

THE USE OF FLASHCARD TO IMPROVE THE STUDENTS' VOCABULARY ACHIEVEMENT

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah *flashcard* dapat digunakan untuk meningkatkan pencapaian kosakata siswa dan untuk menganalisis pelaksanaan pembelajaran melalui *flashcard*. Populasi dalam penelitian ini adalah siswa kelas dua MTs. Penelitian ini menggunakan *Pretest Posttest Satu Kelompok* dan para siswa diajar sebanyak tiga kali. Data di analisis menggunakan *t-test Pengukuran Berulang*. Nilai rata-rata pada pre-test adalah 55,65 meningkat menjadi 74,04 pada post-test. Hasil t-test menunjukkan bahwa t-ratio lebih tinggi daripada t-table ($16,183 > 2,069$) dengan signifikan level $p < 0.05$ dan signifikan 2-tailed $p = 0.000$. Dapat dikatakan bahwa *flashcard* dapat digunakan untuk meningkatkan pencapaian kosakata siswa.

The aim of this research is to find out whether flashcard can be used to improve the students' vocabulary achievement and to analyze the implementation of teaching vocabulary through flashcard. The population of this research was the second grade students of MTs. The researcher took VIII D as try out class and VIII as the experimental class. This research used *One Group Pretest Posttest Design* and the students were given three times treatments. The data were analyzed by using *Repeated Measure t-test*. The mean score in pre-test was 55.65 improve to 74.04 in post-test. The result of t-test showed that t-ratio was higher than t-table ($16.183 > 2.069$) with the level of significant was $p < 0.05$ and significant 2-tailed was $p = 0.000$. It can be said that flashcard can be used to improve the students' vocabulary achievement.

Keywords: *flashcard, improve, vocabulary achivement.*

INTRODUCTION

English is taught as a compulsory subject for students in Indonesia hoping that the students are able to use it for international communication. Language skills like listening, speaking, reading, and writing as well as language elements such as vocabulary and structure must be taught to the students in all levels. According to Fries (1975:38) vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun, adjective, verb, and adverb which will make language meaningful. In order to be able to use English both in spoken or written language, the students of Junior High school should master the vocabulary. Vocabulary acquisition is crucial to support the students' mastery of language

Vocabulary is the main content of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabularies, people can express more ideas. Vocabulary achievement is an important element in second language acquisition. Wilkins (1983:3) states that without grammar little things can be conveyed, without vocabularies nothing can be conveyed. It means that the ability to speak needs the mastery of vocabulary. The mastery of vocabulary is essential in order to construct sentences that contains some messages for social interaction. However, most students of MTs Al-Fatah Natar faced problems in understanding the meaning of words. The students could not speak in English because of their limited vocabularies.

Based on the interview with the teacher, it was found that most of students of MTs Al-Fatah Natar at second grade lack of vocabulary. The students find difficulties

in expressing their idea. The students' performance are far from the expectation of the curriculum. It can also be seen that their English score is very low. From the researcher's experience, it was found that most of students could not answer the teacher's question, they could not answer the question in English. They asked the teacher to translate the question into Indonesian language. Beside that, the other reason that cause the problem was that the teacher did not use the media in learning vocabulary. The teacher just asked the students to read the material and to find the meaning from the dictionary. It made the students feel bored in learning English vocabulary.

Considering the fact above, the teacher should provide the interesting media in order to develop the students' activity in learning vocabulary. One of the media in teaching vocabulary is flashcard. Flashcard as visual aids is an interesting media that can help the students memorize the words. The colorful picture can attract the students' attention to learn. It is assumed that if the students are motivated to learn vocabulary, they will enjoy in teaching and learning process. So the students will be easy to communicate with other people in English language. Weaver (1950:5) states that learning through visual material will be better than learning through explanation and description. It means that it is possible that flashcard can give good impression on students. It helps the students enjoy the learning activity.

According to the statement above, the researcher focused on the investigating whether there is any improvement of the students' vocabulary achievement after being taught by using flashcard. It is hoped that flashcard can be used to improve the students' vocabulary achievement. Wright (1968:73) states that flashcard is

printed card with words and picture which can be handled easily by the teacher. The teacher can create the flashcard based on the material that will be given. Flashcard can help the teachers to make the interesting teaching methodology.

The researcher considers that the vocabulary on the flashcard is useful for getting new words and their meaning. According to Lado (1964:197) flashcard is taken from word of 'flash' which means quickly, briefly, instantly, at once, and from the word 'card' is piece of stiff paper or thin cardboard, as used for various purposes. It means that flashcard can be very helpful in improving students' vocabulary and is effective to help the students recall the words that have been learned. Based on the frame theories above, flashcard is a media that can be used to teach vocabulary. Hopefully through this teaching the students will get better in their vocabulary.

Therefore, the objectives of this article are:

1. Is there any significant improvement of students' achievement in vocabulary concerning the content words after taught through flashcard?
2. How is the implementation of teaching vocabulary through flashcard?
3. What is the students' perception on the implementation of teaching vocabulary through flashcard?

METHOD

The researcher used quantitative-qualitative approach. In quantitative approach, the researcher used One-group Pretest-Posttest design. One-group Pretest-posttest design is the research design to measure students' ability before and after treatments. In this research design, the students were given a pretest before

treatments and a posttest after treatments. The treatment were given in three times.

Here is the design:

T1 X T2

Where:

T1 : Pre test

T2 : Post test

X : Treatments

(Hatch and Farhady, 1982:20)

In qualitative approach, the researcher used questionnaire and observation. Questionnaire was used to know the students' perception on the implementation of teaching vocabulary through flashcard. Questionnaire was given after the students got the treatments. The observation was done to observe the implementation of teaching vocabulary through flashcard.

The first activity done by the researcher was to administer a try out to make the instrument more valid. The try out was conducted before the researcher administered the pretest. This test was multiple choice test and it was conducted in 80 minutes. There were 50 items of multiple choices. The aim of the try out is to determine the quality of the test which will be used as the instrument of the research. The result of try out was used to measure the level of difficulty, discriminating power, the validity and the reliability of the instruments. The test will be said to have a good quality if it has a good validity, reliability, level of difficulty, and discrimination power. The researcher administered pretest to the experimental class to measure the input of the students before they get the treatment. Then the researcher conducted the treatment by using flashcard to stimulate and improve the students' vocabulary achievement. The next step is administering posttest to experimental class to know the result of the treatment.

RESULT AND DISCUSSION

The significant improvement of the students' achievement in vocabulary can be seen from the result of pre-test and post-test. The researcher administered the pre-test before conducted the treatments. Based on the result of pre-test, it was found that the students' score were still lower than the minimal mastery criterion (KKM) which required the students to get the score more than 65. The result of post-test showed that the average score was 74.04 improved from 55.65 of the average score in pre-test. The result of t-test computation, t-value was higher than t-table $16.183 > 2.069$ and with the level significance $p < 0.05$ and sig.2-tailed was $p.000$.

The implementation of teaching vocabulary through flashcard could make students more active in teaching and learning process since the students became more interested when they saw the colorful picture on the flashcard. It will be discussed briefly as follow.

In the first treatment, the researcher explained the content words; for example she explained the meaning of content words then she wrote the sub topic, animal. She asked them some questions such as *'Do you have pets? and What kinds of animals do you like?'* In this case the students responded the topic enthusiastically. She showed flashcard with word bellow the flashcard, asked them to pronounce the word after she pronounced it, and gave some questions related to the flashcard (for example the researcher showed flashcard of a cat and asked them some questions such as *What is the animal on the flashcard?, What does it eats?, What are the physical features of this animal?*). The students answered the teacher's questions enthusiastically although they mixed the Indonesian and English in

answering the teacher's questions. For example when she showed the flashcard of a horse and asked them some questions such as *What is the animal on the flashcard? What does it eat?*, they answered *that is a horse and makan nya rumput Miss*. Then she asked about the physical features of a horse. In this case, they became more active although they still mixed Indonesian and English in answering the question. They answered *horse punya tanduk, ekor, and foot ny four Miss*. Then she asked them to answer in English.

After all students were able to pronounce and answer the teacher's questions, she showed flashcard without word and asked the students to guess what the picture was. Most of students could answer easily although there were students who forgot what the picture was. For example when she showed the flashcard without words and asked them to mention the name of the flashcard, they answered clearly although there were three students who answered *enggak tau Miss lupa*.

The teacher showed two different flashcards and asked the students to guess the right name of flashcard (for example the teacher showed flashcard of a tailor and a chef then she said which one is a tailor? The flashcard on my right hand or on my left hand?). After the students could guess the word on the flashcard, she shared the flashcard to the students. She wrote the word on the whiteboard then the students were asked to match the flashcard and word on the whiteboard that had been written by the researcher. Then the students were asked to make a sentence that consist of noun, verb, adjective and adverb of the word on the flashcard. In this case, they gave positive response in following the teachers' instructions. They wanted to come in front to match the flashcard and the word on the whiteboard

and made a sentence from the word on the flashcard. After the students finished their activity in matching the word and made a sentence, she gave the exercises related to the topic.

In the post-activity, the teacher asked them about their difficulties related to the topic. Then the students were asked about what they had been gotten after teaching and learning process. Some students mentioned the vocabularies learnt, while the other just kept silent. The students paid attention when the teacher summarized the lesson.

The second treatment, the teacher did almost the same activity from opening until closing the teaching learning activity as the researcher did in the first treatment. In this section, the teacher used different topic that was occupation. The students were more active than in the first treatment. The students could answer the questions easily. The students responded the teacher's instruction enthusiastically. But there were still some students who feel shame during learning process, they did not want to come in front when the teacher asked the students to match the flashcard and make a sentence by coming front.

The third treatment was conducted as usual from beginning until closing. The researcher used the same topic as she used in the second treatment. In this treatment, most of students could follow the teaching and learning activities. The students could mention the word on the flashcard fluently. The students were enjoy the learning activities using this media. It could be seen from their response

when the researcher gave the instruction, they actively involved during teaching and learning activities.

Then the researcher administered the questionnaire to know the students' perception on the implementation of teaching vocabulary through flashcard. There were ten items of close-ended questions and was administered after the treatments were given. The result of the students' answer from the questionnaire that after taught vocabulary by using flashcard, the students could memorize the vocabulary easily. There were 22 of 23 students answered that they were interested in learning vocabulary by using flashcard. There were 20 students who did not find difficulties in learning vocabulary using flashcard. There were 21 students who answered that by using flashcard they could understand the lesson easily. There were 20 students who answered that by using flashcard in learning vocabulary could help them to improve their vocabulary and could remember the vocabularies easily. And there were 20 students who answered that learning by using flashcard help them in getting the new vocabularies.

The finding of this research are in line with the finding of the previous research conducted by Kusniah (2002) and Eslahcar (2012) who had the similarities with the result of this research. The similarities are that flashcard can be used to improve the students' achievement in vocabulary. By using flashcard the students became more interested to learn vocabulary. The students could remember the vocabularies easily. But there was a difference between this research and previous research conducted by Kusniah (2002), only focused on concrete nouns. This research was focused not only on concrete nouns but also on the content words

dealing with noun, verb, adjective, and adverb (*Example Giraffe is noun. The verb for Giraffe is run. The adjective for Giraffe is tall. And the adverb for run is quickly*).

The result of this research is in line with the theory of Weaver (1950:5) who states that learning through visual material will be better than learning through explanation and description. Flashcard is one of the visual aids that can attract students to learn. Through flashcard the students' learning process are more active. The students are interested in seeing the colorful picture on the flashcard which help them to get new vocabularies easily.

Based on the finding of the research above, it is known that flashcard could help the students in learning vocabulary. The colorful picture on the flashcard could attract the students to learn. They could memorize the vocabularies easily since they were interested in seeing the colorful picture on the flashcard.

CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion, the following conclusions are drawn:

1. There is a significant improvement of students' vocabulary achievement after they were taught through flashcard. It can be seen from the mean score of students' score in pre-test improved from 55.65 to 74.04 in post-test. The gained score between the mean of pre-test and post-test was 18.39. The significant value of pos-test was 0.000 ($p = 0.000$) that was

lower than 0.05. t-value was 16.183 which was higher than t-table 2.069 at the level significant 0.05 means that H_1 was accepted.

2. The implementation of teaching vocabulary through flashcard could make students more active in teaching and learning process. It can be seen from the observation sheet that the students gave positive response when they were asked to answer some questions related to the flashcard. Applying flashcard in the classroom could also encourage the students to be more active during teaching and learning process since the students had to name the flashcard by guessing them.
3. The students' perception on the implementation of teaching vocabulary through flashcard could help them easier in memorizing the word. The finding showed from the students' answer on the questionnaire that most students could remember the vocabularies easily. They got the new vocabularies after taught through flashcard. The students did not find difficulties in learning vocabulary by using flashcard.

Based on the result of the research, the researcher would like to propose some suggestions were as follow:

1. The teacher should be able to find out and choose the appropriate media in teaching English, especially in teaching vocabulary. Since flashcard gives the influence on the students' vocabulary achievement, the teacher can use flashcard as a media in teaching vocabulary in order to make the students more interested active in teaching and learning process.
2. In teaching vocabulary through flashcard, the teacher should be able to manage the time and should have a good preparation in making the cards.

3. For the further researchers can apply flashcard as a media to improve students' achievement in memorizing and getting the new vocabulary.

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