

The Effect of Using Flashcard on Students' Vocabulary at Ninth Grade of SMP Negeri 6 Kota Jambi in academic 2018/2019

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ABSTRACT

The purpose of this research is to find out whether, there is a significant effect of teaching using flashcard on students' vocabulary at ninth grade of SMP N 6 Kota Jambi in academic year 2018/2019. The research specifically is to find out whether the flashcard effectively increases the students' vocabulary (verb). The research method used in this study was a quali- experimental study. The samples were class 9E as experimental class and class 9C as control class taken from the ninth grade students of SMP N 6 Kota Jambi by using cluster sampling techniques. The experimental class was taught by using flashcards while the control class was taught without using flashcards. Both classes were given pre-test and post-test. Pre-test and post-test consisted of 25 essay questions. The collected data in this research were analyzed by using *t-test*. The result of data analysis showed of the *t-test* between control class and experimental class. The findings displayed that the value of *t-test* is 58.066/ for control class and 67.082 for experimental class and sig. (2 tailed) = .000, whereas the value of *t-table* with the degree of freedom 35 ($df=36-1$) and the level of the significance 0.05 are 1.689. Therefore, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. There was significant difference between students' vocabulary achievement by using flashcards and without flashcards. Thus, it could be concluded that the teaching vocabulary using flashcards was effective on students' vocabulary achievement (verb). It means that the effect of using flashcard on students' vocabulary at ninth grade of SMP N 6 Jambi City in academic year 2018/2019 was accepted.

Keywords: *Vocabulary, Teaching Vocabulary, Flashcards.*

INTRODUCTION

In learning English means we learn vocabulary too. Teaching vocabulary helps students understand and can communication with others in English. Students can not listen, read, speak and write well without possessing sufficient vocabulary. They cannot establish their ability to communicate and convey their need as good as possible without having enough vocabulary.

The mastery of vocabulary is difficult task to do, because vocabulary is complex. This complexity brings difficulties to the students who try to master vocabulary. The difficulties may arise from the word itself and it is very hard to overcome. This probably caused by the word forms, various meaning,

and word choices (Kustaryo and Salombe. 1995:4).

Many strategies can be applied by a teacher to teach vocabulary effectively, such as word list and flashcards. Some researchers discovered that teaching with flashcards help learners to acquire words more effectively than word list (Komachali & Khodareza , 2012). It is in line with Thornbury (2002) who states that flashcards help teacher to demonstrate a simple sequence of activities to the learners.

With the progress in education there are many ways or strategies to teach vocabulary to students such as flash cards and others. The researchers or teachers are easier to teach and students can also understand and memorize vocabulary faster.

Baleghizadeh and Ashoori (2011: 4) state that a flashcard is a piece of cardboard consisting of a simple picture, word or a sentence on it. Flashcard is useful for introducing new words in the classroom. It can be classified based on the kind and the class such as flashcard of places, transportations, characteristics of people, and tools. In the learning process of English people need help to master the English language.

DEFINITION OF VOCABULARY

Richards and Renandya (2002: 73) state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Richards (2000: 45) states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to. According to Carter in Tahir (1997: 16) vocabulary is the content and function words of language which are taught so thoroughly that they become a part of a child's understanding, speaking, reading, and writing.

Hornby (1995: 959) states that vocabulary is the total number of words which make a language. It means vocabulary is the key to understand foreign language. To enrich oneself use vocabulary, someone can express ideas in communication easier. Burn, Oxford University Press (2008) states that vocabulary means: 1) All the words means in particular language. 2) All the words that the person knows or uses. 3) A list of words with their meanings, especially in a book for learning a foreign language.

While, Graves and Taylor in Murkolori (2011) defined that vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Then, Miller in Murkolori (2011) stated that vocabulary is a set of words that are the basic building blocks used in the generation and

understanding of sentences. Harimurti in Kasim (2006:4) stated vocabulary is a component of language that maintains all information about meaning and using word in language.

In addition, vocabulary is total number of words or stock of words with their meaning which make up a language used by person, class, or profession. Vocabulary plays necessary role in learning a language so that it can help language learners to be able to understand and use language, especially a foreign language. As according to Ur (1998: 60) vocabulary can be defined, roughly, as the words people teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners. If a teacher teaches new words in foreign language, it means the teacher teaches vocabulary.

THE TEACHING OF VOCABULARY

Thornburry as cited by Alqahtani (2015: 24), 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. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language. In line with that statement, Cross (1992: 5) argues that the aim for every language teaching is to make the students know a great number of vocabulary. If the teacher gives a high priority to vocabulary learning, it does not mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar.

According to Cross (1992: 5) there are three phases in teaching vocabulary. They are namely presentation, practice, and production.

1. Presentation

In this phase, there are four steps can be followed in teaching vocabulary. They are sound and meaning, repetition, written form, and illustrative sentence.

2. Practice

In the second phase, the teacher can give the students exercises in order to make them more familiar with the words that they have learnt. The teacher can ask questions to the pupils related to the new words that has been presented.

3. Production

After given some exposure to the new words, the students can be considered master the vocabulary already. Therefore, in this step the students are expected to be able to apply the new words in the speaking and writing activities.

There are some guidelines suggested by Brown (2001: 377) in relation to the teaching vocabulary. First, teachers need to allocate time to specifically learning vocabulary in the classroom. Then, they can help the students understand the vocabulary within context. Next, the teachers also can minimize the bilingual dictionaries in the classroom. It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use the words later on. Another point is that teachers can encourage the students to develop their selfstrategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers.

DEFINITION OF FLASHCARD

Jeremy Harmer (1991), Flashcards are smallish cards which the teacher can hold up for the students to see. Flashcards are a card with words or numbers of pictures that are flashed to a class by the teacher Baleghizadeh and Ashoori (2011: 4) state that a flashcard is a piece of cardboard consisting of a simple picture, word or a sentence on it. Flashcard is useful for introducing new words in the classroom. Broughton et al. (2003: 218) say cue card or flashcard is a card with writing or pictures held by

the teacher briefly, and it is used to elicit students' response, either oral or written.

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 to teaching English easily. Flash cards teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Haycraft (1978: 102), flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. The use of flashcards is related to the characteristics of elementary school students as children who commonly feel interested in something with attractive shapes and color.

In addition, Haycraft (1978: 102-106) states two types of flashcards. They are word flashcards and picture flashcards. Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. Then, picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Further Gelfgren 2012, there are some types of flashcards, namely: 1) Quiz cards, 2) Role-play cards, 3) Flashcards with association, synonym, and opposite, 4) Association flashcards, 5) Flashcards about numbers and times, 6) Flashcards for dictation and reading

Furthermore, Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are; 1) Flashcards can be used for consolidating vocabulary; 2) Flashcards are motivating and eye-catching; 3) Flashcards are effective that can be used for any level students; 4) Flashcards can be taken almost everywhere and studied when a student has free moment; 5) Flashcards can be arranged to create logical grouping of

the target words; 6) Flashcards are cost effective/inexpensive; 7) Flashcards provide visual link between L1 and the target language; and 8) Flashcards also can be used for practicing structure and word order or for a variety of games.

RESEARCH METHODOLOGY

This research used quantitative method and quasi experimental. Dawson (1997) stated A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. The general goal of quasi experimental research is to investigate cause and effect relationships. This approach to research allows for greater understanding of program features and practices. Because there is a loss of control in the quasi experimental design, it is necessary for the researcher to decide what and when to measure. What follows is a sample outline of designs. An *X* represents the group being exposed to a treatment or intervention. An *O* represents an observation or measurement. Temporal order of events is designated from left to right. The dotted line in each design is an indication of the lack of random assignment of subjects to the groups.

To clear about the explanation of quasi experiment above the researcher write in the Nonequivalent control – group design bellow ;

E	=	01	X		02

C	=	01			02

Sugiyono (2011) there are two quasi experimental designs forms are time series design and nonequivalent control group design. Design used in this study were quasi experimental design and using the nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test that is pretest, with the intention to find out the condition of the group before treatment. Then after being given treatment, experimental groups and

groups the control was given a test, namely posttest, to determine the group condition after treatment.

While Arikunto (2010:173), States that population is all of the subjects of the research. In this case, the population is the entire of the ninth grade students at SMPN 6 Jambi City in academic 2018/2019 consist of 383 students which is into 11 classes in the academic year 2018/2019.

Sugiyono (2016:81) sample is part of the number and characteristics possessed by the population. Arikunto (2010:177) says that the sample of the research obtained by using random sampling. In random sampling, individual for observations are chosen in such a way that each people as population has an equal chance of being selected as a sample. The researcher using the technique cluster sampling in the ninth grade of SMP N 6 Jambi. This sample in this research are consisted of 2 classes, there are experimental class XI C has 36 students and the control class IX E has 36 students, the total number of students as samples in the study were 72 people.

The procedure of collecting data was cronologically be performed as follows: 1) Pre-Test The researcher given pre-test before did the treatmeanr. The researcher gave 25 essay questions about daily routines (action verb) to the students in experimental class and control class. It is to find out the student skill in English especially students' vocabulary to both class are experimental class (IX E) and control class (IX C). 2) Treatment, in this research the writer given the treatment after pre test. But, the first time the writer decides which class of experimental group and control group. 3) Post- Test, after the researcher did the pre- test and treatment. The researcher given the students post-test to experimental class and control class. It has same questions as the pre-test that 25 essay questions about daily routines (action verb). The result of their test would be compared by using T- test to

see which of the two ways of teaching is more effective by seeing the students scores.

The data collected through the test and questionnaire will be analysed by using the formula as follow :

1. Scoring the students' test score

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number Of Item}} \times 100$$

2. Classifying the score of the test are classified in to seven levels as follows :

- 96 – 100 is classified as excellent
 - 86 – 95 is classified as very good
 - 76 – 85 is classified as good
 - 66 – 75 is classified as fairly good
 - 56 – 65 is classified as fair
 - 36 – 55 is classified as poor
 - 0 – 35 is classified as very poor.
- (Depdikbud, 1985 :6)

3. T-test

The formula for T-test is taken from Arikunto (2010:349) as followed :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Explanations :

t = T-test value

Md = (differences), between pre-test and post-test score

$\sum x^2 d$ = quadrate of deviation

N = The number of sample

d.b. = N-1

4. Calculating the means scores of students' test by SPSS system.

The result of pre test and post test in the experiment class

The first meeting The researcher was given pre test, The researcher gave essay question for students about daily routine. After pre-test, the researcher was given treatment to students. The treatment was teaching vocabulary using flashcard in class by giving essay question. Every treatment through 40 minutes and after treatment the researcher was given post test in experimental class.

Table 1. The score distribution in the experimental class

Score Interval	Category	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent				
86-95	Very Good			10	72%
76-85	Good			26	28%
66-75	Fairly Good				
56-65	Fair				
36-55	Poor	21	58%		
0-35	Very Poor	15	42%		

(Source by depdikbud, 1985 :6)

From the table above, the result can be seen that and in the pre test score there is no one students got fair, fairly good, good, very good, excellent category. There are 21 students get poor category and 15 students get very poor category. In post test, it can be seen that is improvment in students score which mean improvment in students ability, there are 10 students get very good category and 26 students get good category. in the post test no one students got excellent, fairly good, fair, poor, and very poor category.

The result of pre test and post test in the Control Class

FINDINGS

In the first meeting the researcher was given the pre test in control class. The researcher gave 25 numbers of essay question for students, the topic is about daily routines or action verb. Treatment was given after pre test to students in IX C classroom. The treatment is teaching vocabulary without flashcard or picture. The duration treatment is 40 minutes. After giving the treatment researcher giving post test.

Table 2. The score distribution in the control class

Score Interval	Category	Pre test		Post test	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent				
86-95	Very Good			1	3%
76-85	Good			19	56%
66-75	Fairly Good			15	42%
56-65	Fair				
36-55	Poor	16	44%		
0-35	Very Poor	20	56%		

(Source by Depdikbud, 1985: 6)

From the table above, the score can be seen in pre test most students were in poor and very poor category. There are 16 students got poor category and 20 students got very poor category. There are no one students get excellent, very good, good, fairly good, and fair category. Meanwhile in post test 1 student got very good category, 19 students got good category, and 15 students got fairly good category. No one students get excellent, fair, poor and very poor category. It very clear that taught without media is not really improve on student ability.

The table comparison between experimental class and control class:

Table 3. Different between control class and experimental class

Variable		Mean	The improvement
Control class	Pre test	35,22	37
	Post test	72,22	
Experimental class	Pre test	35,11	47,77
	Post test	82,88	

The result above of control class and experimental class is different. The result of control class is 37 and experimental class is 47,77. Experimental class higher than control class. This result is significant.

To know there is significant difference between experimental class score and control class score, t-test was higher than t-table. In order to see the significant between pre test and post test before and after treatment of experimental class, the formula would be used analyze the data, the researcher was compared between the score of pre test and post test.

Table 3. Paired sample statistic in experiment class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST POST TEST	35,1111	36	4,18007	,69668
	82,8889	36	4,83900	,80650

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE TEST & POST TEST	36	,131	,448

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	36	,131	,448

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	PRE TEST - POST TEST	-47,77778	5,96711	,99452	-49,79676 -45,75880	-48,041	35	,000

Table 4. Paired sample statistic in control class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	35,2222	36	4,36290	,72715
	POST TEST	75,2222	36	4,85864	,80977

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	36	,273	,108

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	PRE TEST - POST TEST	-40,00000	5,57546	,92924	-41,88646 -38,11354	-43,046	35	,000

Table 3 and 4 show the findings of the t-test between control class and experimental class. The findings displayed that the value of t-test is 43.046 for control class and 48.041 for experimental class and sig. (2 tailed) = .000, whereas the value of t-table with the degree of freedom 35 (df=36-1) and the level of the significance 0.05 are 1.689.

Hypothesis Testing

From the calculation of t-test, the hypothesis can be tested as follow:

Null hypothesis (H_0) is accepted if the value of t-test is the same or less than the value of t-table (t-test = t-table or t-test < t-table). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table ($48.041 > 1.689$).

Alternative hypothesis (H_a) is accepted if the value of t-test is higher than the value of t-table (t-test > t-table). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table ($48.041 > 1.689$). Thus, it proved that there is the effect of using flashcard in students' vocabulary develop students' vocabulary on ninth grade students of SMP Negeri 6 Jambi.

DISCUSSIONS

On the calculation analysis, teaching English using flashcard as a media in study was found improvement or increase score on the students who were taught by flashcard. Teaching English learning using flashcard as a media in experimental class (IX E) more effective than teaching English learning without using flashcard control class (IX C) at ninth grade of SMP N 6 Jambi academic year 2018/2019.

This research was quasi experimental research. The researcher found there is effect of using flashcard after did research for 3 weeks. At the beginning, the researcher gave pre test in experimental class and control class. A pre test did in the beginning of the

research. After that the researcher gave treatment in experimental class and control class. Every treatment have duration 40 minutes in every class. After treatment the researcher gave the students post test. the researcher gave same essay question for post test and there were 25 essay number about daily routines or action verb.

In experimental class every single question have picture that students must answer the question. While, in control class the student must answer question into bahasa Indonesia- English without picture. The research got pre-test and post-test result, the researcher found the significant difference of their score in the experimental class and control class. It was influenced by the treatment, so the ability of the students improved. It can be seen from the result of their test. There were 36 students in experimental class can be seen that teaching using flashcard in learning English was more effective than giving explanation in control class.

CONCLUSIONS AND SUGGESTIONS

After the researcher was finished the reseach at ninth grade of SMP 6 Jambi in academic year 2018/2019, some conclusions about the effect toward students' vocabulary ability by using flashcard were presented.

1. Students' vocabulary ability is effect after treatment using flashcard method which is proven with students' score is higher than before treatment and it is proven by students' average of post test score in experimental class was higher than control class. The experimental class got 82,2 and control class got 75,2. In the other word, this research has proved that use of flashcard had effect in teaching vocabulary.
2. Using flashcard method in teaching vocabulary is makes learning process more interesting and the

students get some point of learning vocabulary. They understand about the object of the topic and pronounce of the words.

3. Two means score was computed by using T-test formula; the value of the test was higher than the value of t-table. It indicated that there was a significant effect of using flashcard toward students' vocabulary ability, it means that the effect of using flashcard toward students' vocabulary ability at ninth grade of SMP N 6 Jambi in academic year 2018/2019 was accepted.

After conducting this study, the writer would like to give suggestions. There are some suggestions for English teacher and students. For the English teachers should be more creative in teaching and learning process in order to increase students' motivation in learning English and teachers could use various teaching techniques and teaching media, flashcards for instance, which are interesting, enjoyable and meaningful. For student, they should be more active or have high motivation in learning process. Because they have important roles in achieving their success learning.

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