

**THE EFFECTIVENESS OF FLASHCARD IN TEACHING  
VOCABULARY AT THE 7<sup>th</sup> GRADE OF SMPN 5 ALALAK SCHOOL  
YEAR 2019/2020**

**Shinta Monica Cahaya Sari<sup>1</sup>, Ratna, M.Pd<sup>2</sup>, Iwan Perdana, M.Pd<sup>3</sup>**

English language study program  
Faculty of teacher training and education  
Kalimantan Islamic University MAB

Email: [Shinta.monica98@gmail.com](mailto:Shinta.monica98@gmail.com)

***ABSTRACT***

The objective of the research is to find out whether the students who are taught vocabulary using flashcard have better score on the post test than on pre test. The result of analysis shows that t value is 17.342 while critical value on t value table is 2.045 with the level of significance is .05. It means that t value is higher than critical value on t table. Consequently, null hypothesis is rejected. Based on the result of analysis it can be concluded that Flashcard is effective in teaching vocabulary at the 7<sup>th</sup> grade of SMP 5 Alalak, Batola regency. Therefore, it is recommended that Flashcard can be used by the English teachers in teaching vocabulary.

***Keyword:*** *Flashcard, Vocabulary*

## INTRODUCTION

In learning English, students need to master vocabulary mastery. Language skill is largely determined by mastery of vocabulary. It is impossible if someone reads, writes, and understands reading without understanding the meaning. Because vocabulary is a very important component and the most powerful component of language, especially in learning English. In using language, students who are rich in vocabulary will find it easy and successful in their language skills. Vocabulary is the number of words when combined and will form a language or sentence as stated by Horby (2010: 1331). In other words, the more vocabulary mastered by students, the easier it is for students to make sentences and communicates.

To increase student's vocabulary, media is really needed as a learning aid which is a major component in the learning process that must be planned and managed by the teacher in learning activities. The use of media makes it easy for teachers to convey learning so that it can be carried out effectively. One way to be effective in learning English is to use Flashcard media. Flashcard media is a printed learning media. Azhar Arsyad (2016: 115) said the Flashcard Media contains images (objects, animals, etc.) useful for training students and enriching vocabulary. Moreover, according Maryam Eslachcard Komachali (2012:134-147) that flashcards are useful for finding new letters, words syllables, and other information.

While the researcher doing internship at SMPN 5 Alalak, the researcher saw many students lack of vocabulary, it makes the researcher thinks to use Flashcard media to increase their vocabulary mastery. That is why the researcher is wanted to do. Through learning media using this Flashcard media, is expected to help students in mastering English vocabulary. Moreover, it can help the teacher in providing material so that students achieve better grades. In addition, researchers hope that with this Flashcard media can provide a learning medium for junior high school that can be used by teachers in learning English vocabulary and

can facilitate teachers in teaching in interesting ways.

## METHOD

### *Research Design and Setting*

Experimental research is carried out within the context of an experimental. The researcher used pre-experimental design because the researcher wanted to know the effectiveness of flashcard in teaching vocabulary at the 7<sup>th</sup> grade of SMPN 5 Alalak.

From [Wikipedia](#), Kalimantan Islamic University Muhammad Arsyad Al-Banjary or UNISKA is a private tertiary institution established based on Bachtiar Notarial Deed No. 6 dated July 7, 1981.

The research was conducted on 3 March 2020 at SMPN 5 Alalak which is located on Jl. Handil Bakti Desa Semangat Karya, regency. Barito Kuala, Post code : 70582.

### *Population and Sample*

The population of research is the seventh grade students of SMPN 5 Alalak school year 2019/2020. They are divided into four classes, the total number of students is 86 students.

Sample is part of population. Since the design of research is pre-experimental, the researcher choosed one class as the sample namely class VIIA

No	Class	Total Students
1	Class A	30
2	Class B	29
3	Class C	27
	Total	86

### *Instrument*

The instrument used of this research was a test. It was given twice before and after treatment. Kind of the test was multiple choice test that consisted of twenty numbers. Length of time provided to do the test was 30 minutes.

$$\text{Individual score} = \frac{\text{Total of Correct Answer}}{\text{Total Number of the item test}} \times 100 \%$$

Meanwhile to interpret individual score of the students, the researcher used level of qualification as presented below :

No.	Letter	Score	Qualification
1.	A	86-100	Excellent
2.	B	71-85	Good
3.	C	56-70	Low
4.	D	≤ 55	Very Low

#### *Data Analysis*

To analyze the data the researcher used dependent t-test by using SPSS, to find out the mean score, the standard deviation, standard error of mean for the differences and t-value.

## **FINDINGS AND DISCUSSION**

### *1. Findings*

The first problem on the students' vocabulary mastery was the students' was difficult because they did not know the vocabulary. Furthermore, the teacher rarely gave the students vocabulary building lesson. So, the students relied on the teacher to translate the English words for them.

On Monday, 3 March 2020, the researcher came to school. the researcher choose the seventh grade of SMPN 5 Alalak as a population and grade seventh A as the sample of this research. Seventh grade A has 30 students, 11 boys and 19 girls. The researcher got the data by giving pre-test and post-test consisted of 20 to the students. The pre-test was given before the treatment began and the post-test was given after the treatment was done.

In the learning process, as usual the researcher entered the classroom and said the greeting to all the students in English and the students answered in English as well, the teacher checked the attendance list. Then, the researcher gave a multiple choice test to know their vocabulary mastery.

### *2. Discussion*

Based on the observations, researcher found out that teacher rarely gave the students vocabulary building and just gave them the translation of the words that the students did not know and also, the teacher does not help students to say

vocabulary that is considered difficult or words that they have never heard before. The media used in the teaching and learning process was also limited on textbooks and Power Point only.

Further, the reason researcher applied flashcards as the media in the teaching and learning process because it had many advantages. Based on research conducted by Nugroho, Nurkamto and Sulistyowati (2012:1) it was found that using flashcard can increase students 'vocabulary skills, because flashcrad can attract students' attention, make students motivated and focused in learning vocabulary.

Some of the advantages in using flashcards were: it helps students strengthen meaning in their memories, it helps make teaching and learning attract students' attention to learning activities, it was inexpensive, easy to make, and portable, and that students can also participate to create.

From the result above, it can be concluded that the use of flashcard is effective in teaching vocabulary.

## **CLOSING**

### *Conclusion*

The data of this research is all about the students' vocabulary mastery before and after using Flashcard. Result of analysis shows that  $t_{value}$  is 17.342 while critical value on  $t_{table}$  is 2.045 with the level of significance .05. It means that  $t_{value}$  exceed critical value. Therefore, it can be concluded that Flashcard is effective in teaching vocabulary.

### *Suggestion*

Based on the conclusion, the researcher gives some suggestion to make the teaching and learning vocabulary process better :

1. For the Students
  - a. The students should be more active in the classroom. They also need to practice the vocabulary that they have learnt. These efforts are to encourage them to master vocabulary and use it without worries of making mistakes. If they master the words, they can easily understand that they heard, or read, and also say or write in

English. They also could make their own flashcards to help them learn the vocabulary.

2. For the English Teacher

- a. Teachers should use various techniques and media in teaching vocabulary flashcards for instance, which are interesting, enjoyable and meaningful by considering various aspects such as size of class, time allocation and use various kinds of activities that can make the students active and motivated in the classroom. It is also suggested for the teacher to pay attention to the teaching of vocabulary for the students.

## REFERENCES

- Richards, J.C., and Renandya, W.A. 2002. *Methodology in Language Teaching: an Anthology of Current Practice*. New York: Cambridge University Press, p. 255.
- Shakuori, N., and Mehrgan K. 2012. "The Impact of using Flashcards on Promoting University Students' Knowledge of Vocabulary". *Advances in English Linguistics (AEL)* 47 Vol. 1, No. 2, 2012, pp. 47-55.
- Bull, V. (2011). *Oxford learner's pocket dictionary (fourth edition)*. Oxford University Press, p. 495.
- Montgomery, J. K. (2007). *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, p.23. **Accessed on Saturday, February 15, 2020**, retrieved from, <http://www.teachingenglish.org/>.
- Nation, I.S.P. 2000. *Learning Vocabulary in another Language*. Cambridge: Cambridge University Press. p. 302.
- Crystal, D. 2008. *A Dictionary of Linguistics and Phonetics, Sixth Edition*. Oxford: Blackwell Publishing Ltd
- Furqon, F. (2013). Correlation between students' vocabulary mastery and their reading comprehension. *Journal of English and education*. P. 68-80.
- Pora, Y. (2003). *Enrich Our Vocabulary Through Readings and Idioms*. Yogyakarta: Pustaka Pelajar.
- Campillo. 1995. "Teaching and Learning Vocabulary: An Introduction for English Students", <https://dialnet.unirioja.es/descarga/articulo/2282507.pdf>. **Accessed on Februari 18-2020**.
- Baleghizadeh, S., and Ashoori, A. 2011. "The Impact of Two Instructional Techniques on EFL Learners' Vocabulary Knowledge: Flash cards versus Word Lists". *MEXTESOL Journal*, Volume 35, Number 2, 2011, pp 1-9.
- Husaini, I., Foong, L. M., Suleiman, D., & Abubakar, A. A. (2016). Improving Nigerian and Malaysian School students vocabulary skill using flash cards. *International Journal of Research and Review*.3(7). P. 22.
- YS Nugroho, Joko Nurkamto & Hefy Sulistyowati. 2012. "Improving Students' Vocabulary Mastery using Flashcards", <https://core.ac.uk/download/files/478/12346065.pdf>. **Accessed on Februari 19-2020**.
- Budden, J. Article. (2004). *Utilisation des flash-cards dans l'enseignement des langues*. (Spain: British Council). **Accessed on Februari 21-2020** retrieved from, <http://www.teachingenglish.org/>.
- Khomachali, E.M, and Khodareza, M. 2012. "The Effect of Using Vocabulary Flashcard on Iranian Pre-University Students' Vocabulary Knowledge". *International Education Studies* Vol. 5, No. 3; June 2012. P. 134-147
- Neneng Suhaimi, "The Effectiveness of using Flash Card in Teaching Vocabulary", *Thesis on UIN Syarif Hidayatullah Jakarta, Jakarta, 2014*.

- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Longman.
- Nugroho, Y.S., Nurkamto, J., & Sulistyowati, H. (2012). Improving Students' Vocabulary Mastery Using Flash Cards, *English Education Journal*, 1(1)