

The Effectiveness of Using Flashcards toward the Student's Vocabulary Masteryat SMAN 15 Muaro Jambi

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ABSTRACT

This research aims to determine the effectiveness of using flashcards toward the student's vocabulary mastery at SMAN 15 Muaro Jambi. This research used a quantitative research design with quasi-experimental approach, including quantitatively accepted pre-test and post-test. This research used total sampling namely population and sample of 34 people 17 students of class XI A were selected as control class and 17 students of class XI B were selected as the experimental class. The technique of collecting data is by multiple choice questions in this research, the data analysis technique was using the t test (independent sample T-test) on the SPSS for windows version 25 program. The results of this research indicate that students' vocabulary mastery in text taught using the flashcards strategy post-test the average count (mean) is 71 that value higher than class using regular text book strategy in English subject namely post-test the average count (mean) is 63. And from data Analysis by independent sample T test tcount is 3.178 with the value T-table (2.145) by it result then Ho is rejected and Ha is accepted. The result of this study showed an there is a effectiveness on the use of the flashcards strategy toward students' vocabulary mastery, and it can be concluded that this flashcards strategy can applied in class that it helps a teacher increase students' vocabulary mastery.

Keywords: *Flashcards, Vocabulary Mastery*

INTRODUCTION

Vocabulary as a major component of language has been the object of numerous studies each of which has its contribution to the field. States that vocabulary learning is at the heart of language learning and language use (Laufer, 1997). In fact, it is what makes the essence of a language. Vocabulary learning is an intrinsic part of language teaching. that the most effective means of vocabulary learning is still unclear (De Groot, 2006).

A number of research studies recently conducted have dealt with lexical problems of language learners. Scholars such as (Allen, 1983) and (Bowen, 1985) have shown that lexical problems frequently interfere with communication; in other words, communication breaks down when people do not use the right words. Therefore, there is an increased interest in vocabulary as a component of every language.

One way to add new words to one" 's vocabularies is by locating words in the dictionary and learning

what they mean. But this is a slow process to increase word power. Another way is learning through vocabulary cards or flash cards. As we listen and read, we often meet new words by flash cards. Words lists and flash cards can be used for the initial exposure to a word, but most students continue to use them to review it afterward. One main advantage of flash cards is that they can be taken almost anywhere and studied when one a free moment (Brown, 2000).

English in the system of language structure is very different from Indonesian language, pronunciation, vocabulary. Making effective and efficient English lessons carried out by teachers is not an easy task, so English teachers must be able to participate in training/educational and learning activities that are useful for smooth teaching and learning. The material must be presented according to the needs of students with the right method. Actually, learning English, especially in memorizing vocabulary is a boring activity for students. This is the

basis for researcher in conducting research using flash card media in learning so that they are able to build an atmosphere in the classroom so that students are enthusiastic in learning vocabulary. So that it can help teachers in applying this media in learning.

Flash cards are a medium that is easy to apply, this media is used as a tool to convey messages and communication symbols (Herlina & Dewi, 2017). To successfully assist vocabulary instruction, flash cards are employed. Flash cards are information-storing cards that have been developed. More important information is easily stored on a flash card because its main purpose is to store information and make it easier (Amalia, 2018). Flash card can help students memorize vocabulary easily and this can be arranged in making vocabulary. Flash cards are a form of learning media that contain pictures and words that can be resized to fit the students at hand. You may either purchase flash card material or create your own. Media is a means of conveying information in the form of messages and content to students from an education and learning perspective (Naz and Akbar as quoted in Aulia, 2018). It also helps the teacher in explaining so that it is easy for students to understand.

REVIEW OF RELATED LITERATURE

Vocabulary

According to (Nunan, 1991) stated that vocabulary is important it is critical to be able to communicate in a second language. According to (Hornby, 2006) Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to (Richards, 2002), Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Cannot, in general, use the structure and function of language in comprehensive communication.

According to (Nation, 2001), Vocabulary knowledge involves understanding a word in its spoken form, and that the spoken form can be recognized and understood in and out of the context rather than guessed at. According to Green in (Pundi, 2011), vocabulary is extremely important because it has become a powerful tool for improving achievement. If students improve their vocabulary mastery, their academic performance will improve as well.

Flash Cards

Haycraft stated that flash card are cards with word and pictures on them. Flash cards should be big enough to be seen clearly by the whole class. They can be used for joining vocabulary, practicing structure and word order or for kinds of games (John Haycraft, 1986). Flash cards can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words (Scott Thornbury, 2002). Flash cards are teaching aid for pictures which teachers can show them to the all students in class (Jim Scrivener, 2011).

METHODOLOGY

Because it is necessary to describe to reveal and clarify the relationship between concepts and reality, this study uses a quantitative descriptive method. This descriptive analysis study aims to collect as much information as possible about the influence of The Effectiveness of Using Flashcards Towards The Student's Vocabulary Mastery at SMAN 15 Muaro Jambi with a sample of 34 students. Data collection was conducted by distributing questionnaires with scoring system. Hypothesis

presentation was conducted using the SPSS version 25 program.

FINDINGS AND DISCUSSION

Validity Test

Validity Test Result Significant

No	1	2	3	4	5	6	7	8
Q	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
R	0,44	0,49	0,39	0,51	0,51	0,39	0,49	0,49
P	0,009	0,003	0,02	0,002	0,002	0,02	0,003	0,003

Validity Test Result NonSignificant

No	1	2	3	4	5
Q	Q1	Q2	Q3	Q4	Q1
R	0,106	0,155	0,198	0,008	0,243
P	0,553	0,381	0,262	0,963	0,168

Explanation :

Q : Questionnaire

R : Pearson correlation coefficient

P : Significance value (p-value)

These items have a significance value below 0.05 and a positive correlation value with the total score, which indicates that these items are valid and can be used in the research instrument. Meanwhile, some items that do not show a significant correlation with the total score ($p>0.05$) are.

Reliability Test

Reliability Test Results

Cronbach's Alpha	N of Items
.496	31

Based on the table above, it can be seen that the value of Cronbach's

alpha for all variables is greater than 0.07, so it can be concluded that all variables in this study have reliable in this study have reliable status.

Normality Test

Test of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest A (Control)	.112	17	.200*	.946	17	.392
	posttest A (Control)	.140	17	.200*	.923	17	.164
	Pretest B (Eksperiment)	.140	17	.200*	.923	17	.164
	Posttest B (Eksperiment)	.161	17	.200*	.954	17	.518

Based on the data above, the research concludes that when the Kolmogorov-Smirnov and Wilk for normality test used the significant $> 0,05$. All of the data were given in experiment and control class normal contributed

Homogeneity Test

Test of Homogeneity of Variances

Test of Homogeneity of Variance					
	Levene Statistic	df1	df2		Sig.
Result	Based on Mean	.099	1	32	.756
	Based on Median	.022	1	32	.883
Learning	Based on Median and with adjusted df	.022	1	31.660	.883
	Based on trimmed mean	.107	1	32	.746

Based on the table above, it can be concluded that the value of Sig. Levene Statistic is $0.756 > 0.05$. This, it can be concluded that the research data is homogeneous.

Independent Sample T Test

Independent Samples Test									
Value	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variance assumed	0.99	.756	3.178	32	.003	8.235	2.591	2.958	13.513
Equal variance not assumed			3.178	31.929	.003	8.235	2.591	2.957	13.513

Based on the table above, Showed that by data can know that Tcount value 3.178 higher than Ttable value 2.145, it signifies the acceptance of the alternative hypothesis (Ha). That is, The Effectiveness of Using Flashcards Towards the Student's Vocabulary Mastery SMAN 15 Muaro Jambi.

DISCUSSION

The discussion in this study is based on the research question, which was to determine the effect of using flash cards to improve vocabulary mastery at Senior High School No. 15 in Muaro Jambi. The research was conducted using multiple-choice objective tests. This study was only conducted in one class. Pretest and Posttest were given to students. The research conducted an experimental research with a pre-test post-test design to achieve the research objectives. The research process is divided into three steps. First, consists of preliminary research in which the researcher determines students' vocabulary abilities by administering a pre-test using of 30 multiple choices. Second, giving treatment which students were treated by using Flash cards approach. The treatment was carried out by the researcher over several meetings. The final step is to administer a post-test consisting of 30 multiple choice. The posttest was given to find out whether

students' vocabulary mastery improves or not.

From data table 4.1, it is known that the average (mean) of learning outcomes (post-test) in the experiment class by using the flash cards strategy was 71.58 Meanwhile, it is known that the average (mean) of learning outcomes (Post-test) for the control class that used the regular book strategy was 63.35. This it can be concluded that the flash cards strategy in students' is higher thn in students' using regular book strategy.

Based on the analysis data used Independent sample T-test, it was found that Tcount is 3.178 and Ttable 2.145. By it data can know that Tcount value (3.178) higher than Ttable value (2.145) it signifies the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). That is, the result of the study shows that after conducting this research, it can be seen that there The Effectiveness of Using Flashcards Toward The Student's Vocabulary Mastery at SMA N 15 Muaro Jambi.

CONCLUSION

Following the result of the research that the researcher obtained, the following conclusions can be drawn:

According to the statistic calculation that was analyzed in the research findings the research concluded that improving vocabulary mastery by using Flashcards has a more significant effect on students' scores than the students' scores in the class taught by the other material.

The findings of the study demonstrated that the p-value sig. (2-tailed) was 0.03. it could be assumed that Ha accepted and H0 was rejected if it was less than = 0.05. the students' pre-test mean score was 54.29, and their post-test mean score was 71.58. The Flashcard strategy was found to be

effective in toward students' vocabulary mastery at SMA N 15 Muaro Jambi.

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