THE IMPLEMENTATION OF USING FLASHCARD AS A MEDIA TO IMPROVE STUDENTS' VOCABULARIES MASTERY AT 8 GRADE IN SMP NEGERI 1 TONDANO

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Abstract: The purpose of this research was to know whether the implementation of using flashcard as a media to improve students' vocabularies mastery. The researcher conducted at the 8th grade students of SMP Negeri 1 Tondano, which consist of 20 students for the 2023/2024 academic year. This research is quantitative research using a pre-experimental design which is only carried out with a pre-test and post-test in one class. Researcher collect data starting from the pre-test or before providing treatment and post-test after providing treatment. Based on the findings,it shows that before being given treatment, students got poor grades on the pre-test but on the post-test, or after the researcher gave treatment, the scores obtained by students exceeded the pre-test so that students had better grades than before (pre - test). The pre-test score was 55.70 and the post test score was 83.25, which means the post test score was higher than the pre-test score. And the significant value is $0.000(\leq)0.05$, which means smaller than the alpha value. So, the researcher concluded that the implementation of using flashcard media can improve students'vocabulary mastery.

Keywords: Flashcard, Vocabulary Mastery, Improving

INTRODUCTION

The EF EPI-s (Education First English Proficiency Index) 2022 states that Indonesia occupies (81st out of 111 countries). Meanwhile, in Asia Indonesia get the (15th position out of 24 countries). It is very different from neighboring countries such as Singapore, where Singapore is an Asian country that is classified as having a very high level of English proficiency. Namely Singapore get the (2nd position in globally) and occupies (1st position out of 24 countries). Followed by the Philippines which is in (22nd position in globally) and get the (3rd out of 24 countries) in Asia. Based on the information above, itcan be seen that Indonesia is included in the category of countries with a

low English proficiency index. This is one of the reasons that makes Indonesia lagbehind other countries, especially in the field of education.

Besides known as an international language, English has an important role in various aspects of life, one of them is education. In this era of globalization, English is the basic key to being able to compete whether in thefield of education or work. English is needed by every citizen as a means of communication, both in terms of education and work abroad or in the need to serve foreign tourists visiting Indonesia (Rorimpandey, 2020). By seeing the large role of English, making English subjects into the education curriculum system in Indonesia. One of the most significant subjects in our education system is English, Pustika & Wiedarti (2019).

Schools that implement a learning system using English have a more advanced education system compared to schools that do not implement English learning at all. In addition,students who are proficient in English have greater opportunities to compete both at national and international levels. To become fluent in English, studentsneed to learn and master several important skills in English. English skills can be mastered if you interact more with listening, reading, speaking and writing and one of the most important is vocabulary (Liando et al., 2021). Furthermore(Eva Rosdiana, 2017) states that vocabulary in English is part of the language what students need to master when learning English, students who master vocabulary able to understand English orally as well as writing.

However, in the process of learning English, students often experience difficulties and obstacles. This will greatly influence student learning outcomes. How a teacher provides learning materials is one of the causes of students experiencing problems in mastering English vocabulary. This can be caused by the way teaching in class is less varied so that students are less able to play an active role (Agistiawati & Asbari, 2020). Regarding research conducted by researchers at SMP Negeri 1 Tondano, researcher

found that English teaching there lacked variety and did not use learning media that could help students master and memorize vocabulary. Apart from the lack of learning media, it was also found that grade 8 students were still struggling with a lack of mastery of English vocabulary.

Based on explanation above research question of this research is "can the use of flashcard media improve students' vocabulary mastery?" and based on problem question the aim of this research is "to find out whether flashcard media can be

implemented to improve vocabulary mastery" Some previous research has shown the role and use of media and techniques in developing students' vocabulary, but there is still little research that discusses the use of flashcard media, although it is still relatively new, the researcher hope that using flashcard media can improve students' vocabulary mastery at SMP Negeri 1 Tondano especially at grade 8th. This is what makes researcher interested in conducting research with the title "The Implementatio of Using Flashcard As a Media To Improve Students' Vocabularies Mastery Vocabulary at Grade 8th SMP Negeri 1 Tondano". Researcher limited this research on the Implementation of flashcard media to improve student's vocabularies mastery Negeri 1 Tondano specifically in noun, verbs, adjectives, through pre-test, treatment, and post-test. This study conducted at grade 8th of SMP Negeri 1 Tondano in the 2023/2024 academic year.

RESEARCH METHOD

Research Design

In this research, researcher used quantitative research according to Sugiyono (2007:31), Quantitative research is research that departing from something that is abstract is focused on the foundation theory which is then formulated a hypothesis to be tested so that it leads on concrete events. To support this case, the researcher also used anappropriate research design, namely the Pre-experimental design, which only carried out in 1 class through pre-test and post-test. For more details, can be seen as follows:

X_1	T	X_2

Note:

X_1 = Pre-test

T = Treatment

X_2 = Post-test

Research Variable

This study used two variable, namely the independent variable and the dependent variable.

1.   Independent variable (X)

According to Ridha (2017) The independent variable was the variable that affects or causes the change or occurrence of the dependent (bound) variable. In this research, the independent variable is flashcard.

2.   Dependent variable (Y)

According to Ridha (2017) The dependent variable was the variable that wasinfluenced or that becomes the result, because of the independent variable. The dependent variable in this study is students' vocabulary.

Population and Sample

The population is students at SMP Negeri 1 Tondano, and the sample is students at grade 8th that consist of 20 students.

Data Collection

1. Pre-test

    This research aims to determine students' knowledge about vocabulary before being given treatment. The type of pre-test used is multiple choice consisting of 20 questions, fill in the blank consisting of 20 questions, and 20 questions of true or false

2. Treatment
    a. First meeting: At this meeting, Researcher have introduced the media used as a media for learning vocabulary in research, namely flashcards. At this meeting, the researcher also provided motivation and a brief introduction to material about the importance of mastering vocabulary. Then the researcher provided the first material, namely vocabulary (nouns). The

aim of providing this first material is to improve students' vocabulary about nouns in English.

b. Second Meeting: At this meeting, the researcher re-evaluated the previous material (nouns). After the evaluation was carried out, the researcher gave

new material to the students, namely vocabulary (verbs) and asked the students to write on the whiteboard the verbs that they knew. The aim of re-evaluating the previous material is to train students' memory and provide reciprocal interaction between researcher and students.

c. The third meeting: The researcher re-evaluated the material that had been given at the first and second meetings. After that, the researcher provided the next material namely, introduction of vocabulary (adjectives) using flashcard media. The method used by the researcher at that time was to read the vocabulary on the flashcards and then the students followed. Then the researcher directed the students to come to the whiteboard to write down all the vocabulary from the threematerials that had been given (nouns, verbs, adjectives).

d. Last meeting: At the last meeting in class before entering the post-test. The researcher combined all the material from the first to the third meeting. Then the researcher distributed each student one flashcard randomly and asked them tocreate and write on the whiteboard a simple sentence from the flashcard they got. Apart from getting new vocabulary, this can also train students' self-confidence and be active in the learning process.

e. Post-test: This meeting was held to determine students' knowledge of vocabulary after being given treatment. The type of post-test used during the research was the same as the pre-test, namely multiple choice with 20 questions, true or false with 20 questions, and fill in the blank with 20 questions.

Technique of Data Analysis

In analysing the data through the pre-test and post-test the following procedures used:

1. Scoring Students correct answer of vocabulary test will use the formula:

2.

$$\text{Score} = \frac{Students\ correct\ answer}{Total\ Number\ of\ Items} \times 100$$

3. Make Classification of students scorewith use the criteria:

Classify the score of Students

No	Score	Classifications
1	96-100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	00 – 35	Very Poor

Agung (2022)

4. Finding out the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Notation:

$\bar{X}$ = Mean Score

ΣX = Total

Score N =

Total Sampel

Gay (2006)

5. To find out the significant between pre-test and post-test the

researcherused SPSS 25.

FINDINGS AND DISCUSSION

Finding

Computation of mean score between pre-test and post-test

No	Name of Student	Pre-Test	Post-Test
1.	Angelo Kolondam	66	96
2.	Aulia Ayudia	53	82
3.	Alfrion Oroh	68	90
4.	Annisah Qonitah	50	91
5.	Augirlin Momongan	60	88
6.	Av Adam	55	80
7.	Chiquita Weku	58	80
8.	Evander Kolondam	61	86
9.	Fahira Husnatuliannah	52	74
10.	Gifford Supit	48	76
11.	Gloria Masambe	40	85
12.	Ghealin Palilingan	53	82
13.	Jeslyne Ottemoesoe	60	83
14.	Kirsten Wolayan	50	76
15.	King Axel Mahaputra	68	98
16.	Miracle Tampi	52	70
17.	Miracle Wowor	50	76
18.	Miraycle Rompas	56	80
19.	Nayshila Panungkelan	56	84

20.	Princess Kambey	58	88
	Σ	1,114	1,665
	$\overline{X}$	55.70	83.25

The result of mean score is calculated with the following formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

Notation:

$\overline{X}$ = Mean Score

ΣX= Total

Score N =

Total Sampel

Mean score of pre-test:

$$\overline{X} = \frac{1,114}{20}$$

$\overline{X} = 55,70$

Mean score of post-test:

$$\overline{X} = \frac{1,665}{20}$$

$\overline{X} = 83,25$

From the data above, it can be seen there is a difference in the mean score on the pre-test and post-test, where the post-test score is higher than the pre-test score. The mean score on the pre-test is 55,70 while on the post-test is 83,25.

classification of students score

No	Classification	Score	Pre-Test	Post-Test
1.	Excellent	96-100		2
2.	Very Good	86-95		5
3.	Good	76-85		11
4.	Fairly Good	66-75	3	2
5.	Fair	56-65	3	
6.	Poor	36-55	1	
7.	Very Poor	00-35		
	Σ		20	20

The table above shows the differences in the classification of scores that students get before being given treatment (pre-test) and after being given treatment (post-test). In the pre-test, 3 students got the "Fair" category, 3 students got the "Fairly Good" category, and 1 student go the "Poor" category.While in the post-test there was an increase in the score classification, namely 2 students got the "Excellent" category, 5 students got the "Very Good" category, 11 students got the "Good" category and 2 students got the "Fairly Good" category.

DATA SPSS 25

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.70	20	6.997	1.565
	Post-test	83.25	20	7.239	1.619

Based on the table above, it shows that the mean post-test score

is higher than the pre-test. Where the post-test score is 83.25, while the pre-test score is 55.70.

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test- Post-test	-27.550	6.253	1.398	-30.477	-24.623	-19.703	19	.000

Based on the significant test table above, the significant value is obtained 0.000 which means it is smaller than alpha 0.05. Thus, H_0 is rejected and H_1 is accepted or in other words, the hypothesis states that there was no significance of the implementation of flashcard media in improving students' vocabulary mastery at SMP Negeri 1 Tondano is rejected. And the hypothesis which states that there. was a significant implementation of flashcard media in improving students'vocabulary mastery at SMP Negeri 1 Tondano is accepted.

Discussion

Based on the findings, it can be seen that students' vocabulary masteryexperienced differences before and after being given treatment. Before giving treatment of students who are used as research objects, researchers have given a pre-test to find out how much vocabulary the students have mastered. After givingthe pretest, the researcher gave treatment to the students during 4 meetings. After being given treatment, the researcher continued by providing a post-test for studentsto find out whether there was an increase in students' vocabulary mastery after being given treatment. Before calculating pre-test and post-test data, the researcher classified the scores obtained by students on the pre-test and post-test.

The classification of student scores consists of seven categories, namely very poor, poor, fair, fairly good, good, very good, and excellent. In table 2 it can be seen that in the pre-test three students got the fair category, three other students also got the fairly good category, and one other student got the poor category. Meanwhile, in the post-test, it was seen that two students obtained the excellent category, five students got the very good category, eleven students got the good category, and two students got the fairly good category. From this classification, it can be seen that there was an improvement during the post-test.

After classifying students' pre-test and post-test scores, the researcher calculated the mean score difference between the two tests using the available data. There was a significant difference between the pre-test and post-test mean scores, where in the pre-test the mean score was 55.70 and in the post-test there was an improved where the mean post-test score was 83.25. Based on the data obtained in SPSS, the significant value is 0.000 was obtained, which means it is smaller than alpha 0.05. So the result is, H_0 is rejected and H_1 is accepted.

CONCLUSION

Based on the data in the previous chapter, the mean value of the post test score is higher than the pre-test, where the mean value of the pre-test score was 55.70 and the mean value of the post-test score is 83.25. And the significant value is $0.000 \leq 0.05$, which means smaller than the alpha value. So, the researcher concluded that the implementation of using flashcard media can improve students' vocabulary mastery.

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