

The Effectiveness of Using Flashcard to Improve the Vocabulary Mastery of Eight Grade Students at SMPN 38 Palembang

Nanda Shenja Lestari^{1*}, Nike Angraini², Jaya Nur Iman³

^{1,2,3} English Education, Universitas Indo Global Mandiri, Indonesia

Email: *nanshenja7@gmail.com¹, nike@uigm.ac.id², jaya@uigm.ac.id³

JL.Jend. Sudirman, Kota Palembang, Sumatera Selatan

Korespondensi Penulis: nanshenja7@gmail.com

Abstract. Mastering Vocabulary played a pivotal role in learning English, as it comprised a collection of words that, when used, construct meaningful sentences. Consequently, the more words a student masters, the more effortlessly they could construct sentences and effectively communicate their thoughts. The purpose of the study was to determine the level of use of flashcards in improving student vocabulary and to find out the use of flashcards can provide a significant difference in the mastery of vocabulary of students who use flashcards and those who do not use flashcards among 8th grade students of SMP 38 Palembang. The quantitative technique was used for this study research. The sample of this research VIII.5 and VIII.6 class, each class consisted of 34 students, with a total sample of 68 students. Additionally, the result of an independent sample t-test revealed that at a significance level of 0,05, t -obtained was $6,320 > t$ -table ($df=66$) was 1,997. It denoted that experimental and control group means significantly differed. After having the results of the t-test it can be concluded that team-assisted individualization was useful and applicable for enhancing students' mastery of English vocabulary among eighth-grade students at SMP Negeri 38 Palembang.

Keywords: Reading Comprehension, Flashcard, Team-Assisted individualization

Abstrak. Menguasai Kosakata memainkan peran penting dalam belajar bahasa Inggris, karena terdiri dari kumpulan kata-kata yang, bila digunakan, membentuk kalimat yang bermakna. Akibatnya, semakin banyak kata yang dikuasai siswa, semakin mudah mereka menyusun kalimat dan mengomunikasikan pemikiran mereka secara efektif. Tujuan penelitian adalah untuk mengetahui tingkat penggunaan flashcards dalam meningkatkan kosakata siswa dan untuk mengetahui penggunaan flashcards dapat memberikan perbedaan yang signifikan dalam penguasaan kosakata siswa yang menggunakan flashcards dan yang tidak menggunakan flashcards di kalangan kelas siswa kelas SMP 38 Palembang. Teknik kuantitatif digunakan untuk penelitian penelitian ini. Sampel penelitian ini adalah kelas VIII.5 dan VIII.6, masing-masing kelas terdiri dari 34 siswa, dengan jumlah sampel sebanyak 68 siswa. Selain itu, hasil uji Independent Sample T-test menunjukkan bahwa pada taraf signifikansi 0,05 diperoleh t -hitung sebesar $6,320 > t$ -tabel ($df=66$) sebesar 1,997. Hal ini menunjukkan bahwa rata-rata kelompok eksperimen dan kontrol berbeda secara signifikan. Setelah mendapatkan hasil uji-t dapat disimpulkan bahwa individualisasi berbantuan tim bermanfaat dan dapat diterapkan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa di kalangan siswa kelas delapan di SMP Negeri 38 Palembang.

Kata Kunci: Pemahaman Membaca, Flashcard, Individualisasi dengan Bantuan Tim

1. INTRODUCTION

English is a global language that plays a vital role in knowledge acquisition. It serves as a means of communication and exchange of information among people from different countries. In addition, proficiency in English can facilitate the establishment of international relations between countries. As a result, English is widely used in various countries as a secondary or foreign language alongside their native or local language. In Indonesia, for

example, English is taught as a foreign language from elementary school to university. The focus of these lessons ensures that students are equipped with the necessary language skills to compete effectively in the global arena. Vocabulary is essential in learning a new language acquisition; Richard and Schmidt (2010) stated that Vocabulary holds the utmost significance when it comes to acquiring a foreign language.

Moreover, students must familiarize themselves with the intricacies of language vocabulary, encapsulating its structure, definitions, and proper usage. This is in line with the research conducted by Jumiarti et al. (2020); the acquisition of Vocabulary is a fundamental requirement for students in learning English, as it directly impacts their language proficiency. Mastering Vocabulary plays a pivotal role in learning English, as it comprises a collection of words that, when used, construct meaningful sentences. Consequently, the more words a student masters, the more effortlessly they can construct sentences and effectively communicate their thoughts.

From the explanation above, it can be understood that mastery of Vocabulary holds immense significance for language learners as it greatly influences their ability to acquire a new language. It is a crucial component for successfully utilizing a foreign language, as a lack of an extensive vocabulary hinders the application of learned structures and functions necessary for effective communication. Therefore, students need to attain a firm grasp of Vocabulary in order to comprehend basic English used in everyday situations. However, because this is a second language, students need help learning Vocabulary. Research conducted by Afzal (2019) was published in the Arab World English Journal revealed some students experience problems in learning Vocabulary, such as knowing the meaning of new words, pronouncing new words, using new words correctly, memorizing and spelling new Vocabulary, and so on.

From this phenomenon, English teachers should actively engage in training and educational endeavors contributing to effective teaching and learning experiences. It is crucial to present the curriculum in a manner that aligns with students' needs, employing appropriate instructional methods. This is in line with Rao (2019) learning as a process of constructing meaning from experience and interaction with others. Teachers should create authentic and meaningful tasks that engage students in collaborative and reflective learning. In reality, learning English, particularly the process of memorizing Vocabulary, can be perceived as tedious by students. This is proven by research conducted by Aprilani and Suryaman (2021), who found that many senior high school students need better knowledge of vocabulary mastery because remembering Vocabulary is considered tedious and stressful.

The same condition also occurred in eighth-grade students at SMP Negeri 38 Palembang through observations made by the researcher. There is a phenomenon where students need help understanding English vocabulary. The problem might be caused by the teacher teaching Vocabulary using the conventional way. For example, the teacher asks students to read a text and write down difficult words, then the teacher translates the words or gives students a vocabulary list and asks them to memorize the words. This makes it difficult for students to understand the Vocabulary. Furthermore, students need more motivation to learn English vocabulary. This is because they feel bored when remembering Vocabulary using only a vocabulary list.

Nevertheless, it is the responsibility of teachers to assist students in acquiring Vocabulary through suitable instructional strategies. Furthermore, teachers should possess quality materials and be well-prepared to ensure an effective teaching process, one of which is using attractive media. The use of exciting media in learning can help with this problem. According to Ratnawati et al. (2021), learning media is a valuable tool in teaching and learning, functioning as an intermediary to effectively and efficiently achieve learning objectives. Media use in learning also has benefits in communicating or providing information in the form of messages and content to students in terms of education and learning. More interactive and also helps the teacher in explaining so that students easily understand it.

Realizing this, the researcher was interested in conducting a study by exploring the use of flashcard media to cultivate an engaging classroom environment and trigger students' enthusiasm for vocabulary mastery. This research will do under the title "The Effectiveness Of Using Flashcards To Improve The Vocabulary Mastery Of Eight Grade Students At SMP Negeri 38 Palembang". Flashcards are a form of learning media containing pictures and words that can be resized to fit the students. This media is a learning media that helps to improve various aspects such as: Improve Memory, exercising independence, expand Vocabulary. Flashcard media helps improve students' abilities, especially in English vocabulary skills (Amalia, 2018). This aligns with research by Herlina and Dewi (2017) found that Flash cards are easy to apply; the media is used to pour messages and communicate symbols. Flash cards are used to support vocabulary teaching effectively. Although previous research has highlighted the importance of vocabulary acquisition and the significance of employing effective instructional methods, there is a need for empirical evidence to determine the specific impact of flashcard use on vocabulary learning outcomes in this particular context.

By investigating the effectiveness of flashcards as a learning tool, this study aims to fill this research gap and contribute to the existing knowledge on effective vocabulary teaching strategies. This research aims to test the effectiveness of using word cards (flashcards) in increasing vocabulary mastery in eighth-grade students at SMPN 38 Palembang. The results of this study can provide essential benefits in the context of learning English in secondary schools, especially in enriching students' Vocabulary. Using flashcards as learning media allows students to be actively involved and gain a more exciting and interactive learning experience. This research can positively improve students' English skills and increase their confidence in using the Vocabulary they have learned. The Objective of The Research is To find the used of flashcard improve students vocabulary of eighth grade at SMP Negeri 38 Palembang and To asses the used of flashcard give significant mean difference on vocabulary between the students who were taught using flashcard and those were not.

2. METHOD

The researcher used a quantitative technique for this study. This research employed a quantitative approach, as its objective was to determine the impact of one variable on another. Additionally, the data collected for this research were numerical and analyzed using statistical methods.

A quantitative research approach, which involved collecting and analyzing numerical data using statistical methods to identify patterns, relationships, and connections between variables. Creswell (2018) also categorizes quantitative research into experimental, correlation, and survey designs. In this case, to determine the impact of an experimental treatment, the researcher used an experimental research design. For this study, the researcher conducted a quasi-experimental research design, as defined by Sugiyono (2016) to examine the impact of specific treatments on other variables within controlled conditions. This design was chosen because the researcher compared two groups: an experimental class and a control class. the researcher determined the sample, namely one class in two class VIII SMP Negeri 38 Palembang. Researcher took two classes, namely class VIII.5 and VIII.6 Each class consisted of 34 students, with a total sample of 38 students. Data Collection Procedures for the Experimental Class:

- a. Pre-test: 1) The purpose of the pre-test was to assess the students' vocabulary ability, 2) Students' scores were recorded during the pre-test.
- b. Treatment: 1) The treatment specifically implemented for the experimental class, 2) Details of the treatment procedures were provided but not mentioned in the given text.

c. Post-test: 1) Following the treatment, a post-test administered to the students, 2) The post- test results collected and analyzed as the final data for the research.

Procedures of Collecting Data for Control Class

- a. Pre-test, The control class gave pre-test to know their reading ability. The test was same as experimental class.
- b. Post-test, Post-test gave to control class, and the result was analyzed and used as final data for this research.

3. RESULTS AND DISCUSSION

The results of independent sample T-test in both groups

The result of mean differences pre-test and post-test of experimental and control class could be seen in the following table.

Based on the research question number 2, the researcher used t-test to calculate the data by using SPSS namely, independent sample t-test. independent sample t-test was used to see significant mean difference between students who were taught by using flashcard and those who were not, the detail result as below:

Table 4.5 Mean differences of post-test between experimental and control class

The effectiveness of using flashcard to improve vocabulary mastery	Independent Sample T-Test			Ho	Ha
	T-value	df	Sig. (2-tailed)		
	6.320	66	.000	Rejected	Accepted

the result of independent sample t-test of the experimental and control posttest showed that there was significant mean difference on students' vocabulary mastery because the t-obtained was higher than t-table ($6.320 > 2.652$) with $\text{sig. (2-tailed)} < 0.05 = .000 < 0.05$. which means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Hypotheses Testing

In this research, there are 2 hypotheses given by the researcher that used to answer the research questions, two null hypotheses (there is no association between two variables) H_0 , H_{02} and two alternative hypotheses (the independent variable is influenced by the dependent variable) H_a , H_{a2} . Furthermore the hypotheses given in this research are as follows.

- H_{01} : There was not significant improvement on students's English vocabulary of eight-grade at SMP Negeri 38 Palembang after being taught using flashcard
- H_{a1} : There was significant improvement on students English vocabulary of eight-grade at SMP Negeri 38 Palembang after being taught using flashcard
- H_{02} : There was not significant mean differences between the students who were taught by using flashcard and those who were not
- H_{a2} : There was significant mean differences between the students who were taught by using flashcard.

The researcher used two kinds of hypotheses in this study. There were hypotheses (H_0) and hypotheses (H_a). This hypotheses of this study was used to answer the research questions in this study (1) There was not significant improvement on students english vocabulary of eight-grade at SMP Negeri 38 Palembang after being taught using flashcard, (2) There was significant improvement on students english vocabulary of eight-grade at SMP Negeri 38 Palembang after being taught using flashcard. (3) There was not significant mean differences between the students who were taught by using flashcard and those who were not. (4) There was significant mean differences between the students who were taught by using flashcard. By using the paired and independent sample t-test of SPSS program, it could be said there was significant difference or not. If it is the sig. (2-tailed) > 0.05 it can be said there was no significant and < 0.05 it could be said there was significant difference. In this research, there were 4 hypotheses. If the t-obtained was higher than t- table, hypotheses (H_{01}) was rejected and hypotheses (H_a) was accepted. Which means that there was significant improvement. The result of research questions number 1 indicated that the sig. (2-tailed) between pre-test and post-test experimental group was .000 which means that the sig. (2-tailed) lower than 0.05. Moreover, the null hypotheses (H_{01}) was rejected and alternative hypotheses (H_{a1}) was accepted. It can be concluded, there was significant improvement in experimental group students' vocabulary mastery, after receiving the treatment. Based on the result of research questions number 2, it revealed that

the posttest score of vocabulary mastery in the experimental and control groups were .000 which the sig.(2-tailed) was lower than 0.05. Which means that the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted. Moreover, there was significant mean difference on vocabulary mastery between the students who were taught by using flashcard (experimental group) and those who were not taught by using flashcard (control group).

Interpretations

In accordance with the findings above, there were same reasons of the improvement of vocabulary mastery of students, first it can be seen from the result of post-test in the experimental group. It might happen because the researcher exposed students to the use of flashcard as often as possible. it is supported by Akbar (2022) in his book explained that flashcards are cards that contain information on both sides and are meant to be used as aids in memorization. Flashcards in the classroom have been recognized as an effective teaching tool. Flashcards visually represent words or pictures, making them easily visible to all students. They can enhance vocabulary acquisition, practice sentence structures, facilitate word commands, and engage students in educational games. With their versatility and ability to aid in memorization, flashcards offer educators a valuable resource for promoting active learning and enhancing student engagement. Incorporating flashcards into teaching practices can create a dynamic and interactive learning environment, fostering students' language development and knowledge retention.

The other reason of student's improvement of vocabulary, because the researcher asked students to discuss flashcards when doing the exercises. It is in line with Arsyad (2010), that the flashcard provides guidance and stimulation for students to think or do something. the flashcard being the stimulation for students to help them memorized the word easily. It can be seen that flashcard encouraged students to do the exercise because it provides the short word that can be easy to remember the vocabulary.

Second, the various types of flashcards in the form of things make students interested in paying attention to the vocabulary contained in the flashcards, so this activity really help students to improve their ability to multiply vocabulary. it is supported by Sudjana & Rivai (2013), they said flashcard are more varied, not merely verbal communication, so that students are not bored and the teacher does not run out of time. So, basically flashcard was one of the ways that can help students easily memorized all the words that stated on the flashcard.

Futhermore, the use of flashcards helped them to memorize each spelling of each word which allows them to keep remembering the correct spelling of the word on the flashcards. Adwin (2003), he says that there are four principles of vocabulary teaching, and the use of flashcards fits the second principle, focus on vocabulary in the most appropriate way. This principle looks at how the vocabulary should be taught and learned. Using flashcards is one of the four most important vocabulary learning strategies. Basically, flashcard learning is not only as a medium, but it can be played as well. It can make students feel happy, not bored, raise motivation and stimulation of learning activities and even carry psychological effects on students in learning the English language.

4. CONCLUSION

According to the research that was conducted in the classes VIII.5 and VIII.6 of SMP Negeri 38 Palembang, the researcher might draw conclusions.

There was effect to the use of flashcard of class VIII.5 and VIII.6 students of SMP Negeri 38 Palembang. According to the outcomes, there was a significant difference between the pre-test and post-test scores of experimental and control groups. The used of flashcard was effective in improving the vocabularies achievement of class VIII.5 and VIII.6 students of SMP Negeri 38 Palembang. Based on the results of the independent t-test, there was a significant mean difference between the mean post-test score between the experimental class and the control class. Therefore, there was sufficient statistical data to draw the conclusion that there was a significant difference between the mean post-test scores of the experimental class and the control class. Additionally, flashcards successfully made the students in class enjoyable in learning English vocabulary. Students are more active and enjoyable when teaching learning conducted by flashcards. It was proved by students' mean score of post- test in the experimental group was higher than control group.

REFERENCE

- Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. *Arab World English Journal (AWEJ)*, 10(3), 81–98.
- Amalia, T. Z. (2018). Flashcards in language area of early childhood education. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 2(1), 111–126.
- Aprilani, D. N., & Suryaman, M. (2021). Students' perception in learning English vocabulary through Quizlet. *JET: Journal of English Teaching*, 7(3), 343–353.

- Creswell, J. W. (2014). *Research method: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Herlina, & Dewi, R. R. (2017). Flashcard media: The media for developing students' understanding for English vocabulary at elementary school. *IJER: Indonesian Journal of Educational Review*, 4(1), 116–128.
- Jumiarti, A., Aprizani, Y., & Haura, R. (2020). The effectiveness of flashcard in teaching vocabulary at the grade of SMPN 5 Alalak school year 2019/2020. *Proceeding of SHEPO 2020*, 56–62.
- Misnawati, M., Poerwadi, P., Veniaty, S., Nurachmana, A., & Cuesdeyeni, P. (2022). The Indonesian language learning based on personal design in improving the language skills for elementary school students. *Multicultural Education*, 8(2), 31–39.
- Rao, X. (2019). Learning theories that impact English teaching and learning. In *University English for Academic Purposes in China*. <https://doi.org/10.1007/978-981-13-0647-1>
- Ratnawati, P. D., Yulianti, A., & Emeliana, D. (2021). English learning innovation using flash card media to improve students' understanding of vocabulary and pronunciation. *The 14th University Research Colloquium 2021*, 27–35.
- Richard, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Longman.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Akbar, F. (2022). *Effective vocabulary teaching strategies in EFL classrooms*. Pustaka Pelajar.
- Arsyad, A. (2010). *Media pembelajaran*. RajaGrafindo Persada.
- Sudjana, N., & Rivai, A. (2013). *Media pengajaran*. Sinar Baru Algensindo.
- Adwin, R. (2003). *Improving English vocabulary through flashcards: Teaching strategy for beginners*. Yogyakarta: Media Edukasi.
- Yanto, R., & Lestari, A. (2020). Pengaruh media kartu kata terhadap penguasaan kosakata siswa SD. *Jurnal Pendidikan Dasar*, 12(2), 105–114.