

INCREASING STUDENTS' VOCABULARY MASTERY BY USING FLASHCARDS AT SMP NEGERI 2 ESSANG

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Abstract : During the COVID-19 pandemic, education has become an important issue, especially since distance learning is one of the options taken by almost all schools in Indonesia in reducing the spread of the COVID-19 virus. In this connection, it is related to the conditions where English is no longer the main subject in elementary school and will greatly affect the learning process of students when they enter junior high school where they will learn a lot of basic things from English and actually taught during elementary school. This research is designed to prove whether the use of Flashcards in teaching vocabulary can increase students' vocabulary mastery or not. This research is conducted using the quantitative approach with a pre-experimental design (one class pre and post-test). 23 7th grade students at SMP Negeri 2 Essang were the object of the study. Pre-test and post-test were used to collect the data. The data obtained then analyzed using the mean score and standard deviation formula. The findings show that the post-test (T2) had a higher score than the pre-test (T1). The pre-test shows a mean score ($\bar{X}_1$) of 73.63 and a standard deviation (sd) of 76.6. Those score the lower than the post-test which has the mean score ($\bar{X}_2$) of 87.5 and standard deviation (sd) of 87.5 in the post-test. It meant that the result of post-test after treatment is better than the pre-test before treatment. Based on the result of research, applying technique using Flashcards to increasing students' vocabulary mastery is effective.

Keywords : Vocabulary, Flashcards, Mastery

INTRODUCTION

During the COVID-19 pandemic, education has become an important issue especially how distance learning is one of the options taken by almost all schools in Indonesia in reducing the spread of the COVID-19 virus. In this connection, it is related with the conditions where English is no longer the main subject in elementary school and will greatly affect the learning process of students when they enter junior high school where they will learn a lot of basic things from English and actually taught during elementary school. Moreover, vocabulary becomes a basic thing to learn because it will determine their improvement in English if they know or not the meaning of words. Vocabulary is central to language and is of great significance to language

learners. According to Goundar (2019), "words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning." The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, "numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary" (Hatch & Brown in Onishchuk *et al.*, 2020).

Learning a foreign language is a challenge for learners and teachers as well. Liando (2012), in Indonesian context, explains that Indonesia has adopted English as a tool of communication to establish relationships with other countries. Rao

(2019) argues, "English language is one of the international languages which are used for communication among countries in the world." So, English helps us for communicating with our friends. Because they have to various kinds of teaching method to help students to help students achieve learning goals. Tsauri (2021) state that learners are bored if during teaching learning process just listen what teacher says and there is no the other activities. Therefore, Thornbury (2002) emphasizes "the importance of building a relaxed and playful atmosphere in the classroom can to overcome student fears of inaccuracy that can often interrupt the learning process." Game is one of the potential solutions to create meaningful learning. As expressed by Maru (2009) "Showing language isn't simply a question of strategies and educators' showing job just as material yet additionally angle identified with an air or environment inside the instructing and learning take place."

The utilization of cheat sheets may be more successfully better compared to utilizing a word list. To support memory of jargon words, the cheat sheets can be more enjoyable, intriguing and could be an inventive way. As per Hampp, (2019: 15) says that language is an instrument for putting yourself out there, a specialized device, and a method for social control. The educators give a few materials about English example, however once in a while their methods of showing make the understudies exhausted and believe that English illustration isn't fascinating. Cheat sheets could build understudies' inspiration in learning interaction and it may give upgrade to understudies in dominating jargon. Moreover, there are a few elements in educating learning process, which can impact the acquiring of effective objectives at schools. They are educational plan, materials, strategy educators, understudies and office (Mogea, 2019).

Based on the researchers' experience when they are teaching at SMP Negeri 2 Essang, it can be seen that the majority of the students are not fascinating in instructing and learning process, especially in learning vocabulary. So, this research is designed to prove whether the utilization of Flashcards in showing jargon can expand students' vocabulary knowledge. It is hoped that this research can give contribution in English teaching and learning process, especially in teaching vocabulary. Vocabulary as one of the information regions in language that play significant part for gaining a comprehension in correspondence (Cameron, 2001). Hebert and Kamil (2005) define vocabulary as the information on implications of words. The term vocabulary has a scope of implications. For instance, a few educators utilize the term to mean sight-word vocabularies, alluding to students' prompt acknowledgment of words on paper; different instructors allude to words understudies comprehend as their importance vocabularies. Then again different instructors utilize the term to mean listening vocabularies, or students' comprehension of words that they hear in the communicated in language. As expressed by Maru (2016), "language is the main perspective in the existence of every individual." So, Vocabularies incorporate calculated information on words that works out positively past a basic word reference definition. Students' vocabulary information is a structure cycle that happens over the long haul as they make associations with different words, learn models and non-instances of the word and related words, and utilize the word precisely inside the setting of the sentence (Snow, Griffin, and Burns, 2005). In view of those assertions, it tends to be accepted that vocabulary is a rundown of words as a fundamental part of language capability which has a structure or articulation and contains of angles, they are significance, utilization of word, structure.

Instructing of an unfamiliar student has as of late centered around the utilization of the open methodology which depends on the elements of language (Yule, 2006). Subsequently, vocabulary learning has been coordinated to be applied in significant sets that stress students-centered classes rather than instructor-focused classes (Neisi, Hajijalili, Namaziandost, 2019). In addition, vocabulary learning ought to contain showing students' specific words just as preparing them by utilizing procedures fundamental for extending their jargon information (Hulstijn, 2001). Besides this period, we were confronting together the COVID-19 pandemic which push educator to consider every option to give a definite procedure will be accustomed to instructing in compelling manner and in effective time. Consequently, the job of jargon these days is more critical to concentrate particularly to the understudies who begin learning English in 1st grade in Junior secondary school in light of the fact that in primary school the English subject was not instructed.

Vocabulary learning assumes a significant part in the scholastic accomplishment of EFL students (Gersten and Baker, 2000). It is viewed as a movement and a social exchange which could be worked with by objects and computerized instruments (Arenseth, 2008). Students become familiar with the vocabulary which they need for use and which has significance and importance for them (Wolsey et al., 2015). Vocabulary learning occurs as an outcome of successive openings to ideas addressed by the words being chosen, considered and consequently their implications could be appreciated (Eckerth & Tavakoli, 2012). It can likewise happen when understudies read about thoughts past the chose words, expound on them, introduce and examine them with peers, contemplate the more profound derivations of jargon specifically settings and rely upon assets to help their reasoning (Wolsey, Grisham, and Smetana, 2014).

RESEARCH METHODOLOGY

This exploration will utilize quantitative examination through pre-trial research with one gathering pre-test and post-test plan. Pre-test is a test which is given to the understudies before treatment. Also, post-test is a test which is given after treatment. There are 2 tests: T1 is the pre-test and T2 is post-test. X is utilized represent the treatment. And post-test will be give after treatment to discover understudies' advancement or their accomplishment in vocabularies dominance. Along these lines, there are two tests: T1 is the pre-test and T2 is post-test. X is represented for the treatment.

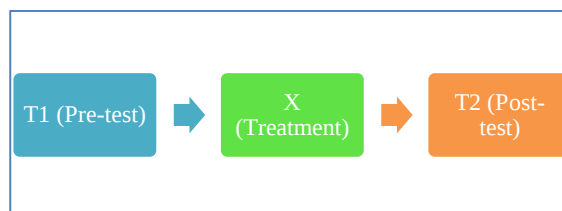


Figure 1. The flow of pre-experimental design.

This research was conducted SMP Negeri 2 Essang, especially the seventh grade students (one class only). This school is used Kurikulum 2013 (K13) as their curriculum. Only one class of the seventh grade students at SMP Negeri 2 Essang is chosen as the subject of study. The instrument in this research is a test. The kind of test use will use multiple choice test and the total number of multiple choices are 25 numbers. The test will be based on the material given. The test will be given in the pre-test and post-test. There are several steps in order to collect the data of this research:

1. Getting permit to research at School Headmaster.
2. Confirming to the home-teacher to teaching English for the research activity based on the COVID-19 Health Protocol.
3. Making the lesson plan in teaching and learning process.

4. Giving the pre-test, before present the material.
5. Analyzing the data taken from pre-test in order to plan the treatment for the students.
6. Giving the treatment by using Flashcards
7. Giving the post-test.
8. Organizing the data into table.
9. Analyzing the data.

All the procedures is conducted according to the regulations and rules of COVID-19 Health Protocol.

In analyzing the data, the writers use Mean Score formula and Standard Deviation, proposed by Sugiyono (2010), as follows:

$$\text{Mean Score} = \frac{\sum x_i}{n}$$

Where:

$\bar{Me}$ = The mean score of students

$\sum x_i$ = The total number of students score

n = The total number of students

$$\text{Standard Deviation} = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n-1)}}$$

Where

S = Standard deviation

n = Number of sample

$\sum$ = Epsilon / total (number, quantity)

x = Mean

x_i = The score of sample

FINDINGS AND DISCUSSION

As the research question has been already explained on the chapter 1. It is solved the problem through pre-experimental design with pre-test and post-test. The hypothesis is constructed: Increasing students vocabulary mastery by using flashcards at SMP Negeri 2 Essang. The sample of this research is one class with pre-test and post-test that consisting of 23 students. The post-test is taught by using flashcards while, the pre-test is taught by

conventional technique. The data are obtained from pre-test and post-test in order to see the students' achievement after doing treatment. In order to see the difference in achievement between the pre-test and post-test, it used t-test formula. The used formula is the given by Shalvelson (1981:424) as following:

$$t_{\bar{x}_1 - \bar{x}_2 \text{ obs}} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

$\bar{X}_1$ = Mean score of pre-test

$\bar{X}_2$ = Mean score of post-test

n_1 = Total number of subject of the pre-test

n_2 = Total number of subject of post-test

s_1^2 = Variance of the pre-test

s_2^2 = Variance of the post-test

In analyzing the data, the writer follows the steps below:

Step 1 : Check in the result of pre-test (X_1) and the post-test (X_2).

Step 2 : Construct frequency distribution of the test achievement (score) of the pre-test (X_1) and the post-test (X_2).

Step 3 : Compute the mean score ($\bar{X}$), standard deviation (s), variance of the pre-test (s^2) and post-test.

Step 4 : Compute standard deviation (s) of variance (s^2) root the value of variance pre-test and post-test.

Step 5 : Compute t ($\bar{X}_1 - \bar{X}_2$) observed by inserting the value of the Pre-test and the control into t-test formula.

Step 6 : Decided whether to accept or to reject null hypothesis.

1. Reject null hypothesis or if : $t_{obs} > t_{crit}$.
2. Do not reject null hypothesis if : $t_{obs} < t_{crit}$. (Shalvelson (1981).

Table 1. Data Matrix of the Pre-test and Post-test

Subject	T1	Subject	T2
	Pre-test		Post-test
01	70	01	90
02	80	02	85
03	85	03	90
04	75	04	95
05	85	05	100
06	75	06	95
07	70	07	85
08	70	08	90
09	70	09	100
10	70	10	85
11	70	11	90

(ninety-five) or 20.65%, 6 students obtain 90 (ninety) or 23.47%, 4 students obtain 85 (eighty-five) or 14.78%, 3 students obtain 80 (eighty) as the lowest score.

Table 4. Variance of Pre-test

SUBJECT	X_i	$\bar{X}_i$	$X_i - \bar{X}_i$	$(X_i - \bar{X}_i)^2$
1	90	83,69	-6,31	39,8161
2	85	83,69	-1,31	1,7161
3	90	83,69	-6,31	39,8161
4	95	83,69	-11,31	127,9161
5	100	83,69	-16,31	266,0161
6	95	83,69	-11,31	127,9161
7	85	83,69	-1,31	1,7161
8	90	83,69	-6,31	39,8161
9	100	83,69	-16,31	266,0161

The presentation frequency distribution of the pre-test (T1) and post-test (T2) scores was shown below.

Table 2. Frequency Distribution of the Pre-test (T1)

Value T ¹	F ₁	F ₁ %	CF	CF ₁ %
85	3	11.08	23	100
80	5	17.39	22	88.92
75	2	6.52	20	71.53
70	9	27.39	18	65.01
65	2	5.65	16	37.62
60	2	5.21	9	32.41

The presentation on table 2, it could be clearly seen that the highest score is 85 (eighty-five) gained by 3 students or in percentage 11.08%, 5 students obtain 80 (eighty) or 17.39%, 2 students obtain 75 (seventy-five) or 6.52%, 9 students obtain 70 (seventy) or 27.39%, and 2 students obtain 65 (sixty-five) or 5.65%, 2 students obtain 60 (sixty) or 5.21% as the lowest score.

Table 3. Frequency Distribution of Post-test (T2)

Value T ²	F ₂	F ₂ %	CF	CF ₂ %
100	5	21.73	23	100
95	5	20.65	18	78.27
90	6	23.47	13	57.62
85	4	14.78	7	34.15
80	3	10.43	3	19.37

The presentation on table 3 above, it could be clearly seen that the highest score is 100 (one hundred) gained by 5 students or in percentage 21.73%, 5 students obtain 95

10	85	83,69	-1,31	1,7161
11	90	83,69	-6,31	39,8161
12	100	83,69	-16,31	266,0161
13	80	83,69	13,6161	13,6161
14	80	83,69	13,6161	13,6161
15	95	83,69	-11,31	127,9161
16	90	83,69	-6,31	39,8161
17	100	83,69	-16,31	266,0161
18	100	83,69	-16,31	266,0161
19	95	83,69	-11,31	127,9161
20	90	83,69	-6,31	39,8161
21	85	83,69	-1,31	1,7161
22	80	83,69	3,69	13,6161
23	95	83,69	-11,31	127,9161
Σ	1925			2256,27

After putting the individual deviated from the data presentation on the table 4 (experimental group), the next step was to calculate Mean ($\bar{X}_1$) and Standard Deviation (S_{12}) which was computed based on the following formula:

$$a.) \quad n_1 = 23$$

$$\begin{aligned} \text{Mean } (\bar{X}_1) &= \frac{\sum X_1}{n_1} \\ &= \frac{1685}{23} \\ &= 73,26 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{\sum (X_i - \bar{X}_1)^2}{n - 1}} \\
&= \sqrt{\frac{1686}{23 - 1}} \\
&= \sqrt{\frac{1686}{22}} \\
&= \sqrt{76,63} \\
&= 76,63
\end{aligned}$$

Table 5. Variance of Post-test

SUBJECT	X	$\bar{X}_1$	$X_i - \bar{X}_1$	$(X_i - \bar{X}_1)^2$
1	70	73,26	3,26	10,6276
2	80	73,26	-6,74	45,4276
3	85	73,26	-11,74	137,8276
4	75	73,26	-4,05	16,4025
5	85	73,26	-11,74	137,8276
6	75	73,26	0,95	0,9025
7	70	73,26	3,26	10,6276
8	70	73,26	3,26	10,6276
9	70	73,26	3,26	10,6276
10	70	73,26	3,26	10,6276
11	70	73,26	3,26	16,4025
12	80	73,26	-6,74	45,4276
13	70	73,26	3,26	10,6276
14	65	73,26	10,95	119,9025
15	70	73,26	0,95	10,6276
16	80	73,26	-6,74	45,4276
17	60	73,26	10,95	119,9025
18	60	73,26	10,95	119,9025
19	65	73,26	-4,05	16,4025
20	80	73,26	-6,74	45,4276
21	80	73,26	-6,74	45,4276
22	70	73,26	3,26	10,6276
23	85	73,26	-11,74	137,8276
Σ	1685			1135,459

After putting the individual deviated from the data presentation on the table 5 (control group), the next step is calculating Mean ($\bar{X}_2$) and Standard Deviation (S_2)

which is computed based on the following formula:

$$a.) \quad n_2 = 23$$

$$\begin{aligned}
\text{Mean } (\bar{X}_2) &= \frac{\sum X_2}{n_2} \\
&= \frac{1925}{23} \\
&= 83,69
\end{aligned}$$

$$= \sqrt{\frac{\sum (X_2 - \bar{X}_2)^2}{n_2 - 1}}$$

$$= \sqrt{\frac{1925}{23 - 1}}$$

$$= \sqrt{\frac{1925}{22}}$$

$$= \sqrt{87,5}$$

$$= 87,5$$

In this study, the post-test is expected to have the higher score than the pre-test. In order to test whether there is a significant difference in achievement between these two tests, Pre-test is used and applied based on the data of table 4 and 5. The following formula describes it.

Where:

$$\begin{aligned}
\bar{T}_1 &= 73,26 & n_1 &= 23 \\
S_1^2 &= 76,6
\end{aligned}$$

$$\begin{aligned}
\bar{T}_2 &= 83,69 & n_2 &= 23 \\
S_2^2 &= 87,5
\end{aligned}$$

$$\begin{aligned}
t_{-obs} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
&= \frac{87,05 - 76,6}{\sqrt{\left[\frac{[(23 - 1)88,69 + (23 - 1)78,26]}{23 + 23 - 2} \right] \left[\frac{1}{23} + \frac{1}{23} \right]}} \\
&= \frac{10,45}{\sqrt{\left[\frac{[(22)88,7 + (22)78,26]}{44} \right] \left[\frac{2}{46} \right]}} \\
&= \frac{10,45}{\sqrt{\left[\frac{[1925 + 1685]}{44} \right] [0,04]}} \\
&= \frac{10,45}{\sqrt{\left[\frac{3610}{40} \right] [0,04]}} \\
&= \frac{10,45}{\sqrt{[90,25] [0,04]}} \\
&= \frac{10,45}{\sqrt{3,61}}
\end{aligned}$$

The outcome of the information analysis clearly demonstrates the related actual fact. There are 23 students taking part in the test, 23 of them are taking the pre-test and post-test. The value of the treatment's success is still in question. Students who score between 60 and 80 on the pre-test are successful in treatment when the results of the post-test are included. After analyzing the data, the researchers find that the post-test's results are more impressive than those from the pre-test. In the post-test, 5 students received the highest score of 100 (one hundred), which represents a rate of 21.73%. Five students received a score of 95, which represents a rate of 20.65%. Six students received a score of 90 (ninety), which represents a rate of 23.47%. While 3 students scored the highest on the pre-test (85) (11.08%), 5 students received an average of 80 (or 17.39%), 2 students received a score of 75 (or 6.52%), 9 students received a score of 70 (or 27.39%), and 2 students received a score of 65 (or 5.65%), while 2 students received a score of 60 (or 5.21%) as the lowest.

The post-test has a higher score than the pre-test in light of the facts just given. Pre-test results showed that the mean score ($T1 = 73.63$) and standard deviation ($S12 = 76.6$) were lower than post-test results ($T2 = 87.5$) and post-test results ($S22 = 87.5$). It is inferred that the post-test's results were better than the pre-test's results before treatment. In light of the aftereffect of exploration, applying strategy utilizing Flashcards to expanding understudies' jargon authority is viable.

CONCLUSION

Prior to implementing the treatment, students need to have jargon authority, particularly the knowledge of the significance of each English word. The results of the study showed that the score on the post-test was significantly higher than the score on the pre-test, not only that a significant portion of the students had improved their jargon dominance through the use of cheat sheets.

Additionally, the benefits of cheat sheets have completely changed the perception of every student that learning English isn't as difficult as they may have previously believed. Instead, learning English can be expressed in a variety of ways, such as through games, enjoyable activities, picture-based lessons, and other means. Thus, the results demonstrated that the method is highly effective and valuable for students' jargon authority to increase the students' advantage in learning English by using a few tools like the phone, online media, traditional games, the web, and so forth as the reliable resources for their English development.

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