Cooperative Learning with Flashcard Media in Mastery of English Nouns For 4th Grade Students at SDK Harapan Denpasar

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Abstract

This study aims to determine the mastery of English nouns by fourth grade students at SD Kristen Harapan Denpasar. This research is an experimental research using one group pre-test post-test design. The stages of data collection in this study used test, observation and questionnaire methods. The data analysis method used is quantitative and qualitative analysis. The results of the study show the following things. First, at the pre-test stage, the highest score obtained by students was 100 in the 'very good' category while the lowest score obtained by students was 34 in the 'very poor' category. The class average value only reached 63.2 which was included in the 'less' category. Dominant students make mistakes in writing the meaning of words from Indonesian to English and in grouping nouns still experience difficulties. In addition, in the use of words in simple sentences, students cannot write simple sentences with complete components. Second, the application of cooperative learning models with vocabulary flashcards media which aims to increase the activity and cooperation of students in their groups in the learning process. The average score increased in the post-test to 81 in the 'good' category. The results of the post-test showed that the highest score achieved by students was 98 in the 'very good' category while the lowest student score was 70 in the 'enough' category. There was an increase in students' understanding, especially in the part of determining the meaning of English words, grouping English nouns, and making simple sentences using nouns, there were still inappropriate word choices and sentence structures, but the meaning of the sentences made were understandable. Third, the factors that influence student learning success in cooperative learning with flashcard media include students' interests and talents in learning English, students' attitudes during the learning process. The results of the questionnaire after the action showed a 'agree' response of 91.63% indicating a positive student response to the cooperative learning model with flashcards media so that it can be interpreted that the cooperative learning model with flashcards media is good enough to improve students' mastery of English nouns.

Keywords: English nouns, cooperative learning, flashcard

Introduction

Vocabulary mastery in elementary school students is important so that students can convey their thoughts, understand the speech of people around them, mention the objects they see around them, and can understand the meaning of the vocabulary. One of the vocabularies that need to be improved for elementary school students is English nouns because at the grade IV elementary school level they have started to teach about objects that are around students, objects that they usually use in everyday life. Nouns can help them to name objects around them such as things at home, things at school, animals, plants, someone's job, and public places they often visit in English. It would be nice if they could master and improve these word classes to convey their thoughts based on what they saw around them. These things are the reasons for conducting this research. The cooperative learning model is a learning model that directs students to be able to study together in a group in which there are differences such as interests, talents, gender, and different levels of intelligence. In language learning, cooperative learning models can be applied to direct students to be able to have conversations with their group mates about the language subject matter that has been determined by the teacher or teacher. In applying a learning model and learning media researchers need to observe the factors that can support and hinder the successful implementation of cooperative learning with flashcard media to improve the mastery of English nouns for fourth grade students at SD Kristen Harapan Denpasar. If the supporting and inhibiting factors are known, this can help to further improve the quality of suggestions, learning materials, teacher delivery methods, and pay attention to students' interests and talents in English lessons and be able to find solutions to avoid the factors inhibiting the successful implementation of cooperative learning with media. Flashcard.

Research Method

This research is an experimental research with a qualitative and quantitative descriptive approach. A qualitative descriptive approach is used to describe students' mastery of English vocabulary before and after the application of the cooperative learning model with flashcards media. Meanwhile, a quantitative approach is used to analyze and explain the increase in students' English vocabulary mastery which is the pretest and posttest scores by calculating the average results of the two tests. In the data collection methods and techniques section, the things that will be explained are the methods and techniques that will be used to obtain data in the research. The method that will be used to collect data in this study is a test method, observation method, and questionnaire method, The approach used in analyzing the results of the data in this study is a descriptive quantitative and qualitative approach. A quantitative approach is used to calculate the results of the English noun mastery test for fourth grade students at SD Kristen Harapan Denpasar Denpasar before and after cooperative learning with flashcard media while a qualitative approach is used to explain, analyze and describe students' abilities before and after applying the cooperative learning model with flashcard media in mastering English nouns, and describes the supporting and inhibiting factors for the application of the cooperative learning model.

Theoretical Frameworks

Nouns or nouns are words that refer to humans, animals, objects, and everything that is materialized. Nouns can be subjects and objects in a sentence. According to the Webster Dictionary, a noun is a word that refers to an object, person, animal, place, quality, idea or action. Nouns in general consist of only one word, such as in English book, dress, car, and animal names such as bird and cat. This cooperative learning theory is supported by Vygostky. Vygotsky's support is in the form of an emphasis on learning as an interactive dialogue. The cooperative learning model was developed by Suprijono (2010: 54) which has a broader concept covering all types of group work which is generally more regulated by the teacher. In language learning, cooperative learning plays a role in helping students work in groups by having conversations or discussing language subject matter.Djiwandono (1996:43) states that vocabulary mastery can be divided into two categories, namely active-productive vocabulary mastery and passive-receptive vocabulary mastery. Lexical meaning is the meaning of a word based on its actual meaning. Therefore, the lexical meaning can be found in the dictionary. The meaning contained in the dictionary is the lexical meaning of a word. Broadly speaking, lexical meaning can be examined through the association of these words, for example in terms of synonyms, homonyms, antonyms, polysemy, collocations, idioms, metaphors, and so on.

Result and Discussion

Students' answers will be assessed using the English assessment rubric by Simon (2005) with the average student formula to find the value of each student and find the average value of all students. The results of the average of all students in mastering English nouns will be determined using the student's ability category by Nurgyantoro (2010). English noun test results for fourth grade students at SD Kristen Harapan Denpasar, totaling 28 students in 1 class with a test item consisting of 10 filled-in items, 5 items choosing a noun category, 5 items grouping nouns with certain categories according to the questions Previously, 5 items matched, and 5 items made simple sentences with predetermined nouns. It can be seen that from the number of scores obtained by students from each part of the question, 2 students received grades in the very good category, 3 students received the good category, 3 students received the sufficient category, 12 students received the poor category, and 8 students received very less category. The results of the average value obtained from the total number of students get an average value of 63.2 which is categorized as less.

A. Filling in the Indonesian meaning into the English meaning

No	Question	Students answer variations	Correct answer
1	**House**	- Homey - Home	House

2.	Library	Bookshelf Dictionary	Library
3	Newspaper	Ppernew Paper	Newspa-per
4	Flower	Florer Felorer	Flower
5	Watermelon	Wothermellens wotermelen	Waterme-lon
6	Farmer	Farming Famier	Farmer
7	Postman	Posmen Posment	Postman
8	Giraffe	Jiref Giraf	Giraffe
9	Ruler	Siaser Slasher	Ruler
10	Shoe	Sose Tooth	Shoes

In the first sectionor section A, students are asked to translate Indonesian nouns into English, which total 10 questions. there are variations of answers written by students of class IV. Most of the students were able to answer questions number 1 to 10 correctly, but there were still some other students who gave answers that were not quite right for the class they said and there were errors in writing.

b. choosing nouns in certain category

No	Question	Students answer variations	Correct answer
1	**Thing**	Cat School	Book
2	**Place**	Brother Jacket	Market
3	**Person**	Horse Tower	Singer
4	**Animal**	Tower	Elephant

SP Publications

International Journal Of English and Studies (IJOES)

An International Peer-Reviewed Journal; Volume-5, Issue-1(January Issue), 2023
www.ijoes.in   ISSN: 2581-8333**;** Impact Factor: 5.432(SJIF)

		Apple	
5	**Plant**	Church Lamp	Grape

In part B questions, grade IV students are asked to choose the right noun for a predetermined noun category such as thing, place, person, animal, and plant. There are 5 questions in part B and there are variations in student answers which are explained as follows. In part B questions, there were 8 students who blanked the question sheet and did not answer, 11 other students were not able to give the right answer. There were only a few students who gave the correct answer.

c. Grouping English nouns with certain category

No	Question	Students answer variations	Correct answer
1	**Thing**	Cat, father, school, singer, mango	Book, jacket, knife, glass, lamp
2	**Place**	Jacket, knife, singer, horse, book	School, market, tower, hospital, Church
3	**Person**	Horse, church, friend	Father, brother, singer, friend, grandmother
4	**Animal**	Chunch, dog, horse, elephant	Cat, fish, horse, elephant, tiger
5	**Plant**	Flower, tree, orange, melon	Strawberry. Banana, mango apple, grape

In part C questions students are asked to write 5 nouns into tables with certain categories such as thing, place, person, animal, and plant using nouns that already exist in the previous question, namely part B questions. In part C questions, there are several variations of the answers given by fourth grade students on the question sheet. in part C questions, most students still had difficulty determining and grouping nouns according to predetermined categories, in the end students cleared the question sheet.

d. Matching English nouns to Indonesian nouns

In part D, match English and Indonesian nouns, which total 5 items, namely doll, dress, tree, grape, and dictionary with Indonesian noun doll, dress, tree, grape, and dictionary, all students' answers are correct. In part D questions, all students in class IV D were able to

give correct answers and were able to pair English nouns with Indonesian nouns. Students are able to match English nouns to Indonesian with the right choice.

e. write a sentence using English nouns

No	Question	Students answer variation	Correct answer
1	Student	Me is student And the student	I am a student
2	House	My house is a big Ithi my home	This is my house
3	Fish	Me have fish This fish	My favorite animal is fish
4	Strawberry	I like to strawberry	I like to eat strawberry
5	Milk	Like to milk I like to milk	I drink milk every morning

In part E questions, students are asked to write simple sentences using English nouns that have been provided on the question sheet. Based on the answers given by students, 5 students blanked the question sheet, 15 students had not answered correctly. Students still have difficulty in determining the right words to compose sentences with the nouns that have been given. **Quantitative Analysis of Cooperative Learning with Flashcard Media in Mastery English Nouns Post-test Result**

Based on the values from the posttest answers of class IV D SD Kristen Harapan Denpasar Denpasar a student, the total score of all students was 2268. The average score obtained by students was 81 in the good category. The average score of the students at the time of the pretest was 63.2 in the less value category. There is a difference of 17.8 points or numbers. Judging from the difference in the scores of the students' posttest and pretest, there was an increase of 17.8 points.

a. **Filling in the Indonesian meaning into the English meaning**

No	Question	Students answer variations	Correct answer
1	Zoo	Zoo	Zoo
2	Cinema	Cinema Movie	Cinema
3	Magazine	Magazine magezine	Magazine
4	Coconut tree	Koko nuts Palem tree	Coconut palm Coconut tree
5	Avocado	Alvutkat do Alvukat	Avocado
6	Police	Police Cop	Police
7	Nurse	Nurse Suster	Nurse
8	Crocodile	Alligator Crocodiel	Crocodile
9	Whiteboard marker	Spidol	Marker
10	Uniform	Clothes	Uniform

In part A, students are asked to translate Indonesian nouns into English. In part A, most of the students gave the right answers, there were 3 students who gave the right answers and the wording was also correct. 17 students gave answers that were almost entirely correct but there were some writing mistakes even though the student's intentions were correct, 8 other students still made mistakes in writing and gave some incorrect answers to part A questions.

b. Questions about choosing English noun categories

No	Question	Students answer variation	Correct answer
1	**Thing**	- Port - Ant	Stove
2	**Place**	- Tie - bear	Bakery
3	**Person**	- Mangoosten - Palace	Reporter

4	**Animal**	- Ginger - Mirror	Buffalo
5	**Plant**	- Onion	Onion

In part B questions students are asked to choose the noun that has been provided according to the category requested

c. grouping English nouns with certain kategori

No	Question	Students answer variation	Correct answer
1	**Thing**	Stove, tie, marker, mirror, pen	Stove, tie, tablecloth, mirror, marker
2	**Place**	Palace, hospital, school, university, restroom	Port, bakery, palace, restroom, university
3	**Person**	Driver, army, volunteer Nurse, police, doctor	Nurse, army, reporter,volunteer, driver
4	**Animal**	Tiger, buffalo, ant, antelope, bird	Ant, bear, antelope, buffalo, dolphin
5	**Plant**	Onion, mangosteen, grass Stem, flower	Grass, starfruit, mangosteen, ginger, onion

In part C questions students are asked to fill in the columns in the table provided on the question sheet. Students are asked to write English nouns according to predetermined categories such as things, places, persons, animals, and plants. Students must write 5 English nouns according to the category, the nouns that need to be written are the English nouns that are already in part B questions.

SP Publications

International Journal Of English and Studies (IJOES)

An International Peer-Reviewed Journal; Volume-5, Issue-1(January Issue), 2023
www.ijoes.in   ISSN: 2581-8333**;** Impact Factor: 5.432(SJIF)

D. About matching English nouns to Indonesian

In part D questions students are asked to match English nouns to Indonesian nouns. In part D, all students were able to match English nouns to Indonesian correctly.

E. Questions about making simple sentences with predetermined English nouns

No	Questions	Students answer variation	Correct answer
1	Mango	I have two mango Bayu eat the mango	I like to eat mango I like mango
2	Train	I am go to school by train I go to school buy train Wow, the train is so fast	I go to school by train I love to ride a train
3	Museum	I like go to museum Bagus go to mu	I go to museum with my family
4	Sister	his my sister I love sister	This is my sister
5	Cat	Sinta likes cat I have two cats in my house	I like cat I have a cat

In part E questions, grade IV students are asked to write simple sentences using the English nouns that are already in use. Based on the results of the students' answers, there were 11 students who gave five correct answers in part E, 17 students still made a few mistakes in sentences with predetermined English nouns. In the answers written by grade IV students in section E, there are several variations of the answers as mentioned in the table and the following explanations.

Factors that support and hinder student learning success in cooperative learning with flashcard media

The physical condition of students in participating in learning activities is very important because the better their body condition, the more enthusiastic they are to participate in learning activities. The psychological state of students is important in the success of cooperative learning with flashcard media.

Conclusion

Based on the formulation of the first problem, quantitatively the analysis of the pretest results of fourth grade students at SD Kristen Harapan Denpasar before cooperative learning with flashcard media in mastering English nouns is still low. The average score obtained by all students in class IV D was 63.2 with a less category. From the scores of each student and the average score of all students in class IV D, it can be said that the students' ability in English nouns is still lacking and needs to be improved. Quantitatively the analysis of the posttest scores of grade IV students after cooperative learning with flashcard media in mastering English nouns has increased from the average score of students during the pretest of 63.2, an increase of 17.8 points with the average posttest result of all students in class IV D amounted to 81 in the good category. Qualitatively, the results of the posttest done by 4th students had a slight error compared to the results of the pretest. In this case, there is an increase in the understanding of English nouns, especially in interpreting Indonesian nouns into English. Factors that can support and hinder student success are the interest and talent factors of students in English subjects, the physical condition of students who are classified as good and healthy during the learning process takes place.

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