

## Improving Students' Vocabulary Mastery Using Macromedia Flash 8

Angesti Yustika Cahyaningtyas, Ngadiso, Dewi Sri Wahyuni

English Education Department  
Teacher Training and Education Faculty  
Sebelas Maret University of Surakarta

Email: [angestiyustika@gmail.com](mailto:angestiyustika@gmail.com)

**Abstract:** The objectives of the research are: (1) to describe whether or not the use of Macromedia Flash 8 can improve the students' vocabulary mastery; and (2) to know the implementation of using Macromedia Flash 8 in teaching learning processes. This study was a classroom action research. The subject of research was the students of the class V. The research data were collected by using observation, interview, questionnaire, and test (pre-test and post-test). The results of the research show that the use of Macromedia Flash 8 can improve students' vocabulary mastery in; (a) grasping and remembering the meaning; (b) pronouncing the words; (c) spelling the words; and (d) using the words in order to make simple sentence. The research also shows that the use of Macromedia Flash 8 can improve class situation. The students are interested in learning process, the students focus on the lesson, and the students are more active in learning process.

**Keywords:** *vocabulary, Macromedia Flash 8*

### INTRODUCTION

Vocabulary is an important factor that language learners need. It is a very basis step to study writing, reading, speaking, and listening. Coady and Huckin (1997: 5) state "vocabulary is central to language and of critical importance to typical language learning." It is similar with Schmitt's explanation which states that (1997: 40) "vocabulary is a basis of a language; it is very important to be mastered first."

There are so many important things which become the reason to learn more about vocabulary. Schmitt (1997: 6) states that "vocabulary is a factor which determines our ability in language use, such as speaking, reading, listening, and writing". Nunan (1991: 117) states that "the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary people will be unable to use the structures and functions people may have learned for comprehensive communication."

It can be concluded that vocabulary is so important to be mastered. Learners need the mastery of vocabulary in all aspects of language use, to communicate in a conversation, to read a text, and other.

Based on the pre-research to fifth grade students, researcher found some problems in vocabulary mastery: (1) The students cannot pronounce the words correctly. They have difficulties in differentiating between the writing and the pronunciation of words. They pronounce a word like its writing; (2) The students forget how to spell the words. They missed a letter in spelling a word; (3) The students have difficulties in using the words. They cannot use the words to make a simple good sentence.

The research indicated the problems of students in learning vocabulary were in pronouncing the words, spelling the words, and using the words in simple sentence.

After observing the learning process, the researcher found the core of factor that

caused those problems. It was the media that was used by teacher. The teacher did not give the material using interesting media. She just used LKS to teach vocabulary. It caused students were not too interested in the learning process. During learning process, some students did non-academic activities, like daydream; draw something in their book and other activities.

By looking at the core of the factor that was about the media, teacher has to think about an interesting media which is combined with the appropriate technique to teach vocabulary, so students would be more attracted to join the learning process and the goal of learning vocabulary can be achieved. Coady and Huckin (1997: 10) states that students learn through examples and drills rather than through analysis and memorization of rules. New words were introduced through the drills. For example in introducing the pronunciation of the word „round“, the researcher showed an animation about two dimension shape, especially „round“. When the animation about round was showed, the researcher pronounced the word „round“ and students had to repeat.

The subject of this research is the fifth grade students which are young learners. Scott and Ytreberg (1990) state that one of the characteristics of young learner that their own understanding comes through hands, eyes and ears. Based on the statement above, it is appropriate to use Macromedia Flash 8 that provides animation or moving picture and sounds. Kasihani (2007: 15) states “children’s life is cheerful.” By using Macromedia Flash 8, teacher can make interesting and attractive activities in learning vocabulary. Priyanto Hidayatullah in Raswati (2010: 31) states “*Macromedia Flash adalah suatu software animasi yang dapat membantu dalam memvisualisasikan materi pelajaran dalam bentuk animasi pelajaran secara interaktif.*”

Mutmainah (2002: 1) wrote “*Macromedia Flash adalah program grafis multimedia dan animasi yang dibuat oleh perusahaan Macromedia untuk keperluan pembuatan aplikasi web yang menarik.*” In

other word Macromedia Flash is used to make an interesting web application

It can be concluded that Macromedia Flash 8 is graphic software that can be used to make an animation or moving graphic. In vocabulary learning process, Macromedia Flash 8 can be used to make an interesting learning media with animation, interactive button, sounds and many more.

Based on the review of related literature and rationale, the researcher comes to the hypothesis that students’ vocabulary mastery can be improved by using Macromedia Flash 8.

## RESEARCH METHODS

The subject of this research is the fifth grade students of one state elementary school in Surakarta. The class consists of 27 students: 15 boys and 12 girls.

The method used in this research is classroom action research. There are some models of action research, the model used in this study is the model developed by Burns (1999). There are four steps: plan, action, observation and reflection.

The procedures of action research are as follows: (1) Identifying the problem, (2) planning the action, (3) implementing the action (4) observing/ monitoring the action, (5) reflecting the result of the observation and (6) revising the plan.

In this study, the researcher used some techniques to collect the data. First is observation, the researcher observed the classroom interaction and made field notes of all students’ activities and impression.

Second is interview, the researcher interviewed students about their interest in joining the learning process. Third is questionnaire, the questionnaire was used to know the students’ opinion about the implementation of Macromedia Flash 8 in learning vocabulary. Fourth is test, the researcher gave test that was called pre-test to know the students’ competence in vocabulary before the research. Then, after the research, the researcher gave a post-test to measure the students’ competence in vocabulary after the research.

The last step in action research is analyzing data. Seliger and Shohami (1989: 201) state that there are two techniques in analyzing data. The first is qualitative data analysis technique and the second is quantitative data analysis techniques. Qualitative data analysis techniques deal with non-numerical data, whereas in quantitative data analysis techniques, the data are in numerical form. These are the steps of analyzing qualitative data: the first is assembling the data; the researcher assembles the data that have been collected over the research: field notes, interview, questionnaires, and observation. Second is coding the data, it is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concept, theme, or types. Third is comparing the data, the researcher made comparison to see whether themes or patterns are repeated or developed across different data gathering techniques. Fourth is building representations, this step is concerned with articulating underlying concepts and developing the theories about why particular patterns of behaviors, interactions or attitudes have emerged. Fifth is reporting the outcomes, the final stage involves an account of research for others.

In quantitative data analysis technique, the researcher compares the mean of pre-test scores and the mean of post test score. If the mean of post-test score was more than mean of pre-test, it means that the students' vocabulary improved.

## RESEARCH FINDINGS AND DISCUSSIONS

After conducting the research, the writer got the data of the students' mastery of vocabulary. These are the students' vocabulary skill in pre-test; the students' mean score in remembering meaning is 68.8, pronouncing the word is 12.9, spelling the word is 62.9 and using the word is 42.5. The highest score is 70 and the lowest is 30. The students' mastery for pronunciation, spelling the words and using the words are lower than minimum standard which was 65.

They had problems in pronouncing the word, spelling the word, and using the word in sentence. The causes of the problems are the teacher did not give enough training about pronunciation and she did not give correction if students' make mistakes in pronouncing words. Teacher also did not enough training in spelling using the words. Students have difficulties in differentiating the spelling and pronunciation.

For practicing students' pronunciation, the researcher showed the animation in Macromedia Flash then gave the example of correct pronunciation based on the animation and students had to repeat. For the spelling, the researcher gave incomplete words and students had to fill them. For using words in simple sentence, the researcher gave the picture or animation first then gave examples how to make sentences based on the pictures then students were asked to make their own sentences.

The students' mean score of pronunciation improved from 12.9 into 32.9 in post-test 1. The students' mean score of spelling improved from 62.9 in pre-test into 74.4 in post-test 1. The students' mean score of using word in simple sentence improved from 42.5 in pre-test into 55.1 in post-test 1. The highest score is 85 and the lowest score is 40. The students' mean score of pronunciation in post-test 1 was still lower than minimum standard score. They still did incorrect pronunciation, for example for the word triangle, the correct pronunciation is /traɪ/æŋ/ɡl but they pronounced / tri:/ æŋ /ɡl

. It happened because the practice was still not enough. The researcher only asked students to pronounce the words together, not gave attention to the students' pronunciation one by one. Pronunciation was new knowledge for them, so they had to learn more. The students also still have difficulty in using the word. For example they had to write „My mother goes to Surabaya by bus.“ but they wrote „My mother go to Surabaya by bus.“ The researcher did not give enough exercises in using words. She only gave examples of using the rule to make a sentence. So, the researcher had to give the students more

practice in pronunciation and using the words in simple sentences.

In post-test 2, the researcher used the sounds in Macromedia Flash 8 that gave the examples of correct pronunciation then she pronounced the words three times and asked students to repeat together first, then they repeated one by one. The researcher gave correction if their pronunciation was incorrect until they could pronounce correctly. For using the words, the researcher showed the animation in Macromedia Flash, then she gave examples how to use the words based on the animation in simple sentences. Teacher asked the students to make their own sentences. Some of them are asked to write their own sentences on the whiteboard randomly. Teacher gave correction if their sentences were incorrect.

In post test 2, the students' score in pronunciation improved into 70. The students' mean score of spelling improved into 84.7. The students' mean score in using a word in simple sentence improved into 77. The highest score improved into 94 and the lowest score improved into 68.

The class situation before action research is students were not too interested in learning process. Sometimes they looked bored and sleepy, noisy and talked to their friends. Some students did non-academic activities, like day-dream and did other homework.

The researcher used the picture or animation in Macromedia Flash to attract the attention of students. Students seemed interested to the animation which could move. For example, in the material of three dimension shape, the researcher showed animation of a girl who studied about three dimension shape. The students were also interested when they heard the sound that was applied in the media.

After cycle 1, most of students paid attention to the researcher during learning process. They were interested in the moving picture that researcher showed, most of them did not talk to their friend again. But some of them were still passive because they did not get enough chances from to do what the

researcher asked. For example, the chance to write their own sentences on the board.

In cycle 2, the researcher gave chance to students more evenly. After cycle 2, almost all of students paid attention to the researcher and interested in the learning process. They were interested in the moving picture that researcher showed. Most of them did not talk to their friend and active.

Based on the research finding, the researcher found some data which showed that teaching learning process using Macromedia Flash 8 had improved students' vocabulary mastery. Each of those indicators of vocabulary mastery could be improved using Macromedia Flash 8.

## CONCLUSIONS AND SUGGESTIONS

Based on the research finding, it can be concluded that the use of Macromedia Flash 8 combined with appropriate teaching method can improve students' vocabulary mastery in some aspects, they were: meaning, pronunciation, spelling, and using word in simple sentences. By using Macromedia Flash 8, the researcher creates an interesting learning media with moving picture and inserts sounds. In this research, the researcher matches pictures with their words for meaning aspect, guides students in practicing their pronunciation, fill the blank letter for spelling, and make their own sentences by using Macromedia Flash 8.

The use of Macromedia Flash 8 also gives positive improvements to the class situation. Macromedia Flash 8 makes the students interested in learning process. It also makes the students focus on the lesson. They give more attention to the teacher in learning process. Students also become more active in learning process.

Based on the result of this action research, Macromedia Flash 8 in teaching vocabulary is an appropriate teaching medium to improve students' vocabulary mastery and class situation. The research shows there are some improvements in the students' vocabulary mastery and students' interest, attention and focus in learning process.

By using Macromedia Flash 8, teacher doesn't only present the material but also create interactive and interesting medium and learning activities. In this research, students were involved to pay attention to the teacher, to follow the teacher's guidance in practicing their pronunciation, to answer blank letter and to make the students' own sentence based on the picture.

Based on the research finding, the researcher would like to give some suggestions after conducting the research by using Macromedia Flash 8 to improve students' vocabulary mastery.

For students, they should build their interest and motivation to learn. Then the students should be active in learning English to improve their vocabulary mastery. They can take advantage by the using of Macromedia Flash 8. They can use the moving picture to remember meaning, practice their spelling, use words in simple sentence and use the sounds to practice the pronunciation. For teacher, she should choose appropriate media that is suitable with the situation and condition in their classroom. Teacher should build their creativity in using Macromedia Flash 8 in teaching process. She should make creative activities using Macromedia Flash 8 such as discussion and many more.

For other researchers, they can use it as a reference for further research. The other researcher can use it as reference for other studies in different field. For institution, the school should support English teacher to improve their teaching quality. The school should provide complete facilities that support the learning process.

## BIBLIOGRAPHY

- Armstrong, Thomas. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria: ASCD.
- Coady, J. & Huckin, T. (1997). *Second Language Vocabulary Acquisition: A Rationale for*
- Pedagogy*. Cambridge: Cambridge University Press.
- Gerngross, G & Herbert Puchta. (1992). *Picture in Action*. Printice: Hall International.
- Hill, Jimmie & Lewis, Michael. (1997). *Practical Techniques for Language Teaching*. Hove: Language Teaching Publication.
- Kasihani, Suyanto. (2007). *English for Young Learners*. Jakarta: Bumi Aksara.
- Murcia, Celce Marianne et all. (1996). *Teaching Pronunciation*. Cambridge: Cambridge University Press.
- Mutmainah, Siti. (2012). *Buku Pintar Internet Flash Design dan Animasi Website*. Jakarta: Elex Media Komputindo.
- Nation, P. (2001). *Vocabulary Learning in Another Language*. Cambridge: Cambridge University Press.
- Nunan, David. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Hertfordshire: Prentice Hall International Ltd.
- Philips, S. (1993). *Young Learners*. Oxford: Oxford University Press.
- Raswati. (2010). Pengaruh Penerapan Multimedia Macromedia Flash Terhadap Perkembangan Persepsi Visual Siswa Dalam Pembelajaran Matematika. *Thesis of Universitas Islam Negeri Syarif Hidayatullah Jakarta*. Universitas Islam Negeri Hidayatullah Jakarta. Unpublished.
- Schmitt, Norbert & McCharty, Michael. (1997). *Vocabulary: Description, Acquisition and Pedagogy*.

Cambridge: Cambridge University Press.

Scott and Ytreberg. (1990). *Teaching English to Children*. New York: Longman Group Ltd.

Seliger, Herbert & Shohami Elana. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.

Thornbury, Scott. (2002). *How to Teach Vocabulary*. Harlow: Longman.

Tuttle, Harry Grover. (1975). *Using Visual Material in the Foreign Language Classroom*. North Syracuse: North Syracuse High School.

Vernon, S. Gerlach & Donal, P. Elly. (1980). *Teaching and Media A systematic approach 2<sup>nd</sup>*. New Jersey: Prentice Hall.