

# THE EFFECT OF USING FLASHCARD MEDIA ON STUDENTS' VOCABULARY MASTERY (A Study at the Seventh Grade Students of SMP Swasta Sariputra in 2018/2019 Academic Year)

sriani Hasibuan<sup>1</sup>, Gabby Maureen Pricilia<sup>2</sup>

Suki Mariana Waruwu<sup>3</sup>

Institut Pendidikan Tapanuli Selatan

E-Mail : Sukimariana1110@gmail.com

**Abstract:** *The purpose of this research are to find out: 1) The application of flashcard media in teaching vocabulary. 2) Students' vocabulary mastery before and after using flashcard media. 3) Whether there is a significant effect of using flashcard media at the seventh grade students of SMP Swasta Sariputra. Method of the research is experimental. The population of this research are all of the Seventh grade students of SMP Swasta Sariputra that consists of 62 students. Systematic sampling technique is used to get the sample of research, the sample consist of 31 students. The technique for collecting data are observation sheet and test. The result of the application of flashcard media is 3.5 categorized "Very Good". Before using flashcard media is 40.09 categorized "Fail". Meanwhile, after using flashcard media is 63.11 categorized "Enough". The result of ttest 3.75 and ttable 2.04 it means that there is a significant effect of using flashcard media on students' vocabulary mastery at the seventh grade students of SMP Swasta Sariputra in 2018/2019 Academic Year.*

**Keyword:** Flashcard Media, Vocabulary

**Abstrak:** Tujuan penelitian ini adalah untuk menemukan: 1) Penerapan flashcard media pada pembelajaran kosakata. 2) Kemampuan siswa dalam menguasai kosakata sebelum dan setelah menggunakan flashcard media. 3) Adanya pengaruh yang signifikan dari penggunaan flashcard media terhadap penguasaan kosakata di kelas tujuh SMP Swasta Sariputra. Metode yang digunakan adalah Experimental. Populasi dalam penelitian ini adalah seluruh siswa kelas tujuh SMP Swasta Sariputra. Ini terdiri dari 62 siswa. Teknik sampel yang digunakan adalah sistematis sampel untuk mendapatkan sampel terdiri dari 31 siswa. Teknik pengumpulan data dengan menggunakan lembar observasi dan tes. Hasil dari pengaplikasian flashcard media adalah 3.5 itu dikategorikan "Sangat Baik". Nilai yang diperoleh sebelum menggunakan flashcard media adalah 40.09, itu dikategorikan "Gagal". Sedangkan setelah menggunakan flashcard media adalah 63.11, itu dikategorikan "Cukup". Hasil uji  $t_{test}$  adalah 3.75 and  $t_{table}$  adalah 2.04. ini berarti ada pengaruh yang signifikan menggunakan flashcard media pada kemampuan menguasai kosakata siswa kelas tujuh SMP Swasta Sariputra tahun ajaran 2018/2019.

**Kata kunci:** Flashcard Media, Kosakata

## I. INTRODUCTION

Vocabulary is one of English component that must be learned when they are learning language. By learning vocabulary, the students can be communicates in English and use the language well.

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Because, vocabulary is a foundation of language component that involves the four skills (listening, speaking, reading and writing). In order to achieve those aims in learning English in class, students must be able to be mastered the vocabulary therefore it is the basic important of language component.

For example, the students that studied at the seventh grade of SMP Swasta Sariputra the researcher found that they are still have weakness in vocabulary mastery. It can be seen from their average score in vocabulary mastery when the researcher did an observation and gave a vocabulary test as a pretest in SMP Swasta Sariputra. The researcher found that from 40 questions, the highest correct answer is 25 and the lowest correct answer is 7. In this case, the students were unable to distinguish part of speech, for example: they are unable to distinguish between adjective and adverb, as follow; “**quicker**” to “**quickly**”. Most of students assumes that “quicker is adverb”, but in fact “quicker is adjective”. It means that, students at the seventh grade of SMP Swasta Sariputra is still low in vocabulary mastery.

Actually, there are efforts that have done by teacher in vocabulary mastery before prior researcher, such as giving motivation to students to learn a lot of English vocabulary, play games, using strategy, using method, using book that contain the English vocabulary and complete the school facilities. However, it does not get the positive response to students in learning English language process. The students lazy to study English, still bored and not interest, and low

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motivation in English learning process because the students don't have a lot of vocabulary.

In this situation the researcher tries to carry out an alternative ways of teaching English vocabulary through teaching media. Teaching media is teaching tools which is used to help convey subject matter in teaching and learning process. The teaching media that used by researcher is Flashcard Media. Flashcard is a simple picture on a piece of card or paper, which can help the teacher in teaching vocabulary easily, through this flashcard media the students able to increase their motivation in learning vocabulary and also help the students to be mastered their knowledge about English word.

The media hopefully can make students more be able to communication as well and have motivation in master the vocabulary. It is assumed that teaching media can give positive effect of vocabulary mastery in teaching vocabulary.

### **1. Definition of Vocabulary**

Vocabulary is primarily associated with the number of words that a person knows. According to Linse (2006: 21) "Vocabulary is the collection of word that an individual knows". In addition, Hanson and Padua (2011: 5) "Vocabulary refers to words we use to communicate in oral and print language". Based on the definition of vocabulary above, the researcher concludes that vocabulary is the collection of words which are important keys in learning language and communication in daily life to express the idea in language. There are

some content words. According to Brown (2010: 306), mentions that kinds of vocabulary namely; noun, verb, adjective and adverb.

**a. Noun**

Noun is one of part of speech which used to identify any of a class of people, place, or things. According to Nesfield (2016: 8) "Noun is a word used for naming something". In addition, according to Huddleston and Pullum (2005: 16) "Noun is the category containing words denoting all kinds of physical objects.

**b. Verb.**

Verb is a kind of part of speech that tells about an action or a state. According to Swick (2005: 17) "Verb is the word in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in sentence. Moreover according to Nestifield (2016: 9) "Verb is word used for saying something else".

**c. Adjective**

Adjective is a word that explain the quantity, adequacy, sequence, quality, and emphasis. According to Nesfield (2016: 9) "Adjective is a word that enlarges the meaning and narrows the application of a noun". Swick (2005: 9) states that, adjective is word that describes nouns.

**d. Adverb.**

In vocabulary there is adverb which is used to tell more about verb. According to Huddleston and Pullum (2005: 16) "Adverb are

those derived from adjectives by adding-ly". According to Swick (2005: 16) "Adverb is also modifiers, but also modifiers, but they modify verb, adjective and other adverb".

## 2. The Nature Flashcard Media

### a. Definition of Flashcard

Flashcard is one of media material to teach English especially in vocabulary. Moreover, Indriana in Angerany and Saud (2011) states that, flashcard is learning media in the form of picture cards measuring 8x12 cm. In addition, Rahmansyah and Pricilia (2019: 35) says, flashcard is small card with image or symbol which is used both in teaching and in building work. In class, Flashcard is usually used in teaching "vocabulary" and "reading".

The example of flashcard media that will be used in teaching vocabulary mastery, as follow;



Picture 1. Flashcard of Noun Picture 2. Flashcard of Verb



**Picture 3. Flashcard of Adjective**  
**Picture 4. Flashcard of Adverb**

#### **b. Steps of Using Flashcard Media**

According to Suyanto in Apriliani (2016: 15), there are steps of using flashcards media: 1) Sit comfortably facing the students, 2) Arrange the flashcard in the order she would like to present them, 3) Starting with flashcard, hold it up so students can clearly see the front, 4) Shows the flashcard front to students that consist of word cards and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation, 5) Give question to them by showing flashcard one by one randomly, 6) If students give an incorrect response or no response, tell him the correct answer, and place this flashcard in a

pile on your right side, 7) After you have finished showing your students all of the flashcard, you may continue your flashcard teaching session by using the stack of incorrectly answered cards. In addition, Rahmansyah and Pricilia (2019: 36) said that, there are the steps of flashcard, namely: Learn to read shows pictures and words together. Ask students to look at pictures and say words. Then they look at the word and say it again. After presenting a number of words with pictures that students already know, ask volunteers to come out and match pictures and words. Students have learned to read words, you can divide them into teams and play reading games using flashcard.

### **c. Advantages And Disadvantages of Using Flashcard Media**

#### **1. Advantages of Using Flashcard Media**

According to Susila and Riyana in (Nulanda and Fitriyani, 2017: 172) there are some advantages of using flashcard media, namely: 1) easy to carry anywhere, 2) practical, 3) easy to remember, and 4) fun.

#### **2. Disadvantages of Using Flashcard Media**

Sadiman in Angreany and Saud (2017: 141) there are some disadvantages of using flashcard media; 1) the picture only emphasize the sensory perception of the eye; 2) images of objects that are too complex are less effective for learning activities; 3) the size is very limited for large group”.

## II. METHODOLOGY OF RESEARCH

The location of the research is in SMP Swasta Sariputra. It is located on Jl. Sudirman No 423 Padangsidempuan – Tapanuli Selatan.

Arikunto (2009: 100) states that there are 4 kinds of research method, namely: descriptive method, evaluation method, historical method and experimental method. The researcher used experimental method because this method is very appropriate to find out the cause-effect relationship between two factors. Sugiyono (2013: 107) states that, experimental research methods can be interpreted as research methods that are used to find the effect of certain treatment on other under controlled conditions.

In quantitative research, experimental method means a kind of the research which is aimed whether there is any cause and effect of something that exist on subject studied. This study applied the Pre-experimental design by using One-group Pre-test and Post-test design, the researcher wants to find out whether any significant effect of flashcard media in vocabulary mastery.

Population is the whole subjects that are used as the subject of the research. Moreover, Arikunto (2013: 173) states that, population is the subject of research. So, the population of this research was the seventh grade of SMP Swasta sariputra which consist of three classes has specific number of students. The total of population was 62 students.



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A sample is a sub group taken from a population. According to Ary (2010: 155) Systematic sampling is done by taking element to  $n$  in population which is started by the element which is chosen randomly. The steps that can be done to reach the sample are: 1) select total number of members in population ( $N$ ); 2) divide  $N$  by  $n$  and determine the sampling interval ( $K$ ) to apply to the list; 3) Select the first  $K$  member randomly from the first  $K$  members of the list and then select every  $K$ th member of the population for the sample; 4)  $k = N/n = \text{total sample}$ . So, researcher concludes that  $N=62$ ,  $n=31$ , and  $k=2$  and the sample of this research is every sequence 2 such as; 2, 4, 6, 8, 10 to 62 until the total sampling is 31 students.

The instrument means a tool that is used to test or to measure the both variable. Arikunto (2017: 203) says, "Instrument of the research is tool of activity used by researcher in collecting data, so that the process becomes easier and better more careful, complete and systematic".

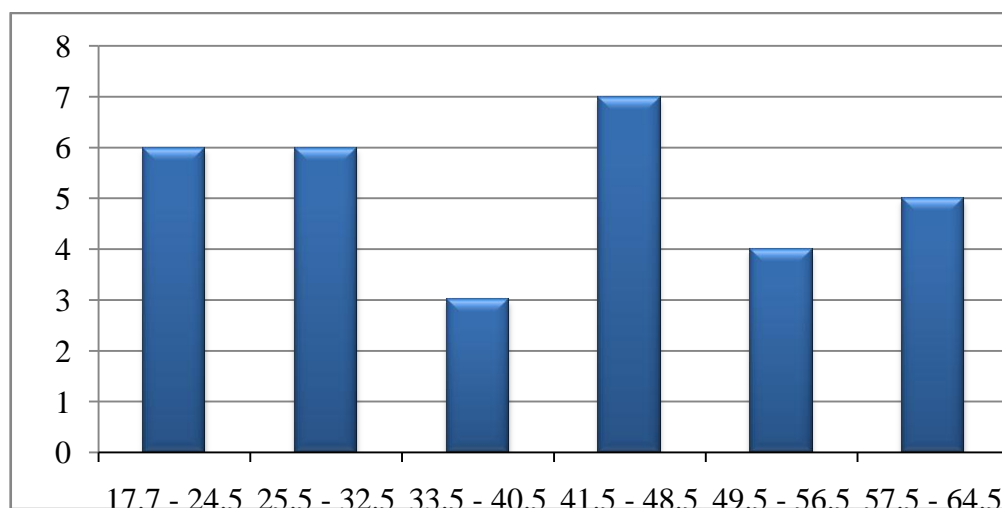
A research of course needs data, without collecting the data it was impossible to do research. Data is one of the very important roles. The researcher to collect the data by using observation sheet (flashcard media) and multiple choice (vocabulary mastery)

To analyze the data the researcher uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, mode, histogram and so forth). After

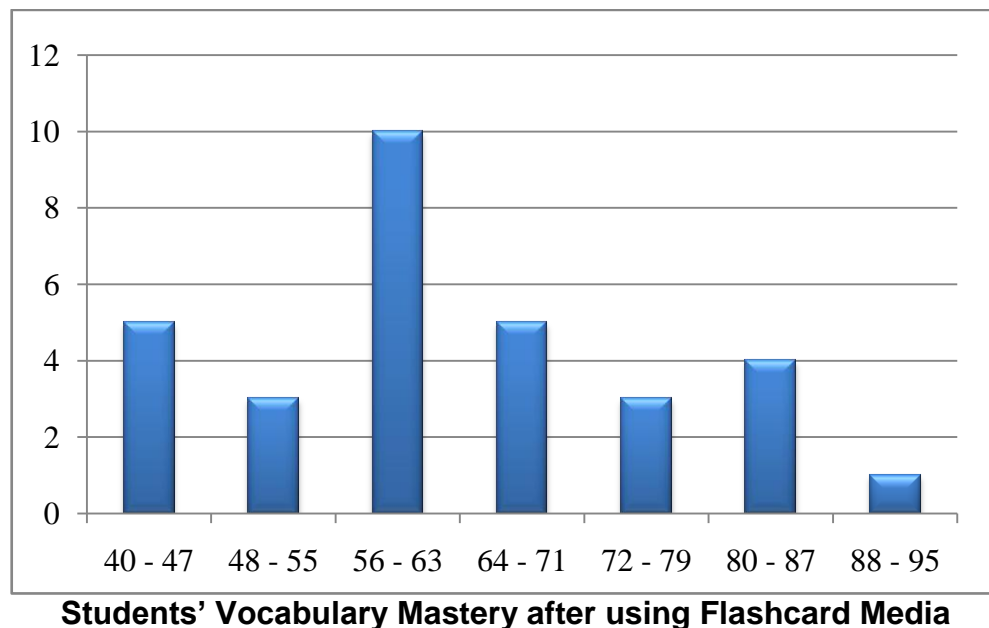
the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

### III. RESULT

Based on the result obtained from the analysis of observation sheet about how the researcher apply flashcard media on students' vocabulary mastery at the seventh grade students which steps of flashcard media. The average score was 3,5 and it is categorize "very good", the mean score pre-test of students' vocabulary mastery is 40.09 it shown that their vocabulary mastery is "Fail" category where the highest score is 62.5 and the lowest score is 17.5. The average or mean that got by the students after using flashcard media is 63.11 and it is categorized "Enough" where the highest score is 90 and the lowest score is 40.



**Students' Vocabulary Mastery before using Flashcard Media**



From the histogram above the researcher conclude that post - test is higher than pre-test and the researcher found that  $t_{test}$  is higher than  $t_{table}$  ( $3.75 > 2.04$ ) it means that there is significant effect of using flashcard media on students' vocabulary mastery at theseventh grade of studentSwastaSariputra, or on the other word alternative hypothesis ( $H_a$ ) is accepted.

#### IV. DISCUSSION

The result of observation sheet in applying flashcard media, the researcher got the average 3,5 and it was included in "very good" category . Based on the result of the research the average of students' vocabulary mastery before using flashcard media is40.09 it is included in "Fail" category. Furthermore the average of students' vocabulary mastery after using flashcard media is 63.11 it is included in "Enough" category. it means that there is an improvement of students'

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vocabulary mastery after using flashcard media. Then the result of  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $t_{\text{test}} 3.75 > t_{\text{table}} 2.04$ ) so that the hypothesis is accepted. The researcher conclude that students' vocabulary mastery after using flashcard media is higher than before using flashcard media at theseventh grade students of SMP Swasta Sariputra.

## CONCLUSION

The researcher makes conclusion: 1) The result of application of flashcard media in teaching vocabulary mastery at the seventh grade students of SMP Swasta Sariputra is 3.5 and it is "Very Good" category. It means that the researcher is using flashcard media in teaching vocabulary well, 2) The students' vocabulary mastery before taught by using flashcard media at the seventh grade students of SMP Swasta Sariputra is 40.09 and it is included as "Fail" category. While, the students' vocabulary mastery after taught by using flashcard media at the seventh grade students of SMP Swasta Sariputra is 63.11 and it is included as "Enough" category, 3) The testing is done to measure the hypothesis which was made in chapter II showed that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $t_{\text{test}} 3.75 > t_{\text{table}} 2.04$ ). So, hypothesis of this research can be accepted. It means that there is a significant effect of using flashcard media on students' vocabulary mastery at the seventh grade students of SMP Swasta Sariputra.

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