

THE IMPLEMENTATION OF FLASHCARDS TO IMPROVE STUDENTS' VOCABULARY MASTERY IN WRITING

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan penguasaan kosa kata siswa dengan menggunakan media *flashcards* dan peningkatan penggunaan kosa kata siswa dalam menulis setelah diajarkan menggunakan media *flashcards*. Sample penelitian ini adalah siswa semester pertama yang berjumlah 30 siswa yang dipilih dengan menggunakan teknik lotere. Alat yang digunakan untuk mengumpulkan data adalah tes kosakata pasif dan aktif (pretest dan posttest). Nilai rata-rata dari kosakata pasif pre test adalah 57.75 dan post test adalah 81.58, peningkatannya adalah 23.83. T-test juga menunjukkan bahwa hasilnya adalah signifikan ($p < 0.05$, $p=0.000$). Nilai rata-rata dari kosakata aktif pre test adalah 50.35% dan post test adalah 58.74%, dengan peningkatan sebesar 8.29%. Hasil dari tes kosakata aktif juga signifikan. Dapat disimpulkan bahwa *flashcards* dapat meningkatkan kosakata siswa dalam menulis.

The aim of this research was to find out whether there was an improvement of students' vocabulary mastery by using flashcards and whether there was an improvement of students' vocabulary use in writing after being taught through flashcards. The sample of the research was the first grade class VIIA consisting of 30 students which chosen by using lottery technique. The instruments used to gather the data were passive and active vocabulary test (pre-test and post-test). The mean score of pre test in passive vocabulary was 57.75 and in post-test was 81.58; the gain was up 23.83 points. The T-test also revealed that the result was significant ($p < 0.05$, $p=0.000$). The mean score of pre test in active vocabulary was 50.35% and in post test was 58.74%, the gain was up to 8.29 points. It can be concluded that flashcards could improve students' vocabulary mastery in writing.

Keywords: flashcards, vocabulary mastery, writing

INTRODUCTION

One needs to master language skills in order to communicate in English well; they are listening, speaking, reading, and writing. For that, students should master a number of words to support them. Learning vocabulary is important for those who learn English in order to be able to use it in spoken or written form. Vocabulary is considered to be important as it is hoped that the larger number of vocabulary acquired by the students the bigger chance for success in learning a foreign language will be achieved. It can be said that learning a language cannot be separated from learning its vocabulary.

Elsjelyn (2010) states that vocabulary is an important component in English (language). In other words, vocabulary is the core of the language itself. When a person learns a language, she or he learns vocabulary directly. By mastering enough vocabulary, there will be no difficulty in communication.

According to Napa (1991), vocabulary is one of the components of the language and there is no language without words. Words are signs or symbols for ideas. They are means by which people exchange their thoughts. The more words we have learnt, the more ideas we have, and the more actively we can communicate. This statement is supported by Wallace (1998) who states that vocabulary is the vital aspect of the language.

Beside that, Schmitt (2000:151) argues that “vocabulary is systematically recycled and added to as the reader works through the series”. It means that learning vocabulary is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending

knowledge of what the mean and how the tone used in the foreign language. In this case, the learner has to know what a word sounds like (its pronunciation) and what it looks like (it spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

Teaching vocabulary helps students understand and communicate with others in English. However, students sometimes get difficulties to use or apply the vocabulary. Teacher as a facilitator in the teaching and learning process should design a learning strategy in order to enrich students to master vocabulary effectively. Teacher needs to teach students with their learning needs. Their difficulties in using vocabulary which have been studied can be caused some reasons. One of the reasons could be in the media which is used by the teacher in presenting the lesson in the classroom. That is why the appropriate media in delivering the lesson in the classroom should be considered.

Therefore, in teaching vocabulary an English teacher can use several media. The aim of using media, a variety of media in teaching is to make the lesson easy and interesting for students to learn and understand. An English teacher must know how to stimulate student's curiosity and must be able to present the lesson, so that the lesson is more interesting and relevant to the need of learning. Harmer (2003:134) states that media can be used to explain

language meaning and contraction, engage students in a topic or as a basis of whole activity.

Teaching and learning should be exciting and satisfying for both teacher and students. The English teacher has to think a suitable way, subject material and how to apply it in classroom. The English teachers demanded to be a teacher who success in teaching foreign language especially teaching vocabulary subject. They should be creative to teach this subject in various ways and stimulate students in order to feel comfortable in learning it and they understand the materials, because English is not the first language for Indonesian students. English teachers have to be able to organize teaching language activities; they have materials by using suitable techniques to master the subject matter. A good technique may make students understand and master the lesson better.

English teacher is expected to help the students better to develop their competence to use foreign language, therefore teacher should have suitable media to present the lesson to the students. This study chooses picture as media because media can make the students more interesting.

There are many ways in teaching English vocabulary as a solution for teacher's problem. The teacher should provide the interesting media in order to help the students' activity in learning vocabulary. One of media in teaching vocabulary is flashcards. Flashcards as visual aids is an interesting media that can help the students memorize the words. The colourful 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 flashcards can give good impression on students. It helps the students enjoy the learning activity. Considering the statement above, the researcher would like to find out whether there is an improvement of students' vocabulary mastery by using flashcards and to find out whether there is an improvement of students' vocabulary use after being taught through flashcards.

METHODOLOGY

This research was quantitative research. In conducting the research, the researcher applied one group pretest-posttest, pre-experimental design. The researcher used one class where the students receive pre-test before treatments and they received post-test after the treatments. The pre-test was to find out the students' preliminary ability and the post-test was used to see how far the increase of the students' vocabulary mastery after the treatments. The treatments were given to the students by using flashcards.

The population of this research was the students of the first grade of SMPN 18 Bandar Lampung. The researcher selected one class, class VII A as the subject of the research. The researcher used lottery technique to choose the treatment class. So that those all classes got same chance to be sample.

The research instrument were vocabulary test in the form of objective test, multiple choice (passive vocabulary) and writing test (active vocabulary). In this research, the researcher administered three kinds of the test: try out test, pre-test, and post-test. The total number of the items of the try out was 50 items, and the total number of the items for pretest and posttest were determined from the result of the try-out test. In those three tests contained content words, consist of nouns, verbs, adverbs, and adjectives.

After conducting pretest and posttest, the researcher analyzed the data. It was used to know whether there is improvement of the student's english vocabulary mastery after being taught through flaschards in writing. The researcher examine the students score by using following steps:

1. Scoring pretest and posttest.
2. Calculating the total correct answer of pretest and posttest.
3. Tabulating the score of the student's English vocabulary test results using t-test.
4. Drawing conclusion from the tabulated result of the pretest posttest, that is statistically analyzed by usig SPSS (Statistical Program for Social Sciences) in order to examine whether increase of the students gain is significant or not.
5. Scoring active vocabulary pretest and posttest.

RESULT AND DISCUSSION

The objective of this research was to find out whether there was improvement of students' vocabulary mastery in writing by using flashcards. The population of this research was the first grade students' class

VII A of SMPN 18 Bandar Lampung in academic year 2014/2015 was consists of 30 students. The researcher was conducted in 8 meetings. First, the researcher administered try out. The second, the researcher administered pre test of passive vocabulary and in the third meeting the researcher gave active vocabulary test. In the fourth, fifth, sixth meeting, the researcher conducted the treatments by using flashcards. In the seventh meeting, the researcher administered post test of passive and in the eight meeting the researcher gave active vocabulary post test to find out the improvement of students' vocabulary mastery in writing.

The researcher used SPSS 16.00 to analyze the score of try out, pre test, and post test. Besides that, for analyzing the writing test the researcher used Lexical Density. Try out test was conducted on April 17th, 2015. In this test, the students were supposed to do the vocabulary test in order to get the validity and reliability of the test as well as to get level difficulty and discrimination power of items test. Pre test was conducted on April 18th, 2015 and the students were expected to do the vocabulary test in order to determine their achievement before the treatments were given. The mean of the passive vocabulary pre test is 23.1 with the percentage is 57.75.

Furthermore, On April 24th, 2015. The students did active vocabulary pre-test in writing form in order to know the vocabulary use before giving the treatments. The result of pre test showed that the lowest percentage was in 41.55% and the higher was in 58.53%. After giving pre test, the researcher conducted the treatments. The treatments were done in three times meeting.

Then, the post test was given on May 8th, 2015 in order to determine the students' achievement of vocabulary related to kinds of occupation after being taught by using flashcards. The mean of the post test was 32.63 with the percentage 81.58. In the last meeting on May 9th, 2015. The students did the active vocabulary post-test in writing form in order to know the vocabulary use after giving the treatments. The result of post test showed that the lowest percentage was in 52% and the higher was in 69.30%. The result of pre test and post test showed that there was any significant increase of students' vocabulary mastery. It could be seen from the increase of the mean of correct answers from both of the test. There were from 23.1 up to 32.63. It meant that the increase was 9.53. The result of active vocabulary pre test and post test also showed that there was any significant increase. There are from 50.35% up to 58.74%. It meant that the increase was 8.29%. The result of the calculation of the data in item analysis showed the increase of each aspect of content words. The increase up to 34.86% from the increase of mean correct answers of noun was 9.72.

Seeing from the result of the calculation of the vocabulary aspects' data, it could be concluded that noun got the highest increase, but the total of item numbers in every aspects were different consisted 7 item numbers. It meant that nouns were increased significantly since the number nouns were more than verb. In other hand, the total item numbers of other aspects were similar with noun, 11. Thus, the increase of nouns was significant if it was compared by adjectives and adverbs. The increase mean of adjective was 7.37 with the total percentage 24.52% of the increase mean of adverb was

6.09 from the mean of correct answer of pre test was 15.90 and post test was 23.36 with the total percentage up to 21.4%. The result of normality test of pre-test showed that the value of two tailed significance was 0.912. It means that H_1 was accepted and H_0 was rejected. In other words, the distribution of pre-test was normal. The result of normality test of post test in class VII A showed that the value of two tailed significance was 0.765, $0.765 > 0.0005$ it could be stated that the data of post-test was normally distributed. The significance two tailed was 0.000 ($p < 0.005$, $p = 0.000$) and t-value was higher than t-table, $13.247 > 2.045$. It means that the hypotheses (H_1), was accepted and H_0 was rejected. In other words, flashcards could be used in teaching English vocabulary. Besides the hypothesis tested above, the researcher also has another hypothesis. The result of pre test and post test active vocabulary in writing form increase from 50.35% up to 58.74%, the increase was 8.29 points. It means that there is improvement of students' vocabulary use in writing after being taught through flashcards.

From the result above we could see that the hypothesis proposed by the researcher was accepted. The hypothesis proposed by the researcher there was improvement of students' vocabulary mastery in writing after being taught through flashcards. Finally, the researcher could conclude that Flashcards could be a good media in teaching vocabulary to increase students' vocabulary mastery. After implementing this media, students got improvement from the first until the last treatment. The result of this research was almost the same with the previous research of Yosephus Setyo Nugroho (2012) who found out the improvement in students' vocabulary

mastery after giving the treatments. Yosephus had done a research about *The Use of Flashcards in Teaching Vocabulary in Elementary School*. The finding showed that flashcards was effective in improving students' vocabulary mastery because flashcards gave good impact in learning process, the students can understood the lesson easily.

However, the process of teaching vocabulary through Flashcards in SMPN 18 Bandar Lampung which conducted by the researcher ran successfully since it could increase the students' vocabulary mastery. The result showed a positive improvement in students' vocabulary mastery.

CONCLUSIONS AND SUGESTIONS

Based on the results of the data analysis and discussion, the researcher concluded that there was an improvement of the students' vocabulary mastery in writing in the pre-test and post-test after they were being taught through Flashcards. Flashcards were the cards that usually use in thin paper and stiff. Flashcards showed picture and words. According to the results of pre test and post test, the researcher concluded that there was improvement of students' vocabulary mastery in writing. Flashcards was good media which could be used by the teacher for teaching English language in improving students' vocabulary mastery. Learning vocabularies by using flashcards made the students more interesting and give good impact in studying English language.

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

1. To the teacher

They should enhance their ability in teaching English especially when taught using flashcards to improve vocabulary mastery, so the students would remember the words easily. The teacher should teach vocabulary effectively. So, teacher's role in teaching learning process can influence students in improving their vocabulary mastery. And also teacher asked the students to study English continually.

2. To the students

Students should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in classroom and in their home.

3. To the other researcher

It has been known from the result of the study by using flashcards that it could improve students' vocabulary mastery. It was hoped that the result of the study made the English teacher use an appropriate teaching mode of presentation on improving students' vocabulary mastery. Based on the explanation the researcher would like to suggest other researcher, the result of the study can be use as additional reference for further research with the different sample and occasions.

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