

## THE IMPLEMENTATION OF BILINGUAL FLASHCARDS TO IMPROVE VOCABULARY MASTERY IN FIQH LESSON OF THE FIRST GRADER AT SDNU SLEMAN YOGYAKARTA

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**Abstract:** *This study was carried out to implement bilingual flashcards method in Fiqh learning, especially during a pandemic to the first-grade students at SDNU Sleman Yogyakarta. This research method is classroom action research (CAR). The data was collected using pretest and post test which were then processed using the SPSS v.22 application. The results of these data indicate that the average change of both, before using flashcard media is 49.44 while after using flashcards media is 86.66. The increase in the average indicates a very good result. While the result of significance (tailed2) is 0.00 less than 0.05 so that it shows a significant difference between the two variables and shows a significant effect on the difference in treatment between the two variables.*

**Keywords:** *bilingual flashcards, media flashcards, bilingual method, Fiqh learning media*

### INTRODUCTION

Islamic educational institutions are places where the process of Islamic education takes place along with the process of civilizing and can bind individuals who are under its auspices so that this institution has legal force.

Madrasah Diniyah is one of several educational institutions that carry Islamic education. Madrasah Diniyah has an important role in creating a strong generation in

various situations. As is the case now, in the era of globalization the resulting influence can have a major impact on the mindset of the nation's children, especially in the religious and cultural fields.

SD NU Sleman Yogyakarta is an educational institution that has a Diniyah curriculum as its characteristic. SD NU Sleman Yogyakarta combines the school curriculum with the Diniyah curriculum.

When the authors succeeded in exploring the teaching method based on the Diniyah curriculum at SDNU Sleman Yogyakarta, especially in the field of Fiqh, there are two characteristics of the learning process, Krama Inggil (Javanese) as the main language and using Lalaran method through the whole process. From these two characteristics, the writers have carried out activities of Fiqh learning media for the first grade by implementing teaching materials that have pictures and also interactive languages, both in English and Javanese which is expected to make it easier for students to study.

During the pandemic COVID-19, SD NU Sleman Yogyakarta implemented a learning process online learning. The online learning process certainly requires a lot of learning media so that it makes the process of knowledge transfer easier as well so that students don't get bored easily so that it will reduce the successful process of online learning.

Based on that, the authors are interested in exploring how the implementation of bilingual learning media especially Fiqh learning

media as a complement learning media to the modules that have been made by the teacher for the first grade can improve vocabulary mastery in the Fiqh lesson of the first-grader at SDNU Sleman Yogyakarta.

## **REVIEW OF RELATED LITERATURE**

### **Related Theory**

#### **Bilingual Learning**

Mackey and Fishman (Chaer, 2004: 87) Bilingualism is the practice of using language alternately, from one language to another, by a speaker. Bilingual is the ability to communicate in two different languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual.

The purpose of using the bilingual method, according to Arnyana (2008), the objectives to be achieved with bilingual language learning are:

- a. To gain increased mastery of subject matter
- b. increase the ability to use English both scientific and non-scientific use,
- c. be able to reach scientific knowledge of various international

media, and  
d. being able to communicate between students from within and outside the country so that student exchanges can be realized.

### **Learning Media Flashcards**

Media is very important for students in learning because media can learn messages other than lectures conveyed by the teacher, can accommodate sensory power, minimize space and time limitations, overcome passive attitudes, and students become more passionate and combine the emergence of shared perceptions from experiences (Arief, et al, 2009).

According to (Indriana, 2011), media flashcards are learning media in the form of picture cards that are about 25 × 30 cm in size. The images in this media are a series of messages that are presented with their descriptions.

### **Vocabulary Mastery**

Cameron (2001: 74)

Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially. Moreover, building vocabulary knowledge can support

learners' language learning process as a basic foundation in mastering the four language skills. Encouraging memorization techniques may usually make the student bored that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners.

A good vocabulary mastery can make it easier for students to express their thoughts both orally, in writing, and reading comprehension. Students who have a lot of vocabulary will more easily respond, understand reading, express opinions, catch other people's conversations, speak fluently, and write well.

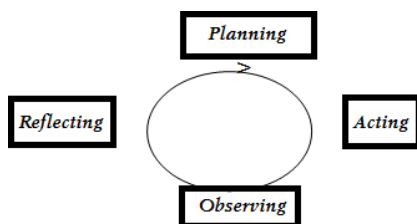
Therefore, the importance of increasing vocabulary is one of the keys to mastering bilingualism. A large amount of learning vocabulary is associated with learning the main language in the early years.

## **METHODOLOGY OF STUDY**

### **Research Method**

The stages of classroom action research (CAR) have developed in various models that are

adapted to the field of science and practical research interests. However, in this study, Kurt Levin's model is used which consists of 4 stages as can be seen in the image on the following page.



**Picture 1.0: Kurt Levin's model**

The research method that the researchers use in classroom action research (CAR) according to (Kemmis and Taggart, 1988) states that the action research model consists of four stages in a spiral activity:

**1. Planning.**

Here the researchers prepare everything needed to take action, prepares lesson plans, materials to be used in action, and also prepare material evaluations after making information whether speaking is increasing or not.

**2. Acting**

After preparing lesson plans and materials researchers implement the plans. In this research the author applying flashcards in teaching fiqh. The author also gave the pretest, the

treatment, and the last, the researchers did post-test.

**3. Observing**

The authors observe the effects of actions that are informed critically in the context in which they occur. Furthermore, the authors also made an observation sheet about the activities in the teaching-learning activities.

**4. Reflecting**

After making observations, the author goes on to the next step which is a reflection. In this step, the author reflects on how the teaching-learning activities work. The reflection function is to know weaknesses and strengths of action.

**Data Collecting Technique**

After applying the (CAR) method, the next step is data collection. In this study, data collection was obtained from the results of giving pretest and posttest. The test was given to all students in grade 1c at SDNU Sleman, totaling 18 students. The criteria for the assessment results are shown in the table as follows:

**Tabel 1.1 (Definition Of Assessment Criteria)**

Interval	Category
0-59	Low
60-79	Medium
80-100	High

In the table above, there are three divisions of criteria based on the results of the scores that have been achieved by students, the criteria starting from low, medium, high. The purpose of the distribution of the assessment criteria above is to make it easier to analyze the data.

**RESULT AND DISCUSSION**

In this study, data has been accumulated using quantitative techniques, quantitative data obtained from pre-test and post-test. The results of the test can be used to answer whether the implementation of using flashcards is effective in improving students' vocabulary mastery. This can be seen from the average result between the pre-test and post-test. According to Ngadiso (2013: 5-7, cited in Parmawati, A., & Yugafiati, 2017), the mean of the pretest and post-test could be computed using the following formula:

$$M = \frac{\sum x}{N}$$

In which:  
 M = Mean score  
 $\sum x$  = Totalscore  
 N = Total students

**Picture 1.1 Mean Of The Pretest And Post-Test Formula**

If all the students give positive responses to the teaching-learning activities and their post-test score is higher than the pretest score, the technique is successful. On the contrary, if the students give negative responses to the teaching-learning activities and their post-test score is lower than the pretest score, the technique is not successful. In analyzing the data, the researchers integrated and related the findings to the background of the study, mainly to the research questions, theories, and the methodology for classifying the data into manageable units as suggested by Emilia (2008:201, cited in Apsari, 2018).

1. Description of pre-test results

The author conducted a pretest with a sample of 18 first grade students at SDNU Sleman Yogyakarta and obtained the mean score = 49.44, the highest score = 70, the lowest score = 30, and the standard deviation = 10.55.

The results of the pre-test of 18 grade 1 students at SDNU Sleman Yogyakarta are as follows:

**Tabel 1.2 (Result Of Pretest)**

Interval	Category	Students	Percentage (%)
0-59	Low	13	72,2%
60-79	Medium	5	27,8%
80-100	High	0	0%
		18	100%

Based on the results of the pretest of vocabulary mastery in grade 1 SDNU Sleman Yogyakarta, it showed that of the 18 students, most of the students were in a low category as many as 13 students (72.2%), medium students as many as 5 students (27.7%).

2. Description of post-test results

The author conducted a posttest with a sample of 18 first grade students at SDNU Sleman Yogyakarta and obtained the mean score = 86.66, the highest score = 100, the lowest score = 70, and the standard deviation = 7.66.

The results of the post-test of 18 grade 1 students at SDNU Sleman Yogyakarta are as follows:

**Tabel 1.3 (result of post-test)**

Interval	Category	Students	Percentage (%)
0-59	Low	0	0%
60-79	Medium	1	5,5%
80-100	High	17	94,5%
		18	100%

Based on the post-test results of vocabulary mastery in grade 1 SDNU Sleman Yogyakarta, it shows that of the 18 students there are most of the students in the high category as many as 17 students (94.5%), medium student as many as 1 student (5.5%).

After the authors got the data from the t-test and post-test, the next step needed was how to calculate the results from the data. The data processing that will be used by the author is using the SPSS V.22 application, which finally can be concluded whether the use of flashcard-based bilingual learning media is effective.

**Tabel 1.4 Value from pre-test and post-test.**

Attendance	Value of Pre-Test	Value of Post-Test
1	60	80
2	60	100
3	50	90
4	50	80
5	40	80
6	40	90

7	70	90
8	50	90
9	50	80
10	60	100
11	50	90
12	50	90
13	30	90
14	40	90
15	30	70
16	60	80
17	50	80
18	50	90
SUM	890	1.560

**Tabel 1.5 (Paired Samples Statistics)**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	49,4444	18	10,55642	2,48817
Post-test	86,6667	18	7,66965	1,80775

The table shows that the mean value of the pre-test is 49.44 and the post- test is 86.66.

**Table 1.6 (Paired Samples Correlations)**

	N	Correlation	Sig.
Pair 1 pretest & posttest	18	-,387	,112

From the table, it can be shown whether or not there is a relationship between pre-test and post-test. In the formula of significance less than 0.05 then both have a relationship, if more

than 0'05 then both have no relationship. While the result from the table is 0.112, it is more than 0.05 so that there is no significant relationship between the pre-test and post-test.

## CONCLUSION AND SUGGESTION

### Conclusions

Research conducted on “The Implementation of Bilingual Flashcards to Improve Vocabulary Mastery in Fiqih Lesson for First Grader at SDNU Sleman Yogyakarta” can be concluded that:

1. This research produces learning media based on bilingual flashcards with the theme of *taharah*, which contains the sequence and procedures for carrying out ablution. These bilingual flashcards can be used to make it easier for students to learn well on vocabulary mastery and correct ablution procedures, these flashcards are also easy for students to understand.
2. The research uses the classroom action research method (CAR) according to (Kemmis and Taggart,1988)

states that the action research model consists of four stages in a spiral activity: Planning, Acting, Observing, Reflecting.

3. The data obtained from the application of the pretest and posttest were then processed using the SPSS v.22 application so that the results obtained in the form of a significant difference between before use of bilingual flashcard media with a mean value of **49.44** while after using bilingual flashcard media it was **86, 66**, of course, this value shows **very good** results. The result of the significance value (2 tailed) is 0.000, it is less than 0.05 so that it shows a significant difference between the two variables and shows that there is a significant effect on the difference in treatment between the two variables.

### Suggestion

This study is how implementation based on bilingual flashcards can improve the learning process, especially in terms of vocabulary mastery so that several suggestions

can be considered by further researchers, including the following:

1. Make sure the media bilingual flashcards are not made confusing for students. The use of images is very decisive in making this learning media.
2. The use of bilingual flashcards media cannot stand alone and must be accompanied by other media such as PPT, pamphlets, videos, etc.

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