IMPROVING STUDENTS' VOCABULARY MASTERY USING FLASH CARDS

Heru Setiawan[1]*, Nita Ria[1]
[1]Universitas Tridinanti, Indonesia
*Corresponding Email: herusetiawan@univ-tridinanti.ac.id

Abstract:
The objectives of this study was to find out whether or not it is effective teaching vocabulary using flash cards in the theme weather to the seventh grade students of Junior High School Muhammadiyah 6 of palembang. The method of this study was pre-experimental method in the form of the one-group pre-test and post-test design. The population of this study was taken from seventh grade students at Muhammadiyah 6 of Palembang in the acadenic year 2021/2022. The sample were 30 students. The written tests were used to collect the data and analyzed through paired-sample t test. Based on the result, it was found that teaching vocabulary using flash cards to the seventh grade students of Junior High School Muhammadiyah 6 of Palembang was effective. The students' score has increased from 8.10 in the pre-test to 9.13 in the post-test. To compare the students' score in the pre-test and post-test, paired-sample t-test was used. And it was found that t-test was higher than t-table $(4.435 > 1.697)$. In conclusion, the result of this study showed that the use of flash cards in the theme of weather was effective for improving students' vocabulary mastery.

INTRODUCTION

Vocabulary is a group or stock of words used in a particular way by a certain group of people regarding their language. It is simply the words of a language. According to Kamil and Hiebert (2005) Vocabulary is generically defined as the knowledge of words and word meanings. While, according to Marriam Webster (2003, p.476), Vocabulary is a list or collection of words and phrases is usually alphabetically arranged and explained or defined.

Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency,vocabulary, and comprehension (National Reading Panel, 2000). In learning English, the students should not only learn four skills such as listening, speaking, reading, and writing, but they also should learn the four components too such as vocabulary, grammar, spelling, and pronounciation.

We cannot read, speak, listen, and write without understanding the meanings of the words. It is clear that vocabulary is one of the important components to develop the ability to communicate in language. In the class, students was surely get difficulties such as the students are difficult to memorize new word and the students difficult to pronounce the word correctly. For this reason, students must develop their vocabulary by using vorious methods and techniques, and the students should learn a lot of words to fit the needs of the worlds and we can not help enlarging their vocabulary stock from one dictionary only.

According to Biemiller (2003) children with low vocabularies would have to learn words much faster than their peers, at a rate of three to four root words per day, if they were to catch up within five or six years. To enhance the students'vocabulary stock, the teachers of English should know the condition of their students and their problems in vocabulary. Alqahtani (2015) states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Thus, the teacher can motivate the students to be active in learning English vocabulary with games such as flash cards.

Flash card is one of media that can be used to improve students' vocabulary, it can be a very useful media for recalling information that will further trigger your memory. According to Harmer (2002, p.134), Flashcards are smallish cards that we can hold up for our students to see. Furthermore, according to Sarah (2001, p.69), Flashcards are picture cards that an invaluable way of introducing and revising vocabulary, and they can use to drill simple structure and function. Using flash cards, students can learn vocabulary more accessible than before. When flashcards are used, students are active and

enthusiastic in joining learning activities (Karimah, 2019). Based on the explanation above, the researchers used one of the media of building vocabulary, which is flash card. It can give easy in learning vocabulary because flash card can help the students to show that activity. Using flash cards make it easier to remember vocabulary because they can imagine and describe vocabulary from cards. Therefore, flash card is one of the media that effectively teaches and learns vocabulary.

LITERATURE REVIEW

The Important of Vocabulary

Vocabulary is a list of words and their combination in particular language (Joklova, 2009). According to Pikulski and Templeton (2000) it seems almost impossible to overstate the power of words; they literally have change and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skill for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of levels of reading achievement.

Flash Cards as Teaching Strategy

Flash cards are the visual aid to source of varied classroom activities in the areas of speaking, listening, writing and vocabularies. According to Bahrudin (2015), flash card is sets of cards with picture or only cards with words which can be handle easily by the teacher. It is means flash cards may help students to facilitate them to improve their vocabulary. This helps to reach all types of learners including kinesthetic and visual learners. Teachers who use the flash cards or pictures have learned that real objects make the vocabulary more meaningful to the students. Using flash cards or pictures may reach all students, including those with learning disabilities. It is the use of real objects and materials that reduce abstraction and make new concepts more explicit.

Furthermore, flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it (Khodareza & Komachali, 2012). According to Fitria, et al (2019), for children at reading age, flash cards are a simple, versatile, yet often under exploited with word cards. Flash cards can be bright and colorful and make a real impact on visual learners. These are simply carding that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation. Flash cards are

a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in the class. Flashcard is considered as a helpful strategy because its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words.

Flash Cards as Media for Enhancing Students' Vocabulary

According to Ma'rifah and Suhaimi (2020), teaching English vocabulary using Flashcards is effective. This is based on their research that the students turned to be active and encouraged to learn vocabulary when being taught by using flash cards. Moreover, according to Rahmasari (2016) flashcards are effective for children at any age. However, one of areas they are most often used is in the early years of schools. They are generally through an excellent way to improve phonics and spelling abilities. Flashcards take a variety of forms. They can be cards that are professionally made but more often they are source from the internet and then laminated prior to use. This is generally a cheap alternative and also ensures that you get exactly what you want. Flashcards are effective memory-aid tools that can help students learn new materials quickly. It was also supported by the study of Matruty and Que (2021) they found out that Flashcards can be used as medium and visual aids that are interesting and helpful for the students and teacher during the teaching-learning process.

RESEARCH METHODOLOGY

The population of this study were 92 of the Seventh-grade students of Junior High School Muhammadiyah 6 Palembang in the academic year 2021/2022. Pre experimental method with the one group, pre-test and post test design was selected due to the nature of this research and the research questions. The sample of this study were 30 students, they were taken by using convinenence non random sampling technique where sebject were selected because of their convinent accessibility and proximity to the researchers. They were taken from one class in which pre-test and post-test design were conducted.

FINDING AND DISCUSSION

FINDING

The findings of this study showed that the average of the students score in the pre-test was 8.10. In the post-test the average score was 9.83. By using

students' score, the writers found that the result of paired-sample t-test was 4.435 exceeding 1.697 as its critical value. This indicated that Ho was rejected and the Ha was accepted. It means was effective teaching vocabulary using flash cards in the theme weather to the seventh-grade students Junior High School Muhammadiyah 6 Palembang.

Based on the data analysis of the post-test, it was found that the highest score was 10 obtained by eighteen students, and the lowest score was 8.7 obtained by one student. The total scores of the post-test were 295. and the mean score of post-tests was 9.83. It means that the mean score in the post test was excellent. The comparison of the students' score between pre-test and post-test in learning vocabulary is presented in Figure 1.

Figure 1.
Difference Score between Pre-test and Post-test
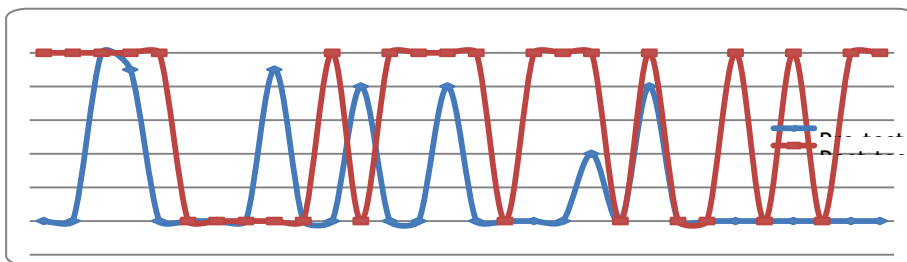
Based on the result of pre-test and post-test, it was found that the students' score increased, their average score in the post-test was better than pre-test. The post-test average score that the students got is 9.83. This average was higher than the pre-test average score that they reached in pre-test 8.10.

DISCUSSION

There was significant difference between the average score of the post-test and the pre-test score. The average of the post-test was 9.83 and the average score of the pre-test was 8.10. Statistically, the alternative hypothesis with 0.05 of significance level with df 29 and critical value 1.697, was accepted because the result of the matched t-test analysis was higher than critical value (4.435 >1.697). Consequently, the null hypothesis was rejected. It can be interpreted that the use of flash cards was effective to increase students' vocabulary mastery. It is relevant, that the teacher will find that by using flash cards could improve the students' vocabulary mastery because most of the students were interested to remember the words in learning vocabulary by using flash cards. It means that there was significant difference in vocabulary achievement between students who were taught by using flash

cards and the students who were taught without using flash cards to the seventh-grade students Junior High School Muhammadiyah 6 of Palembang.

It is relevant to Ma'rifah and Suhaimi (2020) they state that teaching English vocabulary using Flashcards is effective. This is based on their research that the students turned to be active and encouraged to learn vocabulary when being taught by using flash cards. It was also supported by the study of Matruty and Que (2021) they found out that Flashcards can be used as medium and visual aids that are interesting and helpful for the students and teacher during the teaching-learning process. It is in line with the theory proposed by Nation (2001) that word cards are beneficial So, this technique can be used to help the students to practice vocabulary more interesting.

CONCLUSION

In conclusion, this study agreed that teaching and learning nowadays have needed to consider other alternatives to facilitate students' problems in a class. One alternative is using flash cards. The results of the study showed that students' vocabulary mastery improved effectively after they were taught by using flashcards. Flashcards can be used as medium and visual aids that are interesting and helpful for the students and teacher during the teaching-learning process.

There are some suggestions for further research in the field of teaching vocabulary using flashcards. Firstly, it is suggested for further study to conduct the study in the other contexts, such as: in reading, writing, speaking, listening and grammar teaching. Secondly, it is recommended that teacher can present interesting pictures on the flashcards to lead teacher's performance better. Overall, it is recommended to use flashcards as a strategy to teach vocabulary to young learners.

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