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Enhancing Students' Vocabulary Mastery by Using Flash cards on the Seventh Grade at SMP Islam Terpadu Wahdah Islamiyah Konawe

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah flash card efektif dalam penguasaan kosakata siswa kelas VII di SMP Islam Terpadu Wahdah Islamiyah Konawe atau tidak. Penelitian ini menggunakan desain pra-eksperimental yaitu one group pre-test and post-test design. Sampel penelitian berjumlah 30 siswa yang dipilih dengan menggunakan teknik total sampling. Instrumen penelitian berupa tes tertulis yang terdiri dari 30 soal pilihan ganda yang dilaksanakan pada pre-test dan post-test, dan analisis data menggunakan SPSS versi 25. Hasil penelitian menunjukkan bahwa penerapan flash card dapat meningkatkan kosa kata siswa. Hal ini dibuktikan dengan rata-rata skor pre-test sebesar 61,60 meningkat secara signifikan menjadi 76,87 pada post-test setelah penerapan flash card. Hal ini juga didukung dengan hasil uji T dimana thitung lebih besar dari ttabel ($10,550 > 2,060$) dan signifikansi (2-tailed) sebesar 0,000 kurang dari 0,05 ($0,000 < 0,05$). Hasil tersebut menyebabkan hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Berdasarkan analisis hasil tersebut, dapat disimpulkan bahwa flash card efektif meningkatkan penguasaan kosakata siswa.

Kata Kunci : *Kosakata, Penguasaan, Flash Cards*

Abstract

The research aimed to determine whether flash cards could be effective on students' vocabulary mastery on the seventh grade at SMP Islam Terpadu Wahdah Islamiyah Konawe or not. The research employed a pre-experimental design, specifically a one group pre-test and post-test design. The sample of the research was 30 students, it was selected by using total sampling technique. The research instrument was a written test consisting of 30 multiple-choice questions that were conducted in both the pre-test and post-test, and the data was analyzed by using SPSS version 25. The finding of the research showed that the application of flash card could enhance students' vocabulary. It proven by the mean pre-test score of 61.60 significantly improved to 76.87 in the post-test after the application of flash card. It also supported by the T-test result where t-count was higher than t-table ($10.550 > 2.060$) and the significance (2-tailed) was 0.000, which is less than 0.05 ($0.000 < 0.05$). These results led to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Based on the analysis of these results, it can be concluded that flash card was effective in enhancing students' vocabulary mastery.

Keywords: *Vocabulary. Mastery, Flash cards*

INTRODUCTION

Vocabulary is the body of words that having meaning, it is used to express ideas, feeling, and information, and also to understand meaning of utterances and sentences. Hiebert & Kamil state that vocabulary is the knowledge of meanings of words. Knowing a meaning of words is one way to understand the whole meaning of sentences or paragraphs. Vocabulary can be used to express ideas, feeling, thought or information by people clearly and accurately (2005: 3). In addition, Nation (2001:195) states that vocabulary is an ability to recognize words and understand their meaning; it is recognized as possibly the most factors in being able to use and understand spoken and written language.

Vocabulary is the one of the English components, which must be mastered and acquired by students in learning a new language. It can be argued that vocabulary is a communication tool which needs to be taught to express utterances. Communication cannot occur, if there is no ability of mastering the vocabularies. In other words, without mastering vocabulary, it is nothing can be conveyed. Someone will more improve of vocabulary, if she or he learns more words and expressions. It can be inferred that vocabulary is the first components that must be mastered by learners in learning a new language.

Vocabulary has an essential role to learn and master fours skill in language, especially in English. In English listening side, vocabulary influences students' understanding toward speech, conversation, and so forth. In English speaking side, vocabulary is the main basic that must be mastered to deliver a message, a student needs vocabulary to speak well. In

English reading side, vocabulary affects the student's ability to understand and comprehend a text. In addition, dealing with English writing, vocabulary helps learners to express their opinions in the written way, so they can convey their thought clearly and their messages can be comprehended easily by the readers. In conclusion, vocabulary takes an important role to facilitate students to be able to communicate in English. Therefore, the teacher must apply an effective strategy teaching vocabulary, for students acquire the appropriate strategy to master vocabulary quickly.

Students occasionally face difficulties to learn and master vocabulary, they have several problems to hamper them in learning vocabulary. Based on pre observation done by the researcher in SMP Islam Terpadu Wahdah Islamiyah Konawe in which focusing on the eleventh-grade students, they are lacking of English vocabularies so they have difficulties to learn the English skills. The researcher also found out the KKM score of the eleventh-grade students was still low, most of them could not achieve the score standard of KKM, it is 65. Also, the other problem identified in the teaching and learning process involve both the teacher and the students was the teacher employs a conventional teaching strategy in teaching English, it made students feel bored and unenthusiastic in learning English, especially vocabulary.

One of strategies to improve learners' ability in vocabulary is using the effective teaching aid, the teacher can choose flash cards as the appropriate teaching aid to teach vocabulary. Flash card is a simple a picture in a card or paper. It is useful to introduce new words to the students in learning vocabulary. It can be classified based on group like flash card of building, transportation, food, cartoon, musical instruments, etc. It can be very helpful if being implemented in vocabulary teaching and learning process. It is supported by Cross, one strategy to help the teacher teach vocabulary to the students is using teaching aids. Flash card is one of those aids that can be used in teaching and learning vocabulary. It is the most commonly used teaching aid in language teaching (1992: 119).

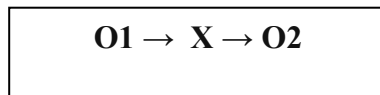
Therefore, researcher wanted to know whether flash cards is effective or not to apply in mastering students' vocabulary. Consequently, the researcher applied flashcard as the media in teaching vocabulary in her research by the title "Enhancing Students' Vocabulary Mastery by Using Flashcard on the Seventh Grade at SMP Islam Terpadu Wahdah Islamiyah Konawe".

RESEARCH METHOD

Research Design

This research used pre-experimental research design with a quantitative approach to examine the impact of specific treatments on others under controlled conditions (Sugiyono, 2011). It was pre-experimental research design with the One-Group Pretest-Posttest Design, it is employed to evaluate the effect a treatment by comparing the pretest and posttest results. The research involved two tests, those are the pretest to be conducted before the experiment (O1) and the posttest conducted after the experiment (O2).

Table 1. The Research Design



(Sugiyono, 2013)

Note:

O1 = Pretest value (before being given treatment)

X = Treatment (learning by using Flashcard)

O2 = Posttest scores (after being given treatment)

Object of the Research

The total number of the seventh-grade students who enrolled at the SMP Islam Terpadu Wahdah Islamiyah Konawe in academic year 2023/2024 was 30 students. The researcher used total sampling to select the object of the research. According to Sugiyono (2009), total sampling is a sampling technique which is used if the total of population and sample in the research is equal. Thus, the object of the research taken was 30 students.

RESULT AND DISCUSSION

Result

The result of the research obtained from the pre-test before doing treatment dan post-test after doing treatment on the seventh-grade students who enrolled at the SMP Islam Terpadu Wahdah Islamiyah Konawe as follows:

Descriptive Analysis of Pre-test

Table 2 The Result of Pre-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRE_TEST	30	25	50	75	1848	61.60	7.421	55.076
Valid N (listwise)	30							

Descriptive Analysis of Post-test

Tabel 3 The Result of Post-test

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
POSTTEST	30	27	63	90	2306	76.87	6.962	48.464
Valid N (listwise)	30							

In the output table above, it shows that the pre-test had a mean of 61.60, while the post-test had a mean of 76.87. Because the mean of the pre-test was less than the mean of the post-test ($61.60 < 76.87$), there was a descriptive difference of 15.27 in the learning outcomes between the pre-test and post-test. To determine whether this difference is significant or not, it was necessary to interpret the results of the paired sample t-test found in the *Paired Sample Test* output table:

Tabel 4 The Result of T-test

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	PRETEST - POSTTEST	-15.267	7.926	1.447	-18.226	-12.307	-10.550	29	0.000

The output table above shows that the t -count was negative, specifically at -10.550. The t -count was negative because the mean of pre-test was lower than the mean of posttest. In this case context, a negative value could imply a positive meaning, thus the t -count became 10.550. The next step was to find the t -table value, where the t -table was assigned based on the degrees of freedom (df) of 29 and the significance $\alpha = 0.05$. It was used as a reference point in searching for the t -table value within the statistical t -table distribution, where the t -table value was 2.060. Since t -count was higher than t -table ($10.550 > 2.060$) and significance (2-tailed) was 0.000, which was less than 0.05 ($0.000 < 0.05$), it can be concluded that H_0 was rejected, and H_a was accepted.

The output table also provided information about the *Mean Paired Differences*, which was -15.267. It indicated the difference between the mean of the pre-test and the mean of the post-test, which was $61.60 - 76.87 = -15.267$. It was negative because the mean of the pre-test was lower than the mean of the post-test.

Therefore, it can be concluded that there was a difference in means between the pre-test and post-test, indicating that using Flashcard can enhance students' vocabulary mastery on the Seventh Grade at SMP Islam Terpadu Wahdah Islamiyah Konawe.

Discussion

The research results showed that the mean pre-test was 61.60, while the mean post-test was 76.87. It indicated that there was a significant effect in the mean score before and after students were given treatment using the flashcard, which was 15.267. It was a positive indication that the flashcard had a significant effect on students' vocabulary mastery.

Based on the results above, it can be concluded that flashcard was effective in enhancing students' vocabulary mastery. It was also effective in enhancing students' English skills. It was supported by Din and Wienke (2001) state that the flash cards use approach is an effective training and learning method for high school teachers and students in chemistry study and also flash cards can be used to effectively help teachers teach, students learn and comprehend chemistry vocabulary. In summary, the seventh-grade students of SMP Islam Terpadu Wahdah Islamiyah Konawe had good achievement in mastering vocabulary by using flash cards. In other words, it can be stated that flashcard was effective to improve students' vocabulary mastery of seventh-grade students at SMP Islam Terpadu Wahdah Islamiyah Konawe.

CONCLUSION

The research aimed to determine whether the use of flash cards on the seventh-grade students of SMP Islam Terpadu Wahdah Islamiyah Konawe by using flash cards could be effective to enhance their vocabulary or not. The research employed a pre-experimental one-group pre-test and post-test design. The findings of the research showed that the application of flashcards could enhance students' vocabulary. It was proven by the mean pre-test score of 61.60 significantly improved to 76.87 in the post-test after the application of flash cards. It was also supported by the T-test result where t -count was higher than t -table ($10.550 > 2.060$) and the significance (2-tailed) was 0.000, which is less than 0.05 ($0.000 < 0.05$). These results led to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Based on the analysis of these results, it can be concluded that flash cards were effective in enhancing students' vocabulary mastery.

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