



The Effectiveness Of Using Flash Cards To Teach Students' Vocabulary Mastery At SMP Darut Tauhid

Nursih ✉, Universitas Nahdlatul Ulama Kalimantan Barat

Nizarrahmadi, Universitas Nahdlatul Ulama Kalimantan Barat

Muhammad Yassin, Universitas Nahdlatul Ulama Kalimantan Barat

✉ rianursih@gmail.com

Abstract: Vocabulary is an essential element of language ability and serves as a foundation for pupils' speaking, listening, reading, and writing abilities. This study aims to determine the effectiveness of using flash cards to teach students' vocabulary mastery at SMP Darut Tauhid. The research design is independent sample t-test, while the research method is quantitative. The participants in this study are all students of class VII totaling 60 people, 30 male students and 30 female students. The data in this study were collected using instruments pre-test and post-test (multiple choice), then normality test, homogeneity test and descriptive statistics were used to evaluate data analysis requirements. In this study the independent sample t test analysis was used to test the hypothesis using computer software assistance through the SPSS (Statistical Package For the Social Sciences) version 25 for windows program. Based on the results of research and discussion, the following conclusions can be drawn: There is an effectiveness of using flash cards to teach students' vocabulary mastery at SMP Darut Tauhid. This is indicated by the results of the significance (2-tailed) of $0.000 < 0.05$ then as the basis for the performance of the decision in the independent sample test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is The use of Flash cards effective on students' vocabulary at SMP Darut Tauhid.

Keywords: Flash Cards, Vocabulary, Effectiveness

Abstrak: Kosakata merupakan elemen penting dari kemampuan bahasa dan berfungsi sebagai dasar bagi kemampuan berbicara, mendengarkan, membaca, dan menulis siswa. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan kartu flash untuk mengajarkan penguasaan kosakata siswa di SMP Darut Tauhid. Desain penelitian adalah uji t sampel independen, sedangkan metode penelitian bersifat kuantitatif. Peserta penelitian ini seluruh siswa kelas VII berjumlah 60 orang, 30 siswa laki-laki dan 30 siswa perempuan. Data dalam penelitian ini dikumpulkan menggunakan instrumen pre-test dan post-test (pilihan ganda), kemudian digunakan uji normalitas, uji homogenitas dan statistik deskriptif untuk mengevaluasi persyaratan analisis data. Dalam penelitian ini digunakan analisis uji t sampel independen untuk menguji hipotesis dengan menggunakan bantuan perangkat lunak komputer melalui program SPSS (Statistical Package For the Social Sciences) versi 25 untuk windows. Berdasarkan hasil penelitian dan diskusi, dapat ditarik kesimpulan sebagai berikut: Efeknya menggunakan kartu flash untuk mengajarkan penguasaan kosakata siswa di SMP Darut Tauhid. Hal ini ditunjukkan dengan hasil signifikansi (2-tailed) sebesar $0,000 < 0,05$ maka sebagai dasar pelaksanaan keputusan pada uji sampel independen, dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa ada penggunaan kartu Flash yang efektif pada kosakata siswa di SMP Darut Tauhid.

Kata Kunci : Flash Cards, Vocabulary, Effectiveness

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BACKGROUND OF STUDY

The study of vocabulary, which is a crucial aspect of language acquisition, has been the subject of extensive research. Each study has made unique contributions to the area. Vocabulary is an essential element of language ability and serves as a foundation for pupils' speaking, listening, reading, and writing abilities. Sari (2020) asserts that in the process of learning English, students must prioritize the mastery of vocabulary as it directly influences their language proficiency. Acquiring vocabulary is a crucial aspect of English language acquisition. Vocabulary refers to a collection of words that, when combined, can be utilized to construct a coherent phrase. According to Fauziah (2023), children who have a greater command of vocabulary will find it simpler to construct sentences and engage in communication. Proficiency in vocabulary is a fundamental component of comprehending English teaching (Novianti, 2020). Acquiring a strong vocabulary is a crucial aspect of language education, whether for novice learners or to enhance proficiency in a language that has already been acquired. If learners do not acquire sufficient vocabulary, they will struggle to attain a basic level of proficiency in learning English. The greater the mastery of English vocabulary, the higher the pupils' ability to comprehend and utilize English for effective communication. Flashcards are a useful tool for learning vocabulary. Flashcards are anticipated to facilitate students in achieving mastery of language due to its practicality and ease of usage (Mustari, et al., 2020).

Comprehension skills are a fundamental component in understanding English language teaching (Novianti, 2020). Gaining a solid understanding is an important aspect of language education, whether for beginner learners or to increase proficiency in a language already mastered. If students do not acquire sufficient vocabulary, they will find it difficult to reach a basic level of proficiency in learning English. The greater the mastery of English vocabulary, the higher the student's ability to understand and utilize English for effective communication. Flashcards are a useful tool for learning English. Flashcards are expected to make it easier for students to achieve language mastery because of their practicality and ease of use (Mustari, et al., 2020). There are several media that can be applied, one of which is flash cards. Flash cards are used to support vocabulary teaching effectively. Flash cards are cards developed to store information. More important information is easily stored on flash cards because the main purpose is to store information and make it easier and flash cards can help students memorize vocabulary easily (Natsir, et al., 2023).

However, vocabulary mastery is one of the supporting components of language skills. Students still experience difficulties in understanding and remembering English vocabulary. For example, students are not able to differentiate nouns and noun phrases, students are not able to identify adjectives, and students are not able to define words in the text. To overcome the problems above, researchers tried to apply the use of flash cards as a learning medium to enrich students' vocabulary mastery because the students' vocabulary there was very minimal.

Vocabulary mastery has an essential effect on reading, speaking, writing, and listening skills. In reading the text, learners are able to comprehend the main ideas and content of the text more rapidly if they have a good mastery of vocabulary (Pradina and Listyani, 2021). Then, Andriani and Sriwahyuningsi (2019) defines that vocabulary plays a great role predictor of overall reading ability. It means that reading comprehension will be affected by vocabulary. If students have a strong command of the language, they can read a text and absorb the key concepts and information more quickly.

A study that was conducted by Rachmawati, et al (2022) at a junior high school in Banten entitled Analysis of Students' Vocabulary Mastery at Junior High School showed that out of 20 students who were the subject of the study, only 8 students (40 %) who

could name noun-shaped vocabulary, while 12 students (60%) could not name various kinds of nouns. The data illustrates that the mastery of English vocabulary, especially among junior high school students, is still low.

Other research conducted by Atmaja (2020) The researcher presented the results and the analysis of data collected that consists of cycle 1 and cycle 2. Each cycle of the research consists of planning, acting, observing and reflecting activities. In the research, there are some steps before cycle 1 and cycle 2, there are observation and pre-test. The last steps after cycle 1 and cycle 2 is post-test. In the pre-test the researcher used the conventional method. Most of students not active and enthusiasm in the lesson in cycle 1. But, when the researcher used flashcards, the students more active and interested. It could be seen in the mean score of the post-test in cycle 1, that is 79.50. After that, in the cycle 2, the mean score was 87.50. It was higher than pre-test. Finally, from the researcher's explanation concluded based on the qualitative data that consists of pre-test until post-test, that flashcard could advance the students vocabulary. According to Musyaffa (2020), "Flashcard is a large-size card, usually using a slightly thick A4 paper containing images or words. The usage of Flashcards helps pupils learn English vocabulary more effectively. Flashcards will be very useful in the teaching-learning process and effectively support the presentation of the lesson, Flash card is one of the media in the teaching learning process (Harefa, 2022). In addition, flashcards for vocabulary are excellent learning aids. These can be colorful and enjoyable methods to help students remember and retain vocabulary words. Flash cards are also usually to describe items according to pictures, for example, on the flash card there is a picture of an apple, and from that picture, we can describe based on color, taste, nutrition, and others (Musyaffa, 2020).

Students often face challenges in mastering vocabulary, as observed during Real Work Lecturer in Madani Hamlet. Initial observations indicate that these difficulties may arise from the teaching methods used by instructors. During these studies, researchers initially employed conventional methods, such as vocabulary lists, which seemed to result in low student motivation and engagement. At the initial meeting, students appeared unmotivated and bored with memorizing vocabulary lists, significantly hindering vocabulary acquisition, a fundamental aspect of language learning. In response, researchers introduced flashcards in subsequent sessions, aiming to increase student engagement and motivation. This shift appeared to result in higher motivation levels among students compared to the conventional methods previously used. Given this observed increase in student motivation with the use of flashcards, researchers are intrigued by the potential effectiveness of this method, researchers are interested in conducting research entitled "The Effectiveness of Using Flashcards to Teach Student Vocabulary Mastery at Junior High School Darut Tauhid."

METHODOLOGY

This research utilized a quantitative approach with a quasi-experimental design, specifically the nonequivalent control group design. The objective of this study was to investigate the effectiveness of using flashcards in improving students' vocabulary mastery. Conducted at Darut Tauhid Middle School in June 2024, the study involved 60 seventh-grade students divided into two groups: an experimental group and a control group. The experimental group received vocabulary instruction using flashcards, while the control group was taught using conventional methods. Pretests were administered to both groups before the intervention, followed by posttests after the six-day teaching period to evaluate vocabulary improvement.

The data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics provided an overview of the students' performance, while inferential statistics, including t-tests, were employed to compare the effectiveness of the teaching methods between the two groups. The results of the pretests and posttests were used to assess the extent to which the use of flashcards influenced the improvement of students'

vocabulary compared to traditional teaching methods. The findings of this study are expected to provide insights into the effectiveness of different teaching strategies in language learning, particularly in vocabulary mastery. By comparing the outcomes between the experimental and control groups, this research aims to offer empirical evidence on the benefits of using instructional tools such as flashcards to significantly enhance students' vocabulary skills.

RESULTS

In this study, the scores of 60 students were analyzed to evaluate their mastery of English vocabulary through the pretest-posttest method, using flashcards as the instructional tool for the experimental group. The testing process was conducted over a period of six days in June 2024. Before proceeding with further analysis, a normality test was performed to confirm the normal distribution of the data, followed by a homogeneity test to ensure the variance between the experimental and control groups was comparable. Descriptive statistics were employed to provide an overall understanding of the data. To measure the effectiveness of flashcards in improving vocabulary mastery, an Independent Sample t-test was applied, comparing the pretest and posttest results between the experimental and control groups. The table below presents the performance results of all participants in this study:

Table 1. *Descriptive Statistics*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Controlled	30	45	83	68.70	10.485
Posttest Controlled	30	63	100	76.70	10.299
Pretest Experiment	30	53	83	73.23	8.500
Posttest Experiment	30	70	100	86.57	9.313
Valid N (listwise)	30				

Based on the table 1 above, it is known that the number of pretest and posttest numbers N (30). The instrument given 30 questions with a number of 100 points. From the data of students score at pre-test controlled obtained minimum was 45, maximum was 83, mean was 68,70 which mean the category is everage, and standar deviation was 10,485. From the data of students male and female while the score at post-test controlled class minimum was 63, maximum was 100, mean was 76,70 which mean the category is good, and standar deviation was 10,299. From the data of students male and female while the score at pre-test experimental class minimum was 53, maximum was 83, mean was 73,23 which mean the category is good, and standar deviation was 8,500. From the data of students male and female while the score at post test experimental class minimum was 70, maximum was 100, mean was 86,57 which mean the category is very good, and standar deviation was 9,313. So that it can be continued to the next step.

The normality test aims to determine whether the data use in the research is normally distributed or not. In testing the normality of One Sample Kolmogorov-Smirnov carried out with the help of SPSS 25, the results to be obtained from the normality test using this formula are:

- If the significance value or probability value ($P > (0.05)$) then the data is declared to be normally distributed, on the contrary;
- If the significance value or probability value ($P < (0.05)$) then the data is declared not normally distributed.

Table 2. Tests of Normality

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
New Pretest Controlled		.117	30	.200*	.951	30	.176
New Posttest Controlled		.118	30	.200*	.947	30	.138
New	Pretest	.091	30	.200*	.976	30	.706
Experimental							
New	Posttest	.155	30	.063	.935	30	.067
Experimental							

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table 2 above, there are 30 data obtained from pretest and posttest. The 30 data can be seen from the df value. Based on calculations using Kolmogorov-Smirnov, it is stated that the value on the pretest controlled is $0,200 > 0,05$ which means that the data is normally distributed. While the scores on the pretest controlled supported by the Shapiro-Wilk results are $0,176 > 0,05$ which means that the data is normally distributed. It is concluded that the posttest controlled score using Kolmogorov Smirnov is $0,200 > 0,05$ which means that the data is normally distributed. While the scores on the posttest controlled supported by the Shapiro-Wilk results are $0,138 > 0,05$. It is concluded that the pretest experimental score using Kolmogorov Smirnov is $0,200 > 0,05$ which mean the data is normally distributed. While the scores on the pretest experimental supported by the Shapiro-Wilk results are $0,706 > 0,05$. It is concluded that the pretest experimental score using K olmogorov Smirnov is $0,65 > 0,05$ which means that the data is normally distributed and while the scores on the posttest experimental supported by the Shapiro-Wilk results are $0,067 > 0,05$. It can be concluded that the data is normally distributed.

Table 3. Independent Sample test

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	1.692	.198	6.224	58	.000	13.30000	2.13675	9.02284	17.57716
Belajar	Equal variances not assumed			6.224	54.158	.000	13.30000	2.13675	9.01637	17.58363

The guideline for decision making in the independent sample t-test test based on the significant value (sig.) The finding of the SPSS output are as follows :

1. If the value of sig. (2 tailed) < 0.05 then H_0 is rejected and H_a is accepted.
2. Otherwise if the value of sig. (2 tailed) > 0.05 then H_0 is accepted and H_a is rejected.

Based on the results of the Independent Sample Test in Table 3 above, it is known that the Sig value. levene's Test of Equality of Variances is $0.198 > 0.05$, so it can be interpreted that the data variance between the Control group and the Experimental group is homogeneous or the same. so that the interpretation of the independent sample test output table above is guided by the values contained in the table "Equal variances assumed"

Based on the table "Independent Sample Test" in the "Equal variances assumed" section, the value of sig. (2-tailed) of $0.000 < 0.05$, then as the basis for the performance of the decision in the independent sample test, it can be concluded that H_0 is rejected and H_a

is accepted. Thus, it can be concluded that there is significant effect of using flashcard to teach on students' vocabulary at SMP Darut Tauhid.

Furthermore, from the output table above, it is known that the "Mean Difference" value is 13.30. This value shows the difference between the average vocabulary learning outcome of the Control group and the average vocabulary learning outcome of the Experimental group or $83.15 - 69.85 = 13.30$ and the difference is 9.02284 to 17.57716 (95% Confidence Interval of the Difference Lower Upper).

DISCUSSION

The Research conducted by researcher shows that the use of flash card media is effective in vocabulary mastery at seventh (VII) grade students of SMP Darut Tauhid. The finding of Independent Sample Test in the "Equal variances assumed" section, the value of sig. (2-tailed) of $0.000 < 0.05$, then as the basis for the performance of the decision in the independent sample test, so it can be concluded that The use of using flash card media is effective on vocabulary mastery at seventh (VII) grade students of SMP Darut Tauhid. Based on the finding of the hypothesis analysis, H_a accepted and H_o rejected so it can be concluded that The use of using flash card media is effective in vocabulary mastery at seventh (VII) grade of SMP Darut Tauhid.

The results indicated an improvement in learning outcomes, with the average pretest controlled score being 68.70, the average posttest controlled score being 76.70, the average pretest experimental score being 73.23 and the average posttest experimental score rising to 85.56. This confirms that the method of using flashcards is effective in the results of vocabulary mastery in the seventh grade students of SMP Darut Tauhid. The findings showed that students showed improvement before and after treatment using this method.

This is in line with research belonging to (Badu & Uloli, 2023) which states that using the flash card method to increase students' vocabulary is considered effective and increases students' enthusiasm to learn English and with research belonging to (Wati & Oka, 2021) Where this study shows that in the first cycle there was an increase in the mastery of the vocabulary in students which was originally 38.23% to 58.82% and in the second cycle there was an increase in the percentage from 58.82% to 82.35%. This shows that flash cards can improve language vocabulary. This is in line with research belonging to (Yanuarti et al., 2023) Where the results of the research state that the use of flash card media is effectively used to introduce English vocabulary to early childhood and with research belonging to (Mayani, 2023) where the results of the research stated that the use of flash card media is effective in helping deaf children to increase learning activities and increase their mastery of United Kingdom vocabulary at SLB Negeri 1 West Lombok. The use of flash cards makes students enthusiastic in learning vocabulary according to Hardiyanti, R. L. P., & Herda, R. K. (2023), "students scores in vocabulary testing indicating their knowledge of language word level were categorized good by the mean score of 73.97. Additionally, they showed enthusiasm in learning vocabulary using Flash Card".

CONCLUSION

Based on the findings from the research titled "The Effectiveness of Using Flash Cards to Teach Students' Vocabulary Mastery at SMP Darut Tauhid," it can be concluded that flashcard media significantly enhances vocabulary mastery among seventh-grade students. The hypothesis test analysis, using the Independent Sample Test with equal variances assumed, revealed a sig. (2-tailed) value of 0.000, which is less than the 0.05 threshold. This result supports the effectiveness of flashcards as a teaching tool, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). Thus, it is clear that flashcard media is effective in improving vocabulary mastery among the students of SMP Darut Tauhid. For teachers at SMP Darut Tauhid, it is

recommended to continue employing flashcard media and to further refine teaching strategies to maintain and enhance the quality of education. This will help ensure that graduates are well-prepared to compete at an international level. Students are encouraged to diligently engage with vocabulary learning, as it will be beneficial for their future academic and career prospects. Future researchers are advised to build on this study by employing True Experimental designs or Classroom Action Research (CAR) to explore the effectiveness of teaching methods further. The researcher acknowledges the study's limitations and welcomes constructive feedback to improve future research endeavors.

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BRIEF PROFILE

Nursih is a student in the English Education Study Program at the Faculty of Teacher Training and Education, Nahdlatul Ulama University of West Kalimantan. She is also actively involved in student organizations and associations both on and off campus.

Nizarrahmadi is a lecturer in the English Department at the Faculty of Teacher Training and Education, Nahdlatul Ulama University of West Kalimantan. He is actively engaged in various activities, including research projects, academic conferences, publications, community education, and teaching development.

Muhammad Yassin is a lecturer in the English Department at the Faculty of Teacher Training and Education, Nahdlatul Ulama University of West Kalimantan. She is actively involved in various activities, including research projects, academic conferences, publications, community education, and teaching development.