

**THE EFFECT OF USING FLASHCARDS TO IMPROVE STUDENTS'
ENGLISH VOCABULARY AT SMPN 3 MAJENE**



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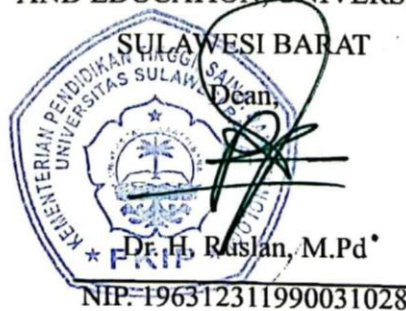
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ABSTRAK

NUR HIDAYAH: Pengaruh Penggunaan Flashcard terhadap Kosakata Bahasa Inggris Siswa SMPN 3 Majene. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan flashcard dalam meningkatkan kosakata Bahasa Inggris siswa apakah berpengaruh signifikan dan untuk mengetahui pendapat siswa setelah menggunakan flashcard dalam belajar kosakata Bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif. Jenis penelitian yang digunakan adalah jenis eksperimen. Populasi adalah siswa kelas VII SMPN 3 Majene yang berjumlah 256 siswa, Adapun sampel pada penelitian ini kelas VII Columbus yang berjumlah 32 siswa. Dalam pengumpulan data, peneliti menggunakan tes (pre-test and post-test) dan kuesioner persepsi siswa. Sedangkan analisis data dengan menggunakan uji normalitas dan uji t atau paired sample test. Hasil analisis data pembelajaran menggunakan flashcard dapat dilihat pada bagian test mengalami peningkatan yaitu pada pretest nilai rata-rata 56,40 sedangkan pada post-test nilai rata-rata 76,09. Data yang dihasilkan pada uji normalitas pretest yaitu $(0,118 > 0,05)$ ini menunjukkan data berdistribusi normal dan pada uji normalitas post-test $(0,228 > 0,05)$ menunjukkan data berdistribusi normal. Hasil uji paired sample test diperoleh nilai sig $0,001 < 0,05$, dan nilai $t_{count} > t_{table}$ yang berarti H_a diterima dan H_0 ditolak. Sehingga dapat disimpulkan bahwa penggunaan flashcard berpengaruh dapat meningkatkan kosakata Bahasa Inggris siswa kelas VII Columbus SMPN 3 Majene. Adapun hasil angket persepsi siswa menunjukkan respon sangat baik mengenai penggunaan flashcard dengan nilai rata-rata 81%.

Kata kunci: Pengaruh, Flashcard, Kosakata

CHAPTER I

INTRODUCTION

A. Background

English is an international language used to communicate between countries (Rahayu, 2023). According to Ngarofah (2018), English is an international language used to communicate with people all over the world. Therefore, it is important for students to learn English from an early age. In order for communication that is done clearly and can be understood, student must master the concept of learning English, Tarigan (2008) stated that there are four components that students must master, namely listening, speaking, writing and reading skills (Visakha, 2019). Among these four skills, there are two written language skills (writing and reading) and language skills, namely oral language (speaking and listening), to know these four skills, the basic thing that students must learn is to master a lot of vocabulary, the more vocabulary a person has, the higher his language skills will be (Farid et al., 2021).

Vocabulary is an aspect that must be known in English learning because without sufficient vocabulary, students cannot express ideas or understand others (Richard and Renandya, 2010). According to Wardah (2022), vocabulary is a word that can stand alone and has meaning, it cannot be denied that vocabulary is a basic point that plays a very important role in the English learning process. It can be concluded that vocabulary is an important component of language proficiency. Student who has sufficient vocabulary, will not find difficulty in expressing ideas clearly. Therefore, every student must have good vocabulary mastery. Meanwhile, mastery of vocabulary is not an easy thing for students, especially students in junior high school, students tend to have fewer knowledge in mastering vocabulary because not all students learn English when students in elementary school (Jannah, 2020).

Based on the researcher experience during the Internship at SMPN 3 Majene, the researcher found that there were problems faced by students during the English learning process, there were still many students who lacked vocabulary in English. Many students did not understand the vocabulary marked by the researcher and when the researcher asked the students again about the vocabulary that had been given, the students easily forgot the vocabulary. This problem can of course reduce student achievement. In deliberate vocabulary learning, many techniques have been proposed including the use of flashcards which have been proven effective (Hanifah, 2016). Flashcards help students easily remember words, understand the meaning of words, understand synonyms and definitions of words, and add new vocabulary (Permani, et al., 2024).

Based on the results of observations made by researcher that have been carried out by researcher during the practice of field experience (Internship) at SMPN 3 Majene, researcher found the fact that the mastery of English vocabulary class VII students was still lacking/low. The lack of vocabulary makes students have difficulty in understanding learning English, this is seen from students' not responding/answering questions about vocabulary in class when asked by researcher. In addition, some of the students complain of difficulties in memorizing English vocabulary. Therefore, researcher have used a learning method using flashcard in learning English vocabulary in class.

Based on the description above, the researcher is interested in conducting research by applying flashcard in English learning with the title *"The Effect of Using Flashcards to Improve Students' English Vocabulary at SMPN 3 Majene"*

B. Problem Identification

1. Lack of English vocabulary of student at SMPN 3 Majene
2. There is disinterest among student at SMPN 3 Majene in learning English.

C. Problem Limitation and Formulation

Based on the background above, the problem formulation in this research is:

1. Can the use of flashcard improve the English vocabulary of students at SMPN 3 Majene?
2. What are students' perceptions of using Flashcard in learning English vocabulary?

D. Research Objective

Based on the research focus above, this research will aim:

1. To improve the English vocabulary mastery of class VII students at SMPN 3 Majene.
2. To find out the perceptions of students after using flashcard in English learning.

E. Research Benefits

The result of this research is expected to provide several benefits both theoretically and practically.

1. Theoretically benefits

It is hoped that the research findings will contribute to the field regarding the importance of foreign language education, in the methods applied in student learning and their application as ways to foster student interest. Providing this information is helpful, especially in the field English language education.

2. Practically:

a. For Students

Develop students' interest in learning English, especially in the educational process.

b. For Teacher

Can be used as information, reference, knowledge, or method reference on how to develop interest in learning in class VII students at SMPN 3 Majene to maximize English language lessons.

c. For schools

Providing input to schools about the importance of media in learning, one of which is flashcard media in mastering students' vocabulary

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

The first previous study was carried out by Aisyah Siti Khasanah Atmaja and Gina Sonia (2020) with the title "*Use of Flashcard to Improve Students' Vocabulary*". The results of this research show that each cycle has a significant score between the pre-test and post-test. The average post-test score in cycle 1 was 79.50 and in cycle 2 students obtained an overall average score of 87.50. Based on the analysis, it can be concluded that observed that flash cards are an effective tool that students can use to improve their score.

The second research was previously conducted by Paramita Kusumawardhani (2019) with the title "*The use of Flashcards for teaching writing to young learners of English (EYL)*". The research method used is Classroom Action Research (PTK). The subjects of this research were young English learners taking English courses in Gading Serpong. The aim of this study was to investigate how flashcards can be used to improve the writing skills of young English language learners. The study found that (1) students who were asked to look at colourful flash cards were more enthusiastic, and (2) students with better writing skills were more likely to complete missing words, answer questions, and be able to write stories by collecting answers. (3) Students who have not really mastered writing have difficulty filling in the missing words and responding well and making sentence responses. This suggests that flashcards can improve writing instruction for young English language learners (EYL).

The third research was conducted by La Aba (2019) with the title "*Flashcards as A Media in Teaching English Vocabulary*". The research method used is Classroom Action Research (PTK). The subjects of this research were junior high school students. The aim of this research is to observe vocabulary teaching using flashcard media. The research results obtained were that flashcards were sufficient to increase students' vocabulary. It can be seen from the pre-test results that only 2 students had

500 words. However, 6 students got 1200 words. It can be concluded that flashcards are effectively used in teaching students' English vocabulary.

The difference of the three study studies above with this study, the three studies above use the classroom action research method, while this study uses the pre-experimental design research method and the flashcard media used by this researcher is a media flashcard that has been designed by researchers by looking at existing references.

B. Theoretical Framework

1. Flashcard

a) Definition of Flashcard

Flashcard is a learning media that makes it easy to remember and review the lesson material such as symbol-symbol, spelling foreign language, definition or term, formulas etc. (Saputri, 2020). According to Doman (Ulah, 2012) flashcard is a learning media where there are images equipped with letters. Flashcard can be adjusted small and large size (Lindawati 2018: 61). In addition, to get flashcard learning media we can make it yourself or use the already available (Murianty, 2019). According to Arsyad (Wahyuni, 2020) argues that the size of the flashcard is 8 x 12 cm or adjusted to the number of students faced, if the number of students is a little then the flashcard is made with a small size and if the number of students is a lot of the size of the flashcard can be made with a larger size. According to Muthe (2018), flashcards are cards that have two sides, on one side there are written words, while on the other side there are pictures that correspond to the words and the main function of these pictures is to train students' memory of the words being studied, using flashcards will make it easier for students to remember vocabulary and increase the vocabulary that students have.

In the context of this research, Dual Coding Theory offers a powerful perspective on the effectiveness of flashcard use. Flashcards that provide visual and verbal understanding of English simultaneously provide cognitive benefits for students. When students see an image associated with a particular word, their brain not only processes the visual form of the image but also associates it with the word and its meaning. This combination facilitates the formation of stronger mental representations and promotes better memory retention. Thus, the use of flashcards as a teaching aid for understanding is in accordance with the principles of Dual Coding Theory. Flashcards increase the effectiveness of the language skills learning process through activating these two cognitive channels, which in turn has the potential to improve students' retention of new English skills and enrich their English language abilities (Paivio, 1971).

According to Maryanto and Wulanata (2018), flashcards are also a very fun media to use as a learning media, they can even be used in the form of games. One method that students like to learn is games, because games are something entertaining and fun, games can also provide feedback between teachers and students, including language games, aims to gain enjoyment and train students' language skill which include listening, speaking, reading, writing, and literature skills, as well as language elements which include mastery of vocabulary and grammar (Rihlasyita and Rahmawati, 2022).

Flashcards are a media that can help improve students' vocabulary skills, especially listening and speaking skills (Alifvia, et al., 2024). According to Faridah (2021) images on the card can be in the form of existing photos and hand drawings, then affixed to card sheets. According to Ulfa (2020) flashcards have the following characteristics: 1) Flashcards are effective picture cards. 2) Has two front and back sides. 3) The front side contains images or symbols.

- 4) The back side contains definitions, image descriptions, answers or descriptions. 5) Simple and easy to make.

So, using flashcards will make it easier for students to improve their memory for vocabulary. From the explanation above it can be conclude that flashcards are learning media that have images equipped with letters whose size can be adjusted. To get a flashcard learning media we can make it yourself or use that already there, where the image on the card can be a photo or hand image attached to the card sheet. The flashcard that has been designed for use in this study is as follows

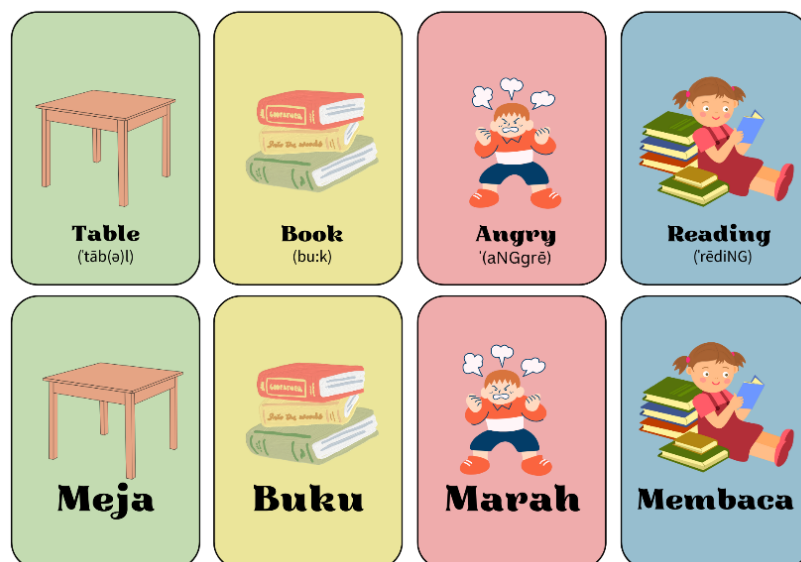


Figure 2.1 Front and back Flashcard

b) Advantages and Disadvantages Flashcard

1) Advantages of Flashcards

As expressed by Susilana and Riyana (2009) flashcard media has the following advantages:

- a) Easy to remember, the combination of pictures and text can make it easier for students to recognize and remember the concept of something, to know the picture, just look at the letters or text, and vice versa, to know the name of something, just look at the picture.

- b) Easy to carry everywhere, the size of the flashcards is not too big, easy to carry everywhere, just store them in your bag or pocket and can be used everywhere, both in class and outside of class.
 - c) Fun, you can use flashcards through games. Where students can compete to find the required vocabulary by running enthusiastically.
 - d) Practical, if we want to use it, we just must arrange it and make sure the image is not upside down. After use, we just tie it and put it in a special box, so it doesn't get scattered.
- 2) Disadvantages of Flashcards

According to Rahmadi (2018) the shortcomings of flashcards are.

- a) Flashcard size is limited for large groups
- b) Flashcards only emphasize eye perception
- c) The images on the flashcards are too complex, making learning activities less effective.

According to Hulfah (2023) lack of Flash card media is only suitable for use in small groups or students of less than 30 person and students can only understand limited words or short messages.

Based on the description above, it can be concluded that the advantages of flashcard media are that they are easy to remember, easy to carry everywhere, practical and fun. The disadvantages of flashcard media are that they quickly become damaged if not cared for properly, flashcard games are limited to large groups and images that are too complex can cause learning activities to be less effective.

2. Vocabulary

a. Definition of Vocabulary

Cameron defines vocabulary as vocabulary which is the core of foreign language learning to build words that are useful for students. Vocabulary is an arrangement of words that form sentences that are structured according to aspects and use standard language and have meaning and meaning contained in each word (Cameron, 2001). Mastery of vocabulary is important for children in the process of learning English because vocabulary is related to the experiences that students have within themselves; the early years have an important influence on the formation of their language. According to Prawitaya (2018) vocabulary is the treasury of a language.

Vocabulary is one of the important things in learning English (Aisyah and Gina, 2020). The aspect of mastering English as a foreign language is mastery of vocabulary and this means that students understand and can apply words and their meanings. The more vocabulary a student has, the better his language skills. Students with limited vocabulary will find it difficult to master English skills. Mastery of vocabulary is not just memorizing, but also being able to apply it widely. Vocabulary is a combination of various words used by operating people and able to communicate (Barnhat, 2008). Vocabulary is the core of language to maintain participant interaction in communication. Without vocabulary there is no communication to be conveyed, so it is important to know enough about what vocabulary is, and without vocabulary you will not be able to master the four English skills, namely: writing, reading, listening and speaking (Agustin, 2023).

b. Types of Vocabulary

1) Noun

Nouns are words used to indicate the name of a person, place, day, animal, plant, idea or name of an object or differentiated things and so on. For example: Anita (the name of a person), teacher, Jakarta (the name of a place), children, Monday (the name of the day). Then, Higgins in Hanifa (2016) classifies noun into seven types, as follows.

- a) Common nouns refer to a general class of person, place or thing. For example: boy, girl, women, etc.
- b) Proper nouns are names that refer specifically to the identify of certain special nouns. Proper nouns include the name of people (Jonathan), brand names (kleenex), institutional names (Bank of America), etc
- c) Collective nouns refer to a group or collection of nouns with one word. For example: a class of students, flock of geese, etc
- d) Abstract nouns refer to words for a concept. It is an idea that exists in our mind only. For example: hope, fear, desire, etc.
- e) Compound nouns are nouns that consist of two or more words combined. For example: boyfriend, greenhouse, etc.
- f) Countable refers to a noun that can be counted in numbers. For example: books, birds, bags, eggs, etc.
- g) Uncountable noun cannot be counted. For example: water, sugar, salt, etc.

2) Verb

Verbs are words used to show action or the state of being of the subject. Verbs that show the action of the subject. For example: to buy (buy), to write (write), to read (read), to walk (walk), to run (run), etc. Meanwhile, verbs indicate a state of

being from the subject, for example: to be (is/was, am/was, are/were), to have (had), to become (become), to seem (appear), and so on. Harmer (2009) state there are three different types of verbs: auxiliary verbs, main verbs and phrasal (multi-word) verb.

a) Auxiliary verbs

Auxiliary verbs are used with main verbs in affirmative sentences, negative sentences and question formation. For example: be (am, are, is, was, were), 'do' and, 'have', and the modal auxiliary verbs 'shall', 'should', 'will', 'would', 'can', 'could', 'may', 'might', 'must', etc.

b) Main verbs

Main verbs are verbs that carry the main meaning. Main verbs can stand alone. For example: say, eat, arrive, sing, etc.

c) Phrasal (multi-word) verbs

Phrasal verbs are formed by adding a particle (adverb or preposition - or an adverb and a preposition) to a verb to create new meanings. For example: look for, take off, pick up, etc.

3) Adjective

Adjectives are words used to give properties to nouns or pronouns. Adjectives are words that used to explain or limit the meaning of a noun or pronoun. For example: happy, beautiful, clever, far, one, third, much (many), and so on. According to (Mujahidah, 2020), In general, adjectives are divided into 2 types, namely;

a) Descriptive Adjectives

Descriptive adjectives are adjectives that are used to describe nouns or pronouns which include size, shape, measure, weight, smell, taste, colour and so on. For examples big, close, smart, etc.

b) Limiting Adjectives

Limiting adjectives are adjectives that are used to narrow or limit nouns or pronouns without providing formation regarding the circumstances, type, etc. For examples your book, that car, four women, this watch, etc.

c. Aspect of Vocabulary

According to Lado as cited in Mardianawati (2012), There are some aspects in learning vocabulary, namely:

1) Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context.

2) Spelling

In learning vocabulary, spelling is important because it helps in reading and as a link between letters and sounds.

3) Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language. Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”, which pronunciation /'preznt/ and /prI'zent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words.

4) Word Classes

Word classes are categories of word. According to Hatch and Brown (1995: 218) the word classification is based on their functional categories which are called part of speech.

5) Word Use

Word use is how a word, phrase, or concept is used in a language.

d. The Importance of Vocabulary

The importance of vocabulary in English proficiency by Priastuti (2023) namely:

- 1) Vocabulary makes it easy to understand what other people say and listeners can understand the topic of conversation.
- 2) Vocabulary makes it easy for readers finding information in the text. Readers can quickly find the meaning of word or sentences in a text and complete the reading quickly.
- 3) Vocabulary helps students write sentences to express ideas.

e. Students' Vocabulary Achievement

According to Hughes (2003), achievement relates to how successful each student, group of students, or subject itself is in taking tests. Vocabulary achievement is a skill that person has reached in learning vocabulary, and it is as the result of both educational and non-educational variables (Algarabel, Salvador and Dasi, 2001). Vocabulary achievement can only be done if a person especially student has experienced the learning stage. Vocabulary achievement as an overview of students learning outcomes which are poured into a standard calculation that applies in the field of vocabulary.

The schema of the conceptual framework of this research is illustrated as follows:

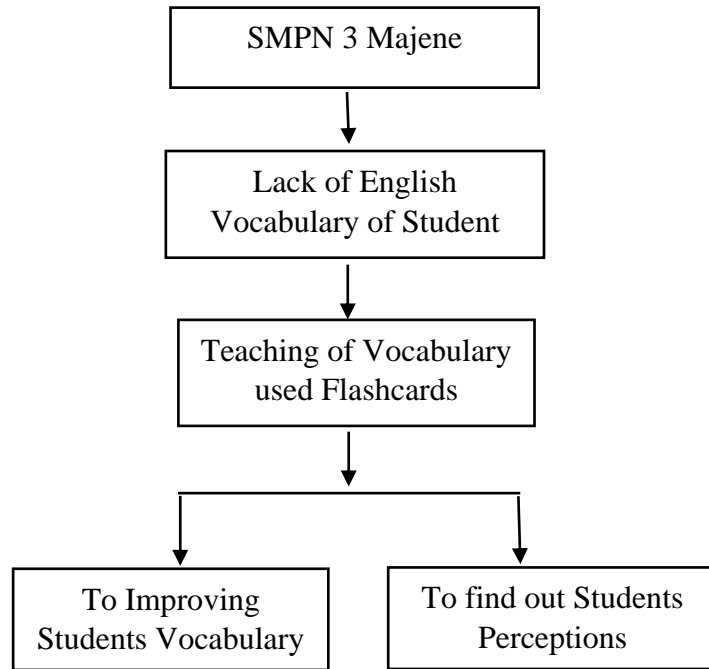


Figure 2.2 Diagram of Conceptual Framework

C. Hypothesis

Hypotheses are divided into 2, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). The null hypothesis is a hypothesis that has no influence, while the alternative hypothesis is the opposite of the null hypothesis, namely a hypothesis that has influence and effect (Zaki and Saiman, 2021). The hypotheses in this research were formulated as follows:

1. H_0 : The use of flashcards is not effective in mastering the vocabulary of class VII students at SMPN 3 Majene.
2. H_a : The use of flashcards is effective in mastering the vocabulary of class VII students at SMPN 3 Majene

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