

The Effect of Using Flashcard on Students' Vocabulary Mastery at 7th Grade in Mtsn 3 Padang Pariaman

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Abstrak

Penelitian ini dilatarbelakangi oleh beberapa permasalahan siswa kelas 7 MTSN 3 Padang Pariaman terkait dengan penguasaan *vocabulary* siswa. Ada pun permasalahan dari penelitian ini adalah siswa memiliki kosakata yang terbatas dan sulit memahami materi pembelajaran, beberapa siswa memiliki motivasi yang rendah dalam pembelajaran bahasa Inggris dan guru di sekolah masih menggunakan cara yang biasa dalam mengajar di kelas. Penelitian ini bertujuan untuk mengetahui, apakah ada pengaruh yang signifikan dalam penggunaan *flashcard* terhadap penguasaan kosakata siswa. Jenis penelitian yang digunakan dalam penelitian ini adalah *quasi experiment* dengan rancangan dua kelompok *pretest* dan *posttest*. Populasi dari penelitian ini adalah siswa kelas VII Mtsn 3 Padang Pariaman yang terdiri dari lima kelas dan sampel dalam penelitian ini adalah siswa kelas VII.2 dan VII.5. Pengambilan sampel menggunakan teknik *cluster sampling*. Untuk menganalisis data peneliti menggunakan uji *lilliefors* untuk tes *normality* dan *homogeneity*. Sedangkan untuk menguji hipotesis peneliti menggunakan uji t, kemudian peneliti mengkonsultasikan hasilnya dengan tabel derajat (α) = 0,05. Dari hasil dan penghitungan nilai pre test dan post test kelas eksperimen, ditemukan bahwa memiliki nilai *pretest* yang kurang bagus, dengan nilai rata-rata 53,09 untuk kelas *experiment* dan 56,96 untuk kelas *control*. Setelah mendapat perlakuan, penguasaan kosakata siswa meningkat secara signifikan, dengan nilai rata-rata 83,09 untuk kelas *experiment* dan 72,90 untuk kelas *control*. Hasil dari t-hitung dari hipotesis satu = 10,578 > t-tabel 2,042 dengan derajat bebas (df) = 30 dengan 0,05/2=0,025. sedangkan, *sig (2-tailed)* diperoleh 0.000 < 0.005. hasil dari t-hitung dari hipotesis dua = 3,605 > t-tabel 1,670 dengan derajat bebas (df) = 60 dengan 0,05. sedangkan, *sig (2-tailed)* diperoleh 0,001 < 0.005. Jadi, hipotesis (H_a) diterima bahwa ada pengaruh yang signifikan dalam penggunaan *flashcard*. Hal ini membuktikan bahwa penggunaan *flashcard* bisa membantu dalam meningkatkan penguasaan kosakata siswa.

Kata kunci: *Flashcard, Penguasaan Kosakata Siswa.*

Abstract

This research was motivated by several problems of students at seventh grade in MTSN 3 Padang Pariaman related students' vocabulary mastery. The problems of this research were students had limited vocabulary and felt difficult to understand the material, some students had low motivation to learn English and the last problem is the teacher still used a conventional way to teach. This research aimed to know whether there was significant effect of using flashcard on students' vocabulary mastery. The researcher used a quasi experimental research with two group pretest and posttest design. The population of this research was the seventh grade students in MTSN 3 Padang Pariaman consist of five classes. The sample was in class VII.2 and VII.5 which was taken by using cluster sampling technique. The data was analyzed by using liliefors test to test the normality and homogeneity data. Whereas, to test the hypothesis, the researcher used t test, then the researcher consulted the result with the degree table (α) = 0.05. From the result and accounting of pre test and post test scores of the experiment class it was found that had poor score in pretest which mean score 53,09 for experiment class and 56,96 for control class. After treatment, their vocabulary mastery increased significantly which mean score 83,09 for experiment class and 72,90 for control class. The result of t-obtained from hypothesis one = 10,578 > t-table 2,042 with degree freedom (df) = 30 with $0,05/2=0,025$. Meanwhile, the sig (2-tailed) was $0.000 < 0.005$. The result of t-obtained from hypothesis two = 3,605 > t-table 1,670 with degree freedom (df) = 60 with 0,05. Meanwhile, the sig (2-tailed) was $0,001 < 0.005$. So, the hypothesis (H_a) was accepted that there was significant effect of using flashcard. It was proven that using flashcard can help to improve students' vocabulary mastery.

Keywords: *Flashcard, Students' Vocabulary Mastery.*

INTRODUCTION

Vocabulary is one of the components in English. Vocabulary is a crucial part in English, because vocabulary is a tool in communication. Vocabulary helps the students to understand about what the lesson that they had learned. When the students understand about the material, they are easy to learn because in English, vocabulary has the crucial role. As a crucial role in English, vocabulary helps the students in every lesson in English, such as reading, speaking, listening and writing. If students' mastery in vocabulary is good, the students will be easy to do every lesson in English. M.L. Clouston stated that, Vocabulary is essential in English language teaching because learners cannot understand or express their own ideas without it. To express the ideas, the students need good vocabulary to convey their ideas to others and it can help the students to communicate or do the conversation.

There are many ways for students to mastering their vocabulary. One of them is using flashcard. The researcher chooses to using flashcard to know students' vocabulary mastery based on these theories. According to Haycraft, flashcards are cards whit words and/or pictures are printed/written or drawn on them. Not only help the students to develop

their vocabulary, flashcard can makes the students enjoy the learning process, because flashcard using a simple picture to explain the meaning of words.

Vocabulary is one of the issues on Junior High School, especially for students at 7th garde in MTSN 3 Padang Pariaman. It can be seen from the preliminary research that has been done by the researcher using interviewing an English teacher and classroom observation on 14th January and 06th September, 2022. The researcher discovered some issues related to the students' vocabulary mastery. The first issue that emerged from interviewing the teacher was vocabulary is one of the issues for some of students because the students were hard to remember and the students were difficult to mastered vocabulary. The students still have limited vocabulary, it has made the students difficult to understand the subject in English, and learning process is not run well. When the teacher asked the students about the words, some of students did not know about the meaning.

The second issue that emerged from interviewing and observation was, the students had low motivation to learn in English, for the students English is a new language or foreign language and the students being unfamiliar with the language, because of that, the students think English is not important for their life. During teaching process, some of students won't join with other students in group to finish their task and in classroom some of students look sleepy, because they think, English too difficult to understand.

The third issue that emerged from interviewing and observation was, the teacher still used an usual way to teach and translate the words or the subject in English. The teacher did not use the other way to teach the students in English. The fourth issue that emerged from observation was, during the learning process in classroom, most of students did not bring a dictionary because of that, teaching process did not run well. When the teacher gave a task for students in classroom, some of students do not comprehend the subject, and decide to replicate their friends' task.

METHOD

The researcher employed quantitative research in this research. Sugiyono stated that quantitative research is quantitative research is used to investigate a population or sample, gather data numerically using a test as an instrument, and formulate hypotheses. In other words, the research gives numerical data and analyzes it using statistical analysis. There are numerous ways to quantitative research. The researcher employs experimental research in relation to the subject under investigation. There are various types of experimental research, with the researcher employing a quasi experimental design.

Gay stated that experiment design typically involves comparison of two groups. The students are given a pre-test and post-test, experimental group would be treated by using flashcard while control group would be treated by using conventional way. The experimental and control group would be given the same test. It would be given to know how the effect of using flashcard on students' vocabulary mastery.

Population is all the object of the research, Cresswell defines population as "a group of individuals who share similar characteristics". The populations of this research were all of the seventh grade students of Mtsn 3 Padang Pariaman at the second semester in the 2022/2023 academic year. The total number of all students was 160 students that were

divided into fifth classes. Based on the statement, all the students were the population in this research.

FINDING AND DISCUSSION

The researcher presented the result of the research. It is divided into two sections: finding and discussion. Finding includes data analysis and hypothesis testing. The purpose of data description is to describe the students' pre-test and post-test results obtained since the research was conducted.

Finding

The hypothesis was tested after conducting the research and determining the mean score, standard deviation, and t-value obtained by utilizing the t-test for both classes. This research's hypothesis was tasted as follows:

a. The Frist Hypothesis

The first hypothesis of this research, there is a significant effect of using flashcard on students' vocabulary mastery at 7th grade in MTSN 3 Padang Pariaman as follows:

Ha: there is a significant effect of using flashcard on students' vocabulary mastery.

Ho: there is no significant effect of using flashcard on students' vocabulary mastery.

Paired Sample T-test Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 - Post_Test_Experiment - Pre_Test_Experiment	22.45161	11.81761	2.12251	18.11688	26.78635	10.578	30	.000

To determine if the researcher's hypothesis was accepted or rejected, the researcher used the formula two tails test to determine whether Ha or Ho were accepted or rejected by comparing the pre-test and post-test experimental classes. When the t-obtained value was compared to the t-table value, it signifies that Ha was accepted while Ho was rejected (t-obtained > t-table).

Based on the results, the mean score of the pre-test experiment was 53,09. It was lower than the mean post-test experiment class score of 83,09. The standard deviation of each class was obtained and examined using the t-formula to determine the value of t-obtained. It was found that t-obtained was 10,57 and t-table for degree of freedom (d f) =30

with level of significant (α) 0, 05/2 (0, 025) =2.042 was greater than the t-table. In conclusion, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. As a result, it can be stated that flashcard had a significant effect on students' vocabulary mastery.

b. Seconds Hypothesis

In the second hypothesis, there was significant difference of teaching by using flashcard and not using flashcard on students' vocabulary mastery. (Ha: t-calculate > table). To test the hypothesis, the researcher employed an independent sample test. It was indicated that t-calculated 3,605 was higher than t-table 1,670 (3,605 > 1,670).

Independent Sample T-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post_Tes t	Equal variances assumed	3.088	.084	3.605	60	.001	10.19355	2.82794	4.53683	15.85026
	Equal variances not assumed			3.605	57.447	.001	10.19355	2.82794	4.53166	15.85544

Furthermore, based on the data, it was determined that the sig(2-tailed) was 0,001 and the alpha was 0.05 sig(2-tailed) was less than alpha (0,001 < 0,050). Finally, the null hypothesis (H0) was rejected whereas the alternative hypothesis (Ha) was accepted. So that, it can be concluded that there were significant differences in vocabulary mastery between students who were taught using the flashcard and students who were not taught using the flashcard.

c. Third Hypothesis

The third hypothesis proposed that students who were taught with flashcards had superior vocabulary knowledge than students who were not. The researcher utilized the t-test formula to determine whether the hypothesis was accepted or rejected by comparing the post test of the experimental class and the control class. The value of t-obtained was compared with the value of t-table. If the t-obtained > t-table, it means that Ha accepted and Ho rejected. The experimental and control classes' post-test scores were calculated, the mean scores of post test in experimental class was 83,09 while the mean score of post test

in control class was 72,90. It means that the mean score of experimental class is higher than the mean score of control class. The standard deviation of each class is obtained and they are analyzed by using t-test to find the value of t-obtained. It is found that t-obtained 3.605 and the t-table for degrees of freedom ($df = (31+31-2) = 60$) with the level of significant 0.05 is 1.670. It was discovered that the t-obtained is higher than the t-table. It means that the descriptive hypothesis (H_a) was accepted while the null hypothesis was rejected because the value of t-obtained was found after the t-table. As a result, it can be concluded that the vocabulary of students who were taught using the flashcard is better to the vocabulary mastery of students who were not taught using the flashcard.

Discussions

According to the data analysis results, H_0 was rejected for the first, second, and third hypotheses. It indicates that H_a was accepted. Above, there were several explanations for the testing hypothesis. First, the researcher discovered that employing flashcards to improve students' vocabulary knowledge had a significant influence on students' vocabulary mastery. The mean score of the pre-test and post-test in the experimental class has shown it. The experimental class's pre-test mean score was (53,09), and the post-test mean score was (83,09). This result was also supported by Elsyah that flashcard is a can teaching device that be used in the teaching and learning of a language, particularly in the teaching of vocabulary. It means that, the mean score of the experimental class's post-test was higher than the mean score of the experimental class's pre-test. The t-test results indicated that the obtained was (10,578) consistently higher than the t-table (2,042). The difference between the two classes was caused by the treatment. It can be concluded, that flashcard had a significant effect on the students' vocabulary mastery. In order to increase the students' interested.

The second hypothesis of this research is whether there is a significant difference in students' vocabulary mastery when using a flashcard and when not using a flashcard. The mean post-test score in the experimental and control groups demonstrates this. The mean post-test score for the experimental class was 83,09, while the control class scored 72,90. It means that the mean post-test score of the experimental class was higher than the mean post-test score of the control class. This result was also supported by Elsyah that throughout the research, flashcards have been identified as a tool for developing students' language skills, including the problem of vocabulary. The t-test results indicated that the t obtained was greater than the t-table, $3,605 > 1.670$. The difference between the two classes was caused by the treatment.

At last, data from the experimental and control classes were obtained to show that students who are taught using a flashcard show better than students who are not taught using a flashcard. It was observed that the experimental class's mean post-test score was higher than the control class's mean score ($83,09 > 72,90$). From this research, the researcher knows that flashcard is good way in teaching English. This result was also supported by Chusnul that there are so many things that teacher can do with flashcard, like presenting the words using flashcard, playing games with flashcard because flashcards are very flexible in use.

CONCLUSION

Based on the findings and discussion in the preceding chapters, the researcher concluded this study on students' vocabulary mastery through the use of flashcard:

1. The experimental students' flashcard post-test scores were higher than the students' pre-test scores. Flashcard it means that, using flashcard has a significant effect on students' vocabulary mastery. It is supported by data, which show that the mean score of the students in the experimental class in the pre-test was (53,09), which has improved in the post-test, where the students' mean score was (83,09). Using the t-test formula, it was discovered that the hypothesis (Ha) of this research could be accepted that using flashcard has a significant effect on students' vocabulary mastery.
 2. There is a significant difference in effect between students who were taught using a flashcard those who were not. The value of t-test 3,605 was discovered to be greater than the value of t-table 1.670. Furthermore, the mean post-test score of the experiment class was higher than the mean post-test score of the control class.
 3. The used of a flashcard in vocabulary mastery is better to not using a flashcard. The data from the post-test of both classes show that the mean score of the experimental class is (83,09) while the mean score of the control class is only (72,90). Meanwhile, in the post-test, both groups have the same level of ability.
- According to the explanation above, teaching vocabulary mastery through a flashcard is better to teaching it through a flashcard.

The researcher learned a lot about the English teaching and learning process after completing this research. As a result, the researcher has a suggestion. The researcher hopes that the students are motivated to develop their English skills and have excellent self-confidence in learning, particularly in vocabulary. Students should understand that expanding vocabulary is not always tough because it can be entertaining and simple. To other English teachers, it is recommended to the teacher to use flashcard in teaching and learning process. English teachers should encourage active learning in the English teaching-learning process so that students find it easy and enjoyable to learn new information. English teachers should be imaginative in devising teaching-learning activities in the classroom to keep students engaged and prevent boredom. To other researcher this media can be applied not only for English but also for other subjects. In teaching English, this research can be used as the source to obtain more information on how to teach the students with the flashcard.

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