

Sofie Rohmatul Fauziah: The Effect of Using Flashcard Media on Students' Vocabulary Mastery at the 7th Grade of MTs Zainul Hasan Sambirejo, Pare, Kediri

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THE EFFECT OF USING FLASHCARD MEDIA ON STUDENTS' VOCABULARY MASTERY AT THE 7TH GRADE OF MTS ZAINUL HASAN SAMBIREJO, PARE, KEDIRI

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Abstract

The purpose of this study was to know the effect of using flashcard media on students' vocabulary mastery at the 7th Grade of MTs Zainul Hasan Sambirejo, Pare, Kediri. Design used was pre experimental research pre-test post-test one group only. Sample taken was 32 from 82 population by using simple random sampling. To collect the data, the researchers used vocabulary written test with 25 items in multiple-choice format. In analyzing the data, the researcher used IBM SPSS statistic versions. 25 application of paired-sample t.test. It aims to know whether there is or not a significant difference between before given the treatment and after given the treatment using flashcard media on students' vocabulary mastery. After collecting and calculating the data, the researchers found that the mean of pre-Test is 72.06, the mean of post-Test is 91.38, median of pre-test is 82, median of post-test is 96, mode of pre-test is 84 and mode of post-test is 100. In testing the hypothesis, the writer used t-test formula. The researcher found that p value Sig (2-tailed)= 0.000 < 0.05, at the level significance of df = 31. So, the null hypothesis was rejected and the alternative hypothesis could be accepted. It means that using flashcard media affects students' vocabulary mastery at the 7th Grade of MTs Zainul Hasan Sambirejo, Pare, Kediri.

Keywords: Learning Media, Flashcard, Vocabulary Mastery

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Introduction

Learning English needs mastery in skills and aspects because learning English is not only in verbal communication but also in written communication. English has four skills that should be dominated such as: listening, writing, speaking and reading. All of them have connection one another. Moreover, English has three aspects that are related one another like grammar, pronunciation, and vocabulary.

Vocabulary is one of aspects in learning English that we have to know and memorize because we use vocabularies in all skills and aspects, as well as we have to know word categories from vocabulary. So, there is no mistake in using vocabulary. Learning vocabulary is regarded as the basic thing in English education. When we studied at kindergarten, we had been taught by our teacher about basic vocabulary like number, day, month, and so on. Frequently, our teacher taught us using song to make easier in memorizing. When we were at elementary school, our teacher taught us using text to explain like story. When we were at junior high school, our teacher just guided us to read story or text and analyzed that had been taught but not overall.

Students' problem in learning vocabulary is sometimes forget to memorize. Consequently, a teacher has to be able to handle that situation like reviewing and using vocabularies that have been memorized by practicing in daily activity and making sentence. The teacher may use many methods, media, and techniques. The teacher should be creative to make the class fun to memorize the vocabulary and there was similar problem in MTs Zainul Hasan, namely there were many students who often forget the vocabulary which had been explained by the teacher previously.

The reason why the researcher chooses this place, because the researcher has already done the research in that school by interviewing the teacher, who she is familiar with the location and know some of the individuals who work there, which makes the researcher easier to access the data.

One of the media that can be implemented to teach about vocabulary is Flashcard Media. Flashcard Media is one of media that uses picture, phonetic symbol, sentence as learning media to learn about English. The special thing in the flashcard media is picture which is in the flashcard can make easier to remember vocabulary. The teacher can use this media to make easier in teaching, like repeat after me!, show the picture! and the student guess the vocabulary!, say the pronunciation!, and make sentence!.The example of an activity that had been done by the researcher in teaching English vocabulary using Flashcard in which there were pictures, words and meanings there, such as the teacher showed one of Flashcard Media and then she said the word and the meaning and asked the students to repeat after her. After that, she closed the word and the meaning as well as asked to guess the word and meaning by the picture.

This study aims to investigate the effect of using Flashcard media on students' vocabulary mastery at the 7th grade of MTs Zainul Hasan Sambirejo, Pare, Kediri. According to the study, this method can give advantage to all people who apply it. *For the teachers*, this media can help teachers to develop their method, strategy, new experience, and making more creative learning. *For the students*, this media can increase vocabulary, fix pronunciation, play game, make sentence and increase enthusiasm for learning vocabulary. *For other researchers*, this media can upgrade strength and fix weakness that are found. The researcher assumes that there is an effect of using flashcard media on students' vocabulary mastery. So, flashcard media can be implemented to teach vocabulary lesson at the 7th grade of MTs Zainul Hasan Sambirejo, Pare, Kediri.

Method

Because the authors of this study is interested in the impact of employing flashcard media on students' vocabulary mastering, quantitative research is used in this study. Quantitative research as a sort of study that yields findings that may be

attained (obtained) utilizing statistical techniques or other methods of quantification (measurement).³

Research design used in this study is Pre-experimental research design with One-group Pretest-posttest Research Design. Before using the flash card media, the teacher gave the students a pre-test to gauge their level of vocabulary mastery.

According to (Sugiyono, 2014: 109), a pre-experimental design is one in which only one group or class is subjected to pre- and post-testing.⁴ There was no control or comparison group used in this one group pretest and posttest design. After using the flash card media, the students took a post-test to gauge their level of vocabulary mastery.

Students in MTs Zainul Hasan Sambirejo, Pare, Kediri The 7th grade comprised the study's population. The population was divided into 3 classes. There were 82 students in total.

Table 1 The Distribution of the Seventh Grade Students of MTs Zainul Hasan Sambirejo, Pare, Kediri:

Class	The Number of Students
A	18
B	32
C	32
TOTAL	82

The technique of determining the sample through a matter of consideration. Sugiyono (2017) claims that Simple Random Sampling is the

³ Wuri nur Indah Sari, Eni Setyowati, Sherlyna Mandassari Putri, Sitti Retno Faridatun, *Analysis of the effect of interest Rates, Exchange Rate Inflation and Foreign Investment (PMA) on Economic Growth in Indonesia in 1986-2020* (Atlantis Press Intenational B.V,2022), hal 315-316.

⁴ Warsih, Ira Emelia Maulidaty, *The Effect of Storytelling Methods on The Ability of Owning Early Children*. (Literasi Nusantara, Lembaga Penelitian Ilmiah Citra Dharma Cindekia,2021) hal. 115

process of randomly selecting sample members from a population without taking into account the population's strata.⁵

The researchers employed simple random sampling strategy in this investigation. A researcher used a lottery system by writing class 7A, 7B, and 7C on a small piece of paper and shuffling them, so that the result of 1 class come out and the class chosen was class 7C, specifically, class VII C, which had 32 students.

In this study, the authors completed a pre-test and a post-test. The purpose of the pre-test was to determine the English proficiency of the students in one class as well as their prior vocabulary knowledge. Following the completion of the treatment, the author provided a post-test to one class and compared their vocabulary growth before and after the treatment.

1. Pre Test

There were 25 items Wtitten Test consists of 25 multiple choices. The students should choose the best answer which was appropriate with the question. The score per item was 4, for correct answer. Students would get 100 point if they could answer all the questions correctly. The purpose of pre-test was to know their mastery of vocabulary before the treatment.

2. Treatment

The researcher had prepared the media which would be researched than the researcher taught the vocabulary using the media using ways which were prepared before.

3. Post Test

The contain of Post-test and assessment value were similar like Pre-test. The purpose of post-test was to know their mastery e of vocabulary after the treatment.

⁵ Meilina Boediono, Sonata Christian & Dewi Mustikasari Immanuel. (2018). *Pengaruh Kualitas Produk dan Kualitas Layanan Terhadap Keputusan Pembelian Konsumen Sealantwax*. (Jurnal Manajemen dan Start-Up, 1, 94)

In treatment, the students were taught using flashcard media which had been prepared by the researcher.

The instrument used in this research was pre-test and post-test. Pre-test and Post-test included written test with multiple choice test format.

1. Tips in Conducting Test (Students were given pre-test and post-test)
 - a. the questions were based on the seventh grade materials
 - b. there were 25 items written test. The students choose the best answer which is appropriate with the question.
 - c. pre-test and post-test were held one time with giving paper to the students that had been chosen.

2. Description of the Format and Content of the Written Test

Written test was designed to consider the vocabulary mastery in pre-test and post-test before and after doing the treatment. Written Test was used to measure students' vocabulary mastery. There were 25 questions given with multiple choice format.

3. Validity and Reliability

Validity means the extent to which an instrument measures what should be measured. The validity can be measured by using IBM SPSS STATISTICS application. The researcher made 50 multiple choice questions and had been examined using SPSS to ensure that receive 35 valid questions. (see appendix 1)

Reliability is a product, system, or service will function as intended for a predetermined amount of time or will run faultlessly in a predetermined environment is known as reliability by using IBM SPSS STATISTICS application. Reliability testing in this study was using the cronbach alpha method. According to Siregar (2013:57) a criterion research is said to be reliable with using the cronbach alpha technique reliability coefficient $r_n > 0.6$. Test.⁶

⁶ Jennifer Olivia & Sylvie Nurfebriaraning. (2019). "Pengaruh Video Advertising Tokopedia Versi "Jadikan Ramadan Kesempatan Terbaik" Terhadap Respon Afektif Khalayak". Jurnal Lontar Vol.7, 1, 20

The researcher got value 0,739, so the value is reliable based on the table below:

Tabel 2 Testing Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
,739	50

The researchers used multiple choices as stated in research instrument. The researcher used 25 written test in vocabulary with the correct number multiplied by 4. After that, the researcher looked for the average score of the entire sample after answering the vocabulary questions, with the following formula :

The way to get the score :

$$25 \times 4 = 100$$

The test measures how far the students are able to master vocabulary.

T-test is used for comparative hypothesis of two test. It is aimed to compare if the students' score of pre-test and post-test from experimental group is significantly different. By using T-test formula, the researcher calculates the students' pre-test and post-test score from experimental group. The terms in using T-test should be in normal distribution and homogenous variants. Paired sample T-test is used to know the difference between pre-test and post-test.

Hypothesis is formulated in a concise, simple and unambiguous way and are formulated in the form of statements. The significant level used to test the hypothesis is 0,05 (5%). For details, the authors followed the following assumptions:

- a. If $p < 0.05$, null hypothesis (H_0) is rejected. It means there is an effect of Flashcard Media on student's vocabulary mastery before and after given the treatment.
- b. If $p > 0.05$, null hypothesis (H_0) is accepted. It means there is no an effect of Flashcard Media on student's vocabulary mastery before and after given the treatment.

Based on research problem, the hypothesis of this study is using flashcard media affects students' vocabulary mastery at the 7th grade of MTs Zainul Hasan Sambirejo, Pare, Kediri.

Findings and Discussion

Findings

Based on the result of pre-test and post-test (see appendix 3), the lowest score pre-test is 28, the highest score of pre-test is 96, meanwhile the lowest score of post-test is 60 and the highest score of post-test is 100.

Table 3 The Results of Mean, Median and Mode of Pre-Test Post-Test

		Statistics	
		pretest	posttest
N	Valid	32	32
	Missing	0	0
Mean		72,06	91,38
Median		82,00	96,00
Mode		84	100
Std. Deviation		21,924	10,948
Sum		2306	2924

The following table below explains the mean of pre-Test is 72.06, the mean of post-Test is 91.38, median of pre-test is 82, median of post-test is 96, mode of pre-test is 84 and mode of post-test is 100.

Based on the results of the normality test processed using Kolmogorov-Smirnov by using IBM SPSS Statistics software, the normality test output is obtained as shown in table 4.2 below:

Tabel 4.2 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	,207	32	,001	,877	32	,002
Posttest	,226	32	,000	,768	32	,000

Data normalization is performed using the Kolmogorov-Smirnov method. The criteria used are two-tailed tests, and they include comparing the p-value obtained with the applied significance level. The significance level used in the study was 0.05. If the p-value is more than 0.05, the data are non-normally distributed. If normalitas testing indicates that the inference used in the study is not normal, one may use the Central Limit Theorem, which states that if the number of observations is sufficiently large ($n > 30$), the assumption of normality may be abrogated (Gujarati, 2003).⁷

The researcher assumed there was a significant difference between the result of before and after teaching vocabulary using Flashcard Media in which post-test is higher than pre-test.

An experiment can be used to test a hypothesis, which is a formal assertion regarding the anticipated relationship between two or more variable.

Hypothesis is formulated in a concise, simple and unambiguous way and are formulated in the form of statements. The significant level used to test the hypothesis is 0,05 (5%). For details, the authors followed the following assumptions:

⁷ Gede Aditya Baskara, Made Gede Wirakusuma, *Reaksi Pasar Terhadap Peristiwa Pemilihan Presiden Indonesia 2019* (Denpasar, e-Jurnal Akutansi) hal 1037

1. If $p < 0.05$, null hypothesis (H_0) is rejected. It means there is an effect of Flashcard Media on student's vocabulary mastery before and after given the treatment.
2. If $p > 0.05$, null hypothesis (H_0) is accepted. It means there is no an effect of Flashcard Media on student's vocabulary mastery before and after given the treatment.

Based on research problem, the hypothesis of this study is using flashcard media affects students' vocabulary mastery at the 7th grade of MTs Zainul Hasan Sambirejo, Pare, Kediri.

Tabel 4 Hypothesis Testing Using Paired Sample T-test

		Paired Samples Test			
		Paired Differences	T	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE TEST - POST TEST	-13,86507	-7,231	31	,000

Table 4 showed Sig (2-tailed)= 0.000 < 0.05, at the level significance of $df = 31$. Based on the hypothesis formula, the null hypothesis was rejected. So, there is a difference between the results of before given the treatment and after given the treatment using Flashcard Media on students' vocabulary mastery with the mean of post-test is higher that the mean score of pre-test. It means Flashcard Media affects students' vocabulary mastery at the seventh grade of Mts Zainul Hasan Sambirejo, Pare, Kediri.

Discussion

The researchers made this research because she had the purpose to determine the effect of Flashcard Media on students' vocabulary mastery at the seventh grade of Mts Zainul Hasan Sambirejo, Pare, Kediri. In learning English, it

is important to master vocabularies in order to be able to communicate in English. When the learners had the problem on vocabulary like difficult memory, it could be impact to their vocabulary mastery in learning English.

From the study of the findings, this discussion had been offered. To solve the research problem, the analysis had been completed. This section discussed several issues with research design, data collection techniques, and data analysis based on findings.

In this study, the researchers had collected data. Data collection was carried out using the score of pre-test score (before treatment) and the score of post-test(after treatment). The students were asked to answer pre-test and post-test questions with multiple choices test format. This test was used to find out and compare the results of the pre-test and post-test.

In this study, the researchers intended to present the results of data analysis. The analysis was carried out to answer the research problem. From this analysis, the researcher obtained the following results:

1. The number of participants or subjects used in this research was 32.
2. By the analyzing of the data, the researcher found the significant difference between pretest and posttest. The result of the post-test was higher than the pre-test.
3. The result of calculating reliability was $r_n = 0,739$ so, the value was reliable.
4. From SPSS calculation the researcher get N sig. (2-tailed) = 0,000, where significance < 0,05 (5%).
5. In this research the null hypothesis (H_0) was rejected

From these results, it could be concluded that there was an effect of using flashcard media on students' vocabulary mastery and hypothesis testing shows that there is a significant difference between the pre-test and post-test scores. N Sig. (2-tailed) < 5%, so that means H_0 is rejected and H_1 is accepted.

the researchers states that vocabulary mastery is very influential in speaking and writing because it has an important role in learning English.

Finding supports Cross (1991) who highlights flashcard is a simple picture on the piece of card or paper, and usually this media is used as an education tools.

Another finding also supports Hatch and Brown (1995) quoted by Lestari (2015) who goes on to say that vocabulary is a list or set of words for a particular language or a list or a set of words that may be used by language speakers individually. It meant that it was the basic aspect of language that had to be mastered before mastering English skills.

If we returned to previous study and theory which said that there was an effect of Flashcard Media on students' vocabulary mastery in learning English, it was the same with the results of this study. So, there was an effect of flashcard media on students' vocabulary mastery at the seventh grade of MTs Zainul Hasan Sambirejo, Pare, Kediri.

In this case, the teacher must help students to improve their vocabulary mastery because learning vocabulary at school has a limited time, so the teacher was able to handle the problem.

Conclusion and Suggestion

Conclusion

Based on the results of the research, the data were gathered and subjected to a T-test to determine whether or not using flash cards to teach vocabulary was effective. The writer obtained the value of Sig. (2-tailed) < 0.05 , then there is a significant difference between pre-test and post-test. The writer states that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words. the use of Flash Card is effective in teaching vocabulary in the seventh grade of MTs Zainul Hasan Sambirejo, Pare, Kediri

Suggestion

From the the research, the researcher would like to give some suggestions below:

1. For The Students

The students should study to memorize vocabularies not only in school but also at home because time to study at school is just very limited and also the students can memorize the vocabularies with the meaning, so memorizing vocabulary is more effective if the students repeat the vocabularies more.

2. For The Teacher

The teacher can use Flashcard Media to teach about vocabularies to make easier because there are many condiments in Flashcard Media that can be used like pictures, phonetic symbols and many more. The teacher can teach vocabularies by making sentence using the vocabularies that have been memorized and the teacher can develop the method to teach using Flashcard Media and certainly the teacher can add many games to make them fun.

3. For the Researcher

Hopefully, this research can be useful for other researchers. The contains of flashcard media are not only picture, word and meaning but also more, like phonetic symbol, sentence and etc. Using flashcard, the teacher/the researcher can add anything that is needed. The researcher can make interesrtng game to execute flashcard media.

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