

## IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH FLASHCARD AT THE SECOND GRADE OF SMPN 31 BANDAR LAMPUNG

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**Abstrak.** Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan pada penguasaan siswa dalam kosakata setelah penerapan *flashcard* sebagai media dalam pembelajaran kosakata. Penelitian ini merupakan penelitian eksperimen. Subjek penelitian ini adalah 32 siswa kelas VIII A di SMPN 31 Bandar Lampung tahun ajaran 2018/2019. Tes kosakata dalam bentuk pilihan ganda dengan 40 soal dilakukan sebagai alat dalam pengumpulan data. Tes tersebut diberikan untuk melihat sejauh mana peningkatan siswa dalam pencapaian kosakata setelah diadakan perlakuan. Data yang diperoleh dianalisis menggunakan *paired sample t-test* dengan tingkat  $p < 0.05$  menggunakan SPSS versi 16.0. Hasil analisis menunjukkan bahwa ada peningkatan pada pencapaian kosakata siswa. Hal ini menandakan bahwa pembelajaran kosakata menggunakan *flashcard* dapat diterapkan untuk meningkatkan pencapaian kosakata siswa.

**Abstract.** The aim of this study was to find out whether there is an improvement of the students' vocabulary achievement after the implementation of flashcard as a media in teaching vocabulary. This research was an experimental study. The subjects of this research were 32 students of class VIII A at SMPN 31 Bandar Lampung in academic year of 2018/2019. The vocabulary test in form of multiple choice with 40 items was administered in collecting the data. The test was given to see how far the improvement of the students vocabulary achievement after the treatment. The data was analyzed by using paired sample t-test with the significant level  $p < 0.05$  through SPSS version 16.0. The result reveals that there is an improvement of students' vocabulary achievement. This suggests that teaching vocabulary using flashcard facilitates the students to improve their vocabulary achievement.

*Keywords: teaching vocabulary, flashcard, vocabulary achievement.*

## INTRODUCTION

Vocabulary is the foundation to build languages, which plays a fundamental role in communication, by mastering vocabulary people can express their ideas and understand the other basic competence well, Hatch and Brown (1995: 1). McCarthy (1990:4) suggests that Junior High School students should have mastered the vocabulary more or less 1000-1500 words. In Junior High School, the students should have enough words to reach the goal of the 2013 Curriculum. The students should have many words, because by having more words they will find an easy way to improve their achievement of four skills. Moreover, Hatch and Brown (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.

In addition, learning vocabulary is not merely understanding the meaning of words but also knowing how to spell and pronounce it and use it in different situation and context. It is true that it might be impossible to learn language without mastering vocabulary. Therefore, to know English words and their meanings, they should know also how the words work together in English sentences, Allen (1983: 2). It can be concluded that in teaching vocabulary it is not only to give the meaning of the word but also to teach how the word works in the sentence, because there are many words that have multiple meanings. However, the researcher found that most of students are a lack of vocabulary. The students of SMPN 31 Bandar Lampung found difficulties in expressing their idea. The students' performance was far from the expectation of the curriculum. It can also be seen that their English capability is low. Also, the students have difficulty in differentiating the form of the content words such as noun, verb, adjective and adverb. Those problems of vocabulary should be solved, because it can be the difficult for the students to continue their study to the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult.

Meanwhile, in order to develop the students' activity in learnig vocabulary the researcher used a flashcard. According to Cross (1991:119) flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher in teaching English easily. Flashcards may help students to facilitate them to improve their vocabulary. It is used as a personal dictionary for every student that can function as a medium to improve their vocabulary. It is also easy to create, to bring and also can be instrument to play game. This learning strategy is expected to make the students more active in English class, motivated and enjoy in learning English.

To strengthen this research, the researcher provides some previous studies that are related to this research. Nadziroh (2010) the use of flashcards to improve vocabulary mastery a classroom action research for the fourth grade students of MA Duren Bandung. The researcher used descriptive research by observing teaching-learning process, conducting the interview, and documenting some important data that support this research. The results of this previous research showed that the media of flashcards could improve the students' vocabulary achievement. Another research was a quasi-experimental study in the seventh grade of MTs Yamida Grobogan which was conducted by Suhaimi (2014) using flashcard to

improve students' understanding on present continuous tense. The researcher gave the pretest and posttest in the beginning and at the end of the study in both classes. The average score of the posttest in experimental class showed higher than control class. It meant that the use of flashcards is effective in improving students' vocabulary.

Considering the explanation above, this research was conducted to find out whether there was an improvement of the students' vocabulary achievement after being taught through flashcard and to find out what type of content word improved the most after the implementation of teaching vocabulary through flashcard.

## **METHOD**

The approach of the research was quantitative. The research only had one experimental group with no control group. It was conducted by using pre-test treatment-post test design. This one group pretest-posttest design involves a single group that pretest (T1), expose to a treatment (X), and post-test (T2). The writer compared between the score in pre-test and post-test to see whether the treatment has an intended effect or not on students' vocabulary achievement.

Based on James (1996) population is a group of elements or cases whether individuals, objects, or events, that conform to specific criteria and to which the researcher intend generalize the results of the research. The population of the research was the second year students in SMPN 31 Bandar Lampung. The class which was chosen as the sample in this research was class VIII A consisting of 32 students.

According to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. This research, the test had been fulfilled the content validity because it was constructed based on the course objectives in the syllabus of 2013 curriculum for the second graders students at SMPN 31 Bandar Lampung. Content validity was used to determine which test is more relevant to our particular situation and also necessary to check whether test item has good content validity. The content validity was constructed by including vocabulary material presented in vocabulary test they were verb, noun, adverb and adjective.

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144). Reliability help us estimate the error part of the score since there were different sources of error for different types of tests, there was also different types of reliability. To find out the reliability of the test, the researcher used Spilt Half Method which has two steps. The researcher used Pearson Product Moment, after getting the reliability of half test the reseacher used Spearman Brown to determine the reliability of the whole test.

Before applying the treatment, the writer administered a pretest to find out the students' vocabulary achievement. the treatments were applied in three meeting with different flashcards in every meeting. After applying the treatments, the writer administered a posttest to find out wheter flashcard is effective or not on the students' vocabulary achievement.

## RESULT AND DISCUSSION

### Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

**Table 1. The Difference of Students' Mean Score in Pretest and Posttest.**

| Mean score of pretest | Mean score of posttest | Gain  |
|-----------------------|------------------------|-------|
| 59.84                 | 73.66                  | 13.81 |

The table shows that the students' mean score of pretest was 59.84 and the mean score of posttest was 73.66. The gain mean score of the students was 13.81. It meant that flashcard can be used to increase the students' vocabulary achievement.

**Table 2. Frequency Distribution of Students' Vocabulary Score of Pre-test and Post-test**

| No | Score of pretest | Fi-Pretest | Percentage | Score of posttest | Fi-Posttest | Percentage |
|----|------------------|------------|------------|-------------------|-------------|------------|
| 1  | 43-48            | 3          | 9.3%       | 60-63             | 3           | 9.3%       |
| 2  | 50-53            | 4          | 12.5%      | 65-68             | 6           | 18.7%      |
| 3  | 55-58            | 7          | 21.8%      | 70-73             | 9           | 28.4%      |
| 4  | 60-63            | 7          | 21.8%      | 75-78             | 6           | 18.7%      |
| 5  | 65-68            | 8          | 25.3%      | 80-83             | 3           | 9.3%       |
| 6  | 70-75            | 3          | 9.3%       | 85-90             | 5           | 15.6%      |
|    | Total            | 32         | 100%       | Total             | 32          | 100%       |

The table above shows that there is an increase score of students' vocabulary after the implementation of flashcard. It can be seen that students' pretest score varies. The number of students who get the score between 43-48 is 3 students (9.3%). There are about 4 students (12.5%) who get the score between 50-53, 7 students (21.8%) who get the score between 55-58, 7 students (21.8%) who get the score between 60-63, 8 students (25.3%) who get the score between 65-68 and 3 students (9.3%) who get the score between 70-75. The table above indicates that the mean score of the pretest is 59.84

Meanwhile in the post test, there are about 3 students (9.3%) who get the score between 60-63, 6 students (18.7%) who get the score between 65-68, 9 students (28.4%) who get the score between 70-73, 6 students (18.7%) who get the score between 75-78, 3 student (9.3%) who get the score between 80-83 and 5 students (15.6%) who get the score between 85-90. From the table above, it can be seen that the mean score of the posttest is 73.66.

**Table 3. T-Test Result of The Hypothesis Analysis****Paired Samples Test**

|                           | Paired Differences |                |                 |   |        | t      | Df | Sig. (2-tailed) |
|---------------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
|                           | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |        |    |                 |
|                           |                    |                |                 | Lower                                     | Upper  |        |    |                 |
| Pair 1 posttest - pretest | 13.812             | 5.239          | .926            | 15.701                                    | 11.924 | 14.914 | 31 | .000            |

The table shows that the results of the computation of the value of significance is 0.000. It means that H1 is accepted since  $0.00 < 0.05$ . It proves that there was improvement on students' vocabulary achievement from pretest to posttest after being taught through flashcard for teaching vocabulary. Then, if the t-value (14.914) compared with t-table (2.039), it can be seen that the students' vocabulary increased since t-value  $>$  t-table. It can be said that there was an improvement of students' vocabulary achievement through flashcard for the second grade students of SMP N 31 Bandar Lampung.

**Table 4. The Increase of Students' Vocabulary in Each Content Word**

| No.          | Type of content words | Pre-test    | Post-test   | Gain        | Percentage  |
|--------------|-----------------------|-------------|-------------|-------------|-------------|
| 1            | Verb                  | 18.7        | 2.6         | 3.6         | 20.11%      |
| 2            | Adjective             | 19.4        | 23.1        | 3.7         | 20.67%      |
| 3            | Noun                  | 19.6        | 26.3        | 6.7         | 37.43%      |
| 4            | Adverb                | 18.6        | 22.2        | 3.9         | 21.78%      |
| <b>Total</b> |                       | <b>76.3</b> | <b>94.2</b> | <b>17.9</b> | <b>100%</b> |

Based on the table we can see that there is an improvement in all content words of vocabulary after the implementation of flashcard in teaching vocabulary for three times where the highest improvement is on the noun of content words. The other aspects that improved after the noun was adverb, and then adjective, and the last was verb.

Finally, according to the results above, it could be concluded that flashcard increased the students' vocabulary achievement. In other words, the result of this study proved that flashcard gave improvement to the students' vocabulary achievement especially in noun of content words.

## Discussion

After calculating the data, the researcher found the answer of this research question. Explicitly, the researcher found that teaching vocabulary through flashcard was able to give a significant difference to students' vocabulary mastery. The first result comes from the gain of pre-test and post-test score. To stand on the data, the students' mean score of pre-test was 59.84 and the mean score of post-test was 73.66, so the mean score increased 13.81 points. In this research was began by conducting pre-test and was finished by conducting post-test. The students were given three times of treatments. After conducting the post-test, the result was analyzed by using SPSS. In retrospect, this study found that teaching vocabulary through flashcard was effective.

As a result, the students' score of pre-test and post-test were compared to determine the students' significant difference. It implies that flashcard had positive effect on students' vocabulary mastery. The reason why flashcard could develop students' vocabulary achievement was that through flashcard the students are allowed to share the ideas about vocabulary among their friends. The vocabulary that was given by the researcher is commonly found in their daily life. This supports the previous research finding conducted by Asep (2014). He found that teaching the students using flashcard could reach score higher than before. Hinge on his research, by using flashcard, the students were able to learn vocabulary easier because flashcard was very interesting.

In addition to the significant difference, the students also made improvement in each type of content words such as verbs, nouns, adjectives, and adverbs. Found on the research, the major improvement can be statistically significant on nouns type. This happened because the material of through flashcard given by the researcher included more nouns. Moreover, it also improved the students' noun ability since the students loved meaning of object words. Judged from treatment activities, they felt so excited to find new vocabularies especially nouns, so they started being familiar with nouns.

In contrast, the minor improvement happened in type of verb. In this case, the students made little improvement among other types. It was because there were many verbs which were still confusing for the students. Genuinely, they had already known much about verbs and defined verbs, however in this case, many verbs were complex. In terms of vocabulary, there can be more than one of word classes which belong to one word. For example the word *water* in the sentence, *I water my flower every morning*. Some students considered it belonged to noun class while in fact it should be a verb.

When during the treatments, students got feedback from teachers and classmates about the sentences they write on the white board. In the post activity, the teacher and students concluded the teaching-learning activity. Then, students reflected on the activities that had been carried out. Students answered some questions from the teacher. After everything was done, the teacher closed the class. From the post activity, the researcher saw that the students were very enthusiastic to learn English through flashcard. Flashcards gave different feel in students. They became happier than before during learning English in the class. However, the researcher realized that this research still had weaknesses, especially in the teaching and learning process.

## CONCLUSION AND SUGGESTION

### Conclusions

In relation to results of the study, it is concluded that: (1) There is improvement of students' vocabulary achievement after using flashcard. The implementation of flashcard can make students more active in teaching and learning process. It can be seen from the result of pre-test and post-test that there is an improvement from the students' mean score in pre-test 59.84 to 73.66 in post-test. The gained score between the mean of pre-test and post-test is 13.81. The significant value of post-test is 0.000 ( $p = 0.000$ ) that is lower than 0.005.  $t$ -value is 14.914 which is higher than  $t$ -table 2.039 at the level significant 0.005 means that  $H_1$  is accepted. (2) The type of word that improves the most among the other content words is since noun has the highest gain with the percentage 37% . The mean of noun in the pretest score is 19.6 and the mean of noun in the posttest score is 26.3. The increase of noun is 6.7.

### Suggestions

In reference with the conclusions, the writer gives some suggestions as follow: Suggestion for the teacher: (1) The researcher suggests the teacher to use flashcard as an alternative in teaching vocabulary. Since flashcard can be used to improve the students' vocabulary achievement and can motivate the students to learn new vocabularies. (2) Flashcard needs adequate time to be applied. The teacher should be able to manage the time when using flashcard and the teacher should not teach too many materials at the same time, so the time allocation that was given by school is enough. Suggestions for further research: (1) The writer applied flashcard to improve students' vocabulary with things; fruit and vegetable, animal, profession as the topics. Other researchers can apply flashcard in other kinds of theme, since flashcard can help students to develop their vocabulary. (2) Further research should conduct this media on different level of students. It can be at the level of Senior High School.

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