descriptive method because it is very useful to get data from the research and it is easy to understood because writer must not uses a complex statistic techniques. Based on the analysis is a good increase in the achievement of quadriplegic students in mastering vocabulary that has been taught using flashcards media. It can be seen from the results obtained by the quadriplegic students during the pre-test and post-test, namely the average pre-test score of 45,00 and the post-test average score of 85,00. All the results of the post-test showed that student achievement is very satisfactory. This research shows that using flashcards media for mastery of quadriplegic students' vocabulary learning is very affective.

**Keywords**— Flashcards, vocabulary, quadriplegic

**Abstrak**—Flashcards media visual dapat digunakan dalam pengajaran bahasa Inggris, khususnya kosa kata yang dapat membangkitkan pikiran siswa difabel dan mengaktifkan memori mereka dengan menggunakan media flashcard. Peneliti merumuskan tujuan penelitian Untuk mengetahui penggunaan flashcard untuk meningkatkan kosakata siswa tunadaksa. Penguasaan kosakata merupakan hal dasar yang harus dipelajari. Tujuan pembelajaran kosakata adalah untuk memudahkan siswa berkomunikasi dengan orang lain. Flashcards dapat digunakan untuk membuat pelajaran lebih menarik. Quadriplegic adalah siswa yang memiliki cacat pada anggota badan. Penulis menggunakan metode deskriptif karena sangat berguna untuk mendapatkan data dari penelitian dan mudah dipahami karena penulis tidak harus menggunakan teknik statistik yang rumit. Berdasarkan analisis terdapat peningkatan yang baik dalam pencapaian siswa tunadaksa dalam penguasaan kosakata yang telah diajarkan menggunakan media flashcards. Hal ini dapat dilihat dari hasil yang diperoleh siswa tunadaksa pada saat pre-test dan post-test yaitu rata-rata skor pre-test 45,00 dan rata-rata skor post-test 85,00. Semua hasil post-test menunjukkan bahwa prestasi belajar siswa sangat memuaskan. Penelitian ini menunjukkan bahwa penggunaan media flashcards untuk penguasaan kosakata siswa tunadaksa sangat efektif.

**Kata kunci**— Flashcards, kosa kata, tunadaksa

## INTRODUCTION

Education is the key to navigating the ark of life in the world and being successful in the pursuit of happiness will lead to the growth and development of savage humans running towards civilized humans, where education is a conscious effort to prepare students through targeted and other countries in the world have accepted and signed the Declaration on Education for All produced by the world conference organized by UNESCO. The "Education for All" (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults, including children with special needs.

By providing equal opportunities for children with special needs to obtain education and teaching, so that they can learn like normal students. Students with special needs are students who grow up with imperfections that exist in themselves, such as defects in their limbs. Maybe we agree that the feet and hands are organs that have feelings that are very important for mobility. This is because by utilizing these two types of organs, humans can complete and realize all desires to move from one place to another. On this basis, if the function of both limbs is disturbed due to injury to the brain, growth disorders, learning difficulties will occur in the child.

Vocabulary is a collection of words owned by a language. Mastery of vocabulary is very important for understanding in learning English. Students who do not have a large enough vocabulary cannot communicate fluently and cannot convey the sentences that are in their minds. Therefore, vocabulary is very important for students in learning English and vocabulary plays a major role in English. Carpenter & Olson (2011) stated that vocabulary is an important factor in Second Language Acquisition (SLA) to transmit ideas and concepts through receptive and productive skills.

So, a conducive learning atmosphere is needed, among others, through the cooperation of group members to help make it easier to understand English vocabulary. Through face-to-face interactions, there may be various learning resources that will optimize learning objectives, but still the learning outcomes of children with special needs in introducing English vocabulary are not as expected if the teacher does not use the right language and uses learning media that are easily understood by students with disabilities.

Based on the interviews conducted with English teachers at SLB Tut wuri Handayani Kapas on vocabulary mastery in 11th grade quadriplegic children, the results show that: 1) vocabulary mastery of quadriplegic children is low. This is indicated by the results of interviews with English teachers that children often forget the names of things around and the names of animals that have been taught, besides that learning outcomes are still below the KKM. 2) quadriplegic children have difficulty in recalling the vocabulary that has been taught, 3) quadriplegic children are passive and less enthusiastic in participating in learning about the introduction of transportation names and animal names. This is shown when learning the introduction of transportation names and animal names, quadriplegic children often play or joke with their seatmates. 4) the less attractive the media used by the teacher. The media used by the teacher were English textbooks, English worksheets, and media pictures drawn on the blackboard using markers. Therefore, learning media is needed in the form of flashcards to explain and introduce the names things around and the names of animals.

Flashcards as visual media can be used in teaching English, especially vocabulary that can awaken the minds of students with disabilities and activate their memory by using flashcard media. So, the students with disabilities will remember what they saw when learning to use flashcard media. Arsyad (2006:119) defines flashcards as small reminder cards that contain images, symbols, or text that pit students against something related to the image on the card. The most important problem is that flashcards have to be played quickly so they can read what is written on the card. Therefore, with English flashcard visual learning media, it is easier for children to understand vocabulary. Until the learning objectives can be achieved.

Based on the results of the research above, the author wants to prove that the visual learning media of English cards is very important for the progress of students in learning by conducting a study entitled the use of flashcards to improve Vocabulary quadriplegic Sstudent's.

Considering the background above, the researcher formulated the research question as How can the use a flashcard improve the vocabulary of quadriplegic Student'? The re-

researcher formulates the objective of study as follows: To investigate the use of flashcard to improve the vocabulary of quadriplegic student.

## RESEARCH METHODOLOGY

This research is classroom action research (CAR). The research design used in this study is the research model of Kemmis and Mc. Taggart (Suharsimi, 2010:17). Kemmis and Mc. Taggart has several layouts of which consist of many cycles each such as levels, planning, execution and statement, reflection. This level is repeated to see if the students' vocabulary mastery is getting better or not after they get flashcards and until the researcher's wishes are fulfilled.

The subjects of this study were students of SMALB Tut Wuri Handayani Kapas. The researcher chose the 11th grade of Tut Wuri Handayani Kapas Special Middle School with a total of 4 students consisting of 1 girl and 3 boys who had quadriplegic, because indeed 1 class was limited to 4 students and class XI with quadriplegic only had 4 students.

Data collection techniques in this research are: Observations in this study were carried out by observing the subject and recording all activities carried out by the subject in the process of learning English vocabulary before and after using visual flashcard media. The observed aspects were student behavior and learning outcomes during the learning process to improve vocabulary mastery using flashcard media; Interviews in this study were conducted with teachers and students to obtain complementary data. The data obtained is used to determine how the abilities of quadriplegic students was, the conditions of quadriplegic students in the learning process are and how according to quadriplegic students when learning using flashcards media; The form of test that will be used in this trial is a written test. This review was given on the pre-view and publication test to find out how the students with disabilities mastered the vocabulary. The pre-test was given at the beginning of the meeting before the quadriplegic students were given treatment. While the post test is given after quadriplegic students are given treatment.

The records analysis used on these studies is descriptive qualitative and quantitative, particularly by way of comparing the effects of the preliminary capacity test earlier than students are given movement with the results of

the scholar's capacity check after being given the motion. Students' English vocabulary mastery is declared to increase if the value obtained after being given an action is greater than the value obtained before being given an action.

## FINDINGS AND DISCUSSION

After analyzing the research result from interviews, documents (photos and worksheets) and test (pre-test and post-test), the researcher got several findings that answered the researcher's question, namely the use of flashcards can increase the vocabulary of quadriplegic children.

Overall the meeting went smoothly and well, there was an improvement from cycle I and cycle II. In the pre-test the researcher did not use flashcards. Some students are not enthusiastic and active in learning. Moreover, students do not give maximum response during learning. The average value is 45,00. Then in the first cycle the average value increased to 75,00. A research has begun to use flashcards in teaching vocabulary. In the process of teaching and learning, many students pay attention to the lesson, but some students do not understand. In the second cycle the average value is 80,00. The learning process in cycle II is the same as before, but the researcher adds more vocabulary. In the last post-test the averages score learning process. All activities in this cycle went well. It can be concludes that quadriplegic children are quick to respond, pay attention and are active in learning by using flashcards. Because they are interested in learning using flashcards and there are some improvements from pre-test to the last post-test.

At the end of the post-test, the researcher conducted interviews with the two students who had the highest score and the lowest score. The interviews showed that the vocabulary proficiency of the quadriplegic students increased as a result of learning using flashcards.

Finally, from the explanation, the researcher concluded based on the pre-test and post-test qualitative data that flashcards can improve the vocabulary of quadriplegic students. This can be proven from the results obtained by students. Quadriplegic students really enjoyed learning using flashcards. Flashcards are very helpful increasing the vocabulary of quadriplegic students. Therefore,

this classroom action research on the application of flashcards in teaching vocabulary mastery to quadriplegic students at Smalb Tut Wuri Handayani was successful and Research needs several studies with similar themes, the use of flashcard to improve vocabulary of quadriplegic students in Smalb tut wuri handayani kapas.

First, A study was conducted by Husni Andaras. 2019, to find how flashcards strategy can be improve student's English vocabulary mastery CAR on fifth grade students at SDN 024 North Bengkulu. This study aims to explain that flashcard teaching strategy can help improve vocabulary mastery skills in fifth grade at SDN 024 North Bengkulu. The subjects in this study consisted of 26 students, namely 16 male students and 10 female students. The results of this study indicate that flashcards teaching strategy is an effective strategy to increase the vocabulary of fifth grade students.

Second, A study was conducted by Hajis (2014), entitled "improving Students' vocabulary by using visual Media at SMP Negeri 10 Makassar". It consists of two problems. 1. How is the implementation of visual media in increasing the vocabulary of first year students at SMPN 10 Makassar? 2. How to increase vocabulary through visual media from first year students at SMPN 10 Makassar? The purpose of this study was to find the increase in students' vocabulary by visual media. This research was action in the classroom. Consists of two cycles. This research is a test conducted with quantitative analysis and observations made with qualitative analysis. The results showed that there was a significant increase in the students' vocabulary after using visual media.

Third, A study was conducted by Satriawan Alan. 2019, to find out the effective use of flashcards in the vocabulary of 7th grade students of SMPN 5 Jonggat. This research is classified as a quasi-experimental research. Involving 52 students from two classes, namely class 7-A as the experimental class and class 7-C as the control class. For the experimental class it is taught using flashcards. Researchers found differences in the experimental class and control class students. From the results of this study concluded that the use of flashcards was effective for 7th grade students of SMPN 5 Jonggat.

This research has similarities with the research that the researcher will do, which is to both increase vocabulary using flashcards. However, there is a difference, namely this study uses a quasi-experimental method and this study does not use quadriplegic students as subjects.

## CONCLUSION

Based on the analysis is a good increase in the achievement of quadriplegic students in mastering vocabulary that has been taught using flashcards media. It can be seen from the results obtained by the quadriplegic students during the pre-test and post-test, namely the average pre-test score of 45,00 and the post-test average score of 85,00. All the results of the post-test showed that student achievement is very satisfactory. This research shows that using flashcards media for mastery of quadriplegic students' vocabulary learning is very affective.

It is clear that learning vocabulary mastery using flashcards media in the learning process is very interesting for quadriplegic students. After learning is complete they are easier to memorize vocabulary. For the second conclusion, it can be seen that applying learning media using flashcards makes quadriplegic students are more active in learning. It can be seen at the time of observation during the learning takes place. Quadriplegic students are very responsive to the teacher's explanation and in the classroom students are very active in answering question from the teacher because they enjoy the learning provided by using games.

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