

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH FLASH CARDS

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Abstract : This study focuses on improving students' vocabulary mastery and whether it can improve through flash cards. The purpose of this study was to find out whether the learning method using picture media in the form of flashcards improved student's vocabulary mastery at SMP Negeri 5 Tondano. In this study, the researcher used quantitative approach with a pre-experimental design with one group pre-test and post-test. Students take the pre-test (T1) prior to treatment, and post-test (T2) is administered following treatment. The subject of this study was seventh grade students with a total of 11 children as participants. The results of this study shown that mean score of the post-test (93,72) was higher than mean score pre-test (69,81). The results correlate with several previous studies. It means that the outcomes of this study provide relevance to the theory of previous studies that flashcards encourage students' vocabulary learning. It can be concluded that the used of flashcard as a learning media is effective to improve student's vocabulary mastery.

Keywords : *Improving Vocabulary Mastery, Flash Cards, English Teaching and Learning*

INTRODUCTION

Interaction with other individuals is generally performed in everyday activities through communication. It is possible to communicate through speaking, writing, and other means. Everyone in our world recognizes the importance of language in communication since it allows them to form relationships with people from different linguistic backgrounds (Suwanto, 2018). As a result, language plays an important role in our social lives.

We require English in order to function socially. In the global community, English is a global language. According to (Maru, 2009) the goal of studying English as a foreign language for most Indonesians is to be able to communicate in English. Therefore, English lessons are crucial for every student and person to learn how to

interact and communicate. According to (Hasanah & Utami, 2019) a person's ability to speak English can be seen from the use or knowledge of the vocabulary they have. When someone has a lot of English vocabulary, their communication will be more effective and run smoothly. As a consequence, English is a required subject in Indonesia (Maru, 2009). However, the biggest issue for Indonesian students is a lack of vocabulary during the teaching and learning process. Indeed, (Marianca, 2022) stated that many students still struggle to understand English literature and answer reading questions due to a lack of vocabulary. Most pupils require extra time to complete the tasks assigned to them by their teachers; students must interpret the material word for word because their vocabulary is restricted.

During the teaching and learning process, there are four skills in learning English that must be mastered that is listening skills, reading skills, speaking skills, and writing skills. A person's ability to speak, write, and read will improve by mastering an extensive vocabulary (Hidayati, 2017). We should also keep in mind, according to Harrington in (Nilma Darise, 2018), that learning a foreign language contains a number of significant components that significantly impact students' or learners' ability to understand the language. Everything, including English learning, must start at the beginning. Learning vocabulary is a fundamental ability for learning English. Thus, mastering vocabulary is one of the foundations of learning English.

Vocabulary is an important aspect of English. One of the most important components of language is vocabulary, which is employed in all language skills: listening, speaking, reading, and writing (Mogea, 2023). As an outcome, mastery of English vocabulary must be prioritized in the studying and teaching of English lessons.

To lessen the factor of boredom in learning, numerous teaching variations are applied. According to (Teni Nurrita Misykat, 2018), the use of learning media can increase students' enthusiasm in learning new things by making the learning material provided by the teacher more understandable. Teachers use learning media to give lesson information as well as act as a learning stimulus and assist students grow academically and emotionally, according to Rusman in (Tuna et al., 2018). Therefore, it's crucial to understand that the outcomes of the teaching and learning process are influenced by the usage of teaching strategies as well as the teacher. Listening, reading, writing, and speaking are all necessary for vocabulary development in English.

Based on Education Projection research (Rinanto, 1982) in (Lisa, 2019) in the United States about the human ability to memorize through the five senses, the ability data is as follows:

- 1) Sense of taste: 2%
- 2) Sense of smell: 3%
- 3) Sense of touch: 5%
- 4) Sense of hearing: 30% and,
Sense of sight: 60%

Most people in the workforce need to speak English. English is the most widely spoken international language on the planet. English plays a significant part in all aspects. According to (Firliah Rizkiani & Adilansyah, 2021), English is becoming increasingly important as a method of worldwide communication and information in this globalization period. As a result, it is critical that kids receive English language instruction in elementary, junior high, and senior high schools.

In the process of learning English, the teacher not only transfers skills and knowledge and makes students understand but must make students interested and motivated in learning languages, especially English. Based on previous research, using picture/flashcard media is one way to make the learning material provided by the teacher easy to understand. The researcher provides the flash cards to solve the problem. According to (Hotimah, 2010, 2017) Flashcards are a form of educational media in the form of cards that contain pictures and words whose size can be adjusted to the students they are facing. This flash cards is a learning media that can help improve various aspects such as: developing memory, training independence and increasing the number of vocabularies. Picture as visual aid was believed to be appropriate to overcome students' difficulties in acquiring vocabularies (Santy Ticoalu, 2009). By learning English through pictures can help students to better understand and improve

memory of the lesson and it will also increase student motivation to learn English.

RESEARCH METHOD

This study used quantitative research through a pre-experimental design with one-group pre-test and post-test. Prior to starting treatment, students take the pre-test. Moreover, a follow-up test is given. The pre-test (T1) and the post test (T2). When the intervention is denoted by an X, and the post-test will be given to see how well the students have mastered the vocabulary after the intervention. The design is shown as follows

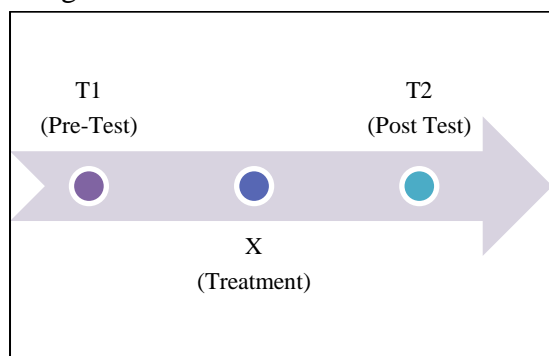


Figure 1. Pre-Experimental One Group Pretest-Posttest Design (Jalal et al., 2022).

The subject of the research is SMP Negeri 5 Tondano especially seventh grade students (one class only). The subject of study with a total number 11 students. There are several steps to collect the data of this research:

1. Getting permission to research at School Headmaster.
2. Make the lesson plan in the teaching and learning process.
3. Give the pre-test, before presenting the material.
4. Analyze the data taken from pre-test in order to plan the treatment for the students.
5. Give the treatment by using Flashcards in 3 meetings.
6. Give the post-test.
7. Organize the data into the table.
8. Analyze the data.

To analyze the data the researcher used the mean score formula proposed by (Haryanti et al., 2021). The mean score is calculated as it follows:

$$\bar{x}(\text{Mean Score}) = \frac{\sum x_i (\text{Total score of sample})}{n (\text{total sample})}$$

FINDINGS AND DISCUSSION

Implementation of Flash Cards at SMP Negeri 3 Tondano

Several recommendations were found from the research process through teaching and learning activities, including the application of flash cards for students at SMP Negeri 5 Tondano. This was based on research activities carried out in the form of learning and learning activities at school. The Flash Cards also has benefits and drawbacks when it comes to the implementation of teaching and learning activities for students in the classroom, including:

1. Advantages of Flash Cards

The advantages of flashcards is that they give students a way to review knowledge and aid in their memory of the new language they are learning, according to research done at SMP Negeri 5 Tondano. When trying to generate words automatically, flash cards enable students who are new automatically recall their vocabulary, which aids in memory. These Flash Cards can also motivate pupils to participate more actively in their English study. Because children will be more motivated to learn with our Flash Cards. Using these Flash Cards rather than asking students to explain what they have learnt is another helpful strategy for guaranteeing that they comprehend the topic. If the teacher just asked each student if they understood, some responses would be mute. So far, the teacher can use flash cards to find out whether students have mastered the material or not by testing directly and verbally to students, if students can answer correctly it can be interpreted that the student already understands.

2. Disadvantages of Flash Cards

This study at SMP Negeri 5 Tondano focuses on the prevalence of psychomotor activity, which will stress students. One of the most popular student-defined techniques is the use of flash cards. Using flash cards to learn words that are challenging or abstract is difficult. Therefore, not all instructional materials can be converted to image-based products. The pronunciation is not audible to them in the image. Consequently, the teacher's pronunciation must be accurate. The exercises the teacher selects will have advantages as well as disadvantages. The teacher must switch topics before using Flash Cards. The game offers numerous advantages rather than disadvantages.

The Test

The researcher uses the pre-test and post-test to get the mean score of each test and compare them in order to determine the efficacy of the flash cards in teaching language. The effectiveness of the flash cards is evaluated using the mean score. The researcher discovered the outcomes shown in Table 1 after conducting the pre-test and post-test:

Table 1. The result of pre-test and post-test

Subject	Pre-Test Score	Post-Test Score
01	66	100
02	86	100
03	66	100
04	53	93
05	86	93
06	60	86
07	80	100
08	66	80
09	73	100
10	66	93
11	66	86
Max Score	86	100
Min Score	53	86
Total Score	768	1031
Mean Score	69,81	93,72

According to the pre-test and post-test data collection table above, the average pre-test score for the 11 class 7 students at SMP Negeri 5 Tondano was 69,81, and the

average post-test score was 93,72. The average improvement in scores achieved by students is almost 23,90 points higher than the average of their pre- and post-test scores.

The students with the highest pre-test scores were numbered 2 and 3, while students with the highest post-test scores were numbered 1, 2, 3, 7 and 9. Student number 4 received the lowest pre-test score of 53, while student number 8 received the lowest post-test score of 80.

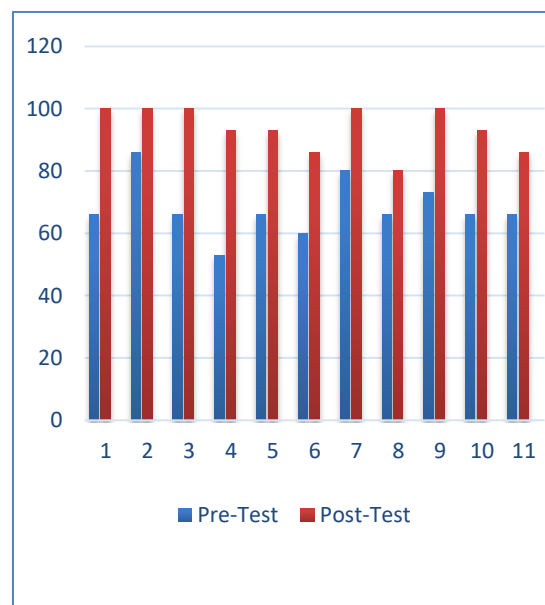


Figure 2. Comparison between Pre-Test and Post-Test

The mean of the data from the pre-test and post-test can be calculated using the Polygon scores and the table of students' pre-test and post-test scores explained by the researcher.

The pre-test mean score (T1)

$$\begin{aligned}
 n &= 11 \\
 \sum x_i &= 768 \\
 \bar{x} &= \frac{\sum x_i}{n} \\
 &= \frac{768}{11} \\
 &= 69,81
 \end{aligned}$$

So, from the mean calculation above then the researcher found the total of T1 is 69,81. The mean score of the post-test (T2)

$$n = 11$$

$$\sum x_i = 1031$$

$$\bar{x} = \frac{\sum x_i}{n}$$

$$= \frac{1031}{11}$$

$$= 93,72$$

The mean score of post-test (T2) is 93,72. The frequency distribution matrix of T1 and T2 are presented below.

Table 2. Frequency Distribution of Pre-Test Data

Scores	Tally	Frequency	Frequency %	Cumulative Proportion	Cumulative Percentage
86	II	2	18%	11	100%
80	I	1	9%	9	81%
73	I	1	9%	8	72%
66	IIII	5	45%	3	27%
60	I	1	9%	2	18%
53	I	1	9%	1	9%

Based on the data in Table 2. Frequency distribution of Pre-Test is presented in polygon figure below.

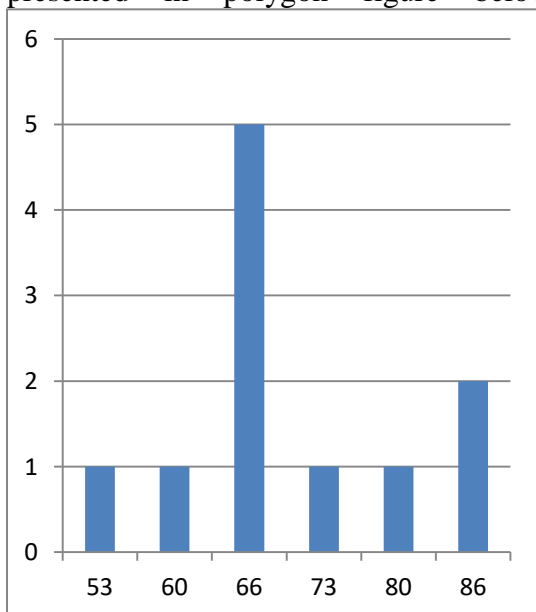


Figure 3. Frequency polygon of Pre-Test (T1)

According to Figure 3, there are 1 student who receives the lowest score (53), and there are 2 students who receive the maximum score (86). On the basis of the T2 acquisition results in Table 1, determine the frequency distribution of the post-test scores after determining the frequency distribution of the pretest results. The frequency distribution matrix of the post-test (T2) is displayed in Table 3.

Table 3. Frequency distribution of Post Test (T2)

Scores	Tally	Frequency	Frequency %	Cumulative Proportion	Cumulative Percentage
100	IIII	5	45%	11	100%
93	III	3	27%	6	55%
86	II	2	18%	4	28%
80	I	1	9%	2	19%
100	IIII	5	45%	11	100%
93	III	3	27%	6	55%

From the table above shows the most widely scored 100 with frequency almost to 50%. The least score is 80 with 9% frequency distribution matrix.

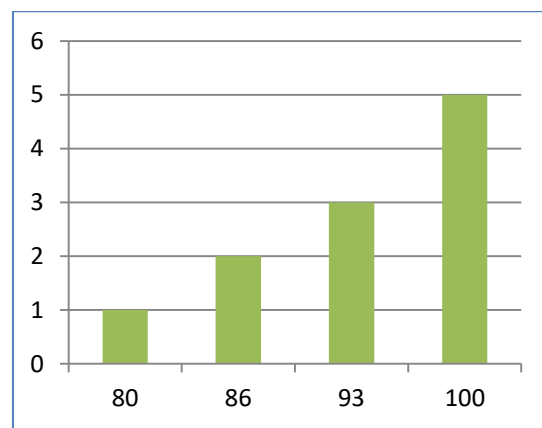


Figure 4. Frequency polygon of Post Test (T2)

Figure 4 displays a frequency polygon of T2 with 5 students achieving the greatest score of 100 and 1 student achieving the lowest score.

The data described the number of pre-test scores of 11 students from class VII at SMP Negeri 5 Tondano reaching 768 with an average value of 69.81, which after the researchers implemented Flashcards media obtained total score post-test dramatically increased to 1031 with an average of 93.72, as seen from the level of progress in students' vocabulary mastery reaching 263 points with an average increase of up to 24,36. The difference in pre-test average scores indicates that the use of Flashcards media assists seventh grade students at SMP Negeri 5 Tondano in improving their vocabulary mastery.

It can be seen the difference in the average scores of pre-test, which means that the used of Flashcards media helps the seventh grade students of SMP Negeri 5 Tondano improve their vocabulary mastery. During the treatment of flashcards media, the researcher focused on giving treatment about verbs or things around us. The researcher discovered the information after using flashcards to help students learn more words. The boring educational tools or procedures that were employed in the classroom were the main factor that caused the students to lack vocabulary. There are several ways to make the English teaching and learning process more engaging and exciting. One of these strategies involves the use of visual aids, in this case flashcards.

By learning in a fun and interesting way, flash cards have helped the students improve their mastery of the English vocabulary. When compared to a prior study, Demita Yunnifar's "Metode Flashcards Meningkatkan Kosakata Dalam Pembelajaran Bahasa Inggris Pada Murid Kelas V SD Muhammadiyah I Kelurahan Kebun Roos" 2022 found that using flash cards significantly aided vocabulary acquisition. The use of flashcards as a learning strategy to increase students vocabulary understanding is where the similarities exist. The difference is that whereas junior high school kids were

employed in this study, Demita's research used elementary school children as its participants. Therefore, a researcher could claim that this results is consistent with a number of prior studies. When compared to previous studies, the use of flashcards can improve students' vocabulary mastery and increase student participation in vocabulary learning, according to Ferry Angga Widiastuti's research "Improving Students' Vocabulary Mastery Using Flash Cards" 2014. The main difference is the location of the investigation and the type of research strategy used. This ferry's research employs both quantitative and qualitative data collection approaches, whereas this research employs just qualitative data collection procedures. According to in Christian Watupongoh's research "Increasing Students' Vocabulary by Using Flash Cards" 2015, said that using flash cards as a learning media can solve students' difficulties in the process of learning English vocabulary. This study has the same goal, namely to see whether this method is effective or not in increasing student's vocabulary mastery. The difference is the time and place of research. According to Zakki Aulia's research "Improving Students' Vocabulary Mastery Through Flashcards At The Seventh Grade Students Of SMP PGRI Karangampel" 2017, the use of flashcards as a learning tool is crucial for helping students master their vocabulary. It is because the data from Zakki Aulia's research was acquired using qualitative and quantitative data. The quantitative statistics reveal improvements in students' vocabulary mastery, while the qualitative data show an improvement in positive responses in the teaching-learning process of vocabulary through flashcards. As a result, flashcards can help students enhance their English vocabulary mastery.

Therefore, a researcher could say that these results correlate with several previous studies. It means that the outcomes of this study provide relevance to the theory of previous studies that

flashcards encourage students' vocabulary learning. Based on the findings of this study, which revealed that students' scores were much higher after the treatment, it is possible to increase students' vocabulary knowledge by using flash cards. Using flashcards to teach vocabulary mastery might improve students' understanding, vocabulary development, and enjoyment of the learning process. Therefore, using flash cards as a learning medium can help students become more effective in vocabulary mastery.

CONCLUSION

The researcher concluded that the used of Flashcards as a learning media worked very well in improving students vocabulary mastery, especially students of grade VII in SMP Negeri 5 Tondano. This can be proven by the increase in the score of student competence after being given treatment (post-test) using the Flashcards, according to the improvement described by the researcher in the research results. It means, it is possible to increase students' vocabulary knowledge by using flash cards. Using flashcards to teach vocabulary mastery might improve students' understanding, vocabulary development, and enjoyment of the learning process. Using flash cards also increases students' motivation to learning English. Therefore, using flash cards as a learning medium can help students become more effective in vocabulary mastery.

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