

## The Effectiveness of Using Flashcard to Improve Students' Vocabulary Mastery

Nur Syamsiyah<sup>1</sup>, Sayid Ma'rifatulloh<sup>2</sup>

<sup>1,2</sup>Universitas Hasyim Asy'ari, Indonesia

Email: <sup>1</sup>syamsiyahnur900@gmail.com , <sup>2</sup>sayid.unhasy@gmail.com

**Abstract:** Students' English language skills are still inadequate, according to preliminary research conducted by the researcher at MTs Salafiyah Syafi'iyah Seblak Diwek Jombang. One of the causes of low student ability is the lack of vocabulary mastery. So, the researcher has taken the initiative to use flashcard media. The purpose of the study was to determine the effectiveness of students' vocabulary mastery before and after being taught using flashcards. The researcher has used a pre-experimental design, consisting of pre-test, treatment, and post-test. The study population was 108 students of class VII MTs Salafiyah Syafi'iyah Seblak Diwek Jombang. The sample was 19 students of class VII-D using purposive sampling. The study population was 108 students of class VII-D MTs Salafiyah Syafi'iyah Seblak Diwek Jombang. The sample was 19 students of class VII-D using purposive sampling. To collect data on students' vocabulary knowledge, the researcher has used pre-test and post-test as research instruments. The test was an objective test, which consisted of 25 multiple-choice questions. The researcher used a t-test to test the data and obtained Sig. (2-tailed) less than 0.05. Then it is stated that  $H_0$  has been accepted. This has shown that there is a considerable variation in the average score of students' vocabulary acquisition before and after being taught in the classroom by using flashcards. After collecting the data, the researcher received before and after test results, with a pretest mean score of 74.32 and a posttest mean score of 90.53. Based on the results of data analysis, many conclusions have been obtained. Namely, before using flashcards, students' vocabulary was lower than after using flashcards. Students' vocabulary before and after teaching using flashcards. Thus, it has been concluded that flashcard media has been useful in the vocabulary of students of class VII D MTs Salfiyah Safi'iyah Seblak Diwek Jombang.

**Keywords:** Flashcards, Pre-Experimental Study, Vocabulary Mastery

### Citation:

Syamsiyah, N., & Ma'rifatulloh, S. (2023). The Effectiveness of Using Flashcard to Improve Students' Vocabulary Mastery. *Journal of Science and Education Research*, 2(2), 25-30.

### Introduction

A language is a communication tool that has been systematized to convey ideas, thoughts, intentions, and goals to others. With language, we have exchanged messages or information between two or more people. In addition, to avoid misunderstandings in communication, of course, we must learn good and correct language. Meanwhile, English is already needed to communicate at the international level. According to Ngarofah (2018), English is an international language, a language that has been used to communicate with people around the world. In this era of globalization, of course, we have needed to learn English. Therefore, it is important to learn English early on for students.

According with Atmaja & Sonia (2020), Vocabulary is one of the keys to learning English. By learning vocabulary, students have an easier time learning English. According to Abbasian & Ghorbanpour (2016), the major cause of students' incapacity to communicate and learn English is a lack of vocabulary, and one of the most successful ways that pupils have been assisted is by improving their vocabulary. The importance of vocabulary in English language instruction has grown Fatmawaty (2016). Allah SWT in surah Al-Baqarah verse 31 says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: "And He taught Adam the names of all things, and then revealed them to the angels, saying: "Name them to Me, if you are of the truth," as proof that I have not created anyone more intelligent than you, nor have I made anyone on the earth more honorable than you." *Tafsir al-Jalalain*.

According to Husna (2020), the meaning of this verse has explained that Allah names everything in this world. This has signaled that students have learnt the "names of things" or vocabulary as a key component in

### Article Info

Received: 18 Juli 2023

Accepted: 03 Agustus 2023



Journal of Science and Education Research is licensed under a Creative Commons Attribution - Share Alike 4.0 International License.

learning a language. Students have an easier time reading, writing, listening and speaking in a language if their vocabulary is strong. Acquiring English vocabulary is difficult because students often have difficulty in acquiring and remembering new words. Therefore, students have needed tools and infrastructure to help them acquire and remember new words. As a result, students have found it easier to master the language, especially English vocabulary.

According to the observations done with the instructor, the kids' vocabulary mastering ability is still low. The students' lack vocabulary mastery is the source of their limited ability to speak English and write English language correctly. The English teacher of class VII-D at MTs Salafiyah Syafi'iyah Seblak Diwek Jombang confirmed this. It turns out that the average student score is still lower than the Minimum Completeness Criteria (KKM). This suggests that the pupils' classical vocabulary competence was barely 60%. In this scenario, teachers must assess the learning method that has been applied to students. According to Permendikbud (2016), the educational learning process has been organized in an have been interactive, have been inspiring, have been fun, have been challenging, and have motivated learners to actively participate, and have provided sufficient space for initiative, and the physical and psychological development of learners.

Nugroho et al. (2012), have found that flashcard media is a form of educational game that has been in the form of cards that has been designed to improve memory, and has trained independence, and facilitates students in increasing vocabulary. One of the useful media to teach vocabulary to students is by using flashcards. By using flashcards to learn English vocabulary, students have been motivated and have understood vocabulary learning (Rahmasari, 2016).

According to Komachali & Khodareza (2012), by using flashcards, students have learnt questions and answers about vocabulary, formulas, and other materials. This has been done repeatedly so that the use of flashcards has helped students in remembering vocabulary. The use of flashcards in class to teach vocabulary mastery uses the Cooperative Learning model, namely STAD. This method has used small groups with 4-5 members per group heterogeneously (Octavia, 2020).

Based on the foregoing, the researcher performed a study to see whether there is a substantial difference in students' vocabulary learning before and after flashcard instruction. In this situation, the researcher has decided to conduct study in class VII-D at MTs Salafiyah Safi'iyah Seblak Diwek Jombang during the 2022-2023 academic year.

## Method

In this study, the researcher has used a one-group pre-test-post-test pre-experiment design to conduct quantitative research consisting of three steps, namely giving a pretest to measure the dependent variable, giving experimental treatment to subject X, and giving a post-test to measure the dependent variable again (Pratiwi, 2021). In this study, the researcher have taken class VII-D at MTs Salafiyah Safi'iyah Seblak Diwek Jombang. The following is an explanation of the procedures used in this study:

### Conducting An Initial Study

One of the junior high schools, MTs Salafiyah Safi'iyah Seblak Diwek Jombang, had conducted an initial study and found that the students there had been experiencing difficulties in expanding their vocabulary. When doing writing assignments, students cannot focus on what they should write because of their lack of vocabulary, so they cannot express their ideas effectively. Similar conditions also occur during speaking activities, where they cannot articulate their ideas clearly because there aren't enough words in English to express them. Therefore, this issue needs to be addressed, and using flashcards is one-way teachers can enhance and grow their pupils' vocabulary.

### Creating the Research Instrument

Tools that have been used by researchers to collect data have been known as research instruments. Instruments have been used by researchers to conduct experiments. The purpose of the vocabulary test that has been used in this study is to evaluate the level of students' vocabulary mastery. The instrument has been used by the researcher to collect more precise data. In this study, the researcher has used the vocabulary test as an instrument. Before and after the treatment, students have taken the vocabulary test as part of this study. The 25 questions in the multiple-choice test have covered vocabulary indicators such as matching, filling in the blanks, and meaning. A score is a number or letter that is the result of a change in score, while a score is the result of an effort that has resulted in a number has been obtained by adding up the numbers for each correct item. (Bafadal & Humaira, 2019).

### Applying the Treatment

To achieve effectiveness in this study, the researcher applied flashcard media in the classroom by using exercises and practices to help students learn more words. The researcher has hoped that this study has been more useful as a result.

### Collecting the Data

Data collection has referred to the task that has been undertaken by researchers to collect facts or empirical data that has been required for their research. The researcher tested his hypothesis using the results of data collection.

### Analyzing the Data

Analyzing data is one part of the chapter that the researcher ne at the beginning of writing a research proposal. While in research, this is the activity of collecting all the data.

### Concluding

The part of the research report that logically ties everything together is the conclusion. As the last part of the research report, the conclusion provides a clear explanation of the research findings and highlights the importance of your research.

### Result and Discussion

The results of the researcher's data analysis using the gathered data have been given. To determine whether there is a noticeable change between the vocabulary skills of students before and after receiving treatment using flashcard media. Pre-test and post-test portions made up the test. The pre-test is used to gauge students' vocabulary proficiency before a strategy or other form of intervention is introduced in class, and the post-test gauges how much the students' vocabulary proficiency has improved following the use of flashcard media. The pre-test and post-test findings revealed an improvement in vocabulary skills. The researcher examined the pre-test and post-test findings; if the post-test results were greater than the pre-test, it was clear that student learning outcomes had improved.

#### Vocabulary Knowledge of Students before Utilizing Flashcards to Teach Them

The results of the pupils' pre-test were then gathered. Following that, descriptive statistics were used to examine the data.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-Test	19	44	96	1412	74,32	2,842

The importance of pupils having a solid command of their language before receiving treatment is demonstrated by the table above. It has been determined that the average pre-test score for the 19 students is 74.32. Student scores range from 44 to 96, with 44 being the lowest and 96 being the highest. The pre-test average score, which is still in the poor category, indicates that students' vocabulary mastery in class VII-D MTs Salafiyah Syafi'iyah Seblak Diwek Jombang is still low before therapy.

The vocabulary skills of students in class VII-D before being taught using flashcards were low. The reason for the low level was because the classroom environment was not conducive to teaching and learning activities. Students did not focus on the learning process because they were busy with other things outside the learning activities (chatting with friends, drawing). They tend to be passive and ignore the teacher's instructions. The researcher has found that in the vocabulary learning process, the teacher uses the memorization method. This technique is still less effective, students have been seen to enjoy it less and are less motivated in the learning process Fatmawaty (2016). Students tend to easily forget the material that has been practiced before. It can be said that the memorization technique used in class VII-D is still less effective. Therefore, Other, more efficient teaching strategies are needed, according to English teachers. In this case, it is important for teachers to evaluate the execution of the learning process to students. One of the useful media to teach vocabulary to students is by using flashcards. By Students are more motivated and comprehend vocabulary acquisition while utilizing flashcards to acquire English vocabulary (Rahmasari, 2016).

#### Mastery of Vocabulary among Students Following use of Flashcards in Instruction

After that, students' pre-test results were collected. The data has then been analyzed using descriptive statistics.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Post-Test	19	80	100	1720	90,53	1,816

The significance of pupils' language knowledge after treatment has been demonstrated by the table above. It has been determined that the average score on the post-test for the group of 19 students is 90.53. Students scored an average of 82 out of 100, with 100 being the best result. The average post-test score in this instance, which is in the very high category, indicates that pupils' vocabulary knowledge in class VII-D at Salafiyah Syafiiyah Seblak Junior High School in Diwek Jombang has improved following therapy.

Based on findings from performed research by the researcher in class VII D, it is known that the ability of vocabulary knowledge of pupils after utilizing flashcards to teach media has increased which is included in the very high category. In this case, it is because after using flashcard media students have been enthusiastic, more active, focused, and not bored. As stated by Andalas (2019), that grade V students at SDN 024 Bengkulu Utara can improve their vocabulary knowledge through the application of learning methodologies using flashcard media.

Flashcards are not just about memorizing words, but students have been given some clues to recognize and practice the material, such as definitions, pronunciation, types of verbs and example sentences that use these verbs. After that, each group has been asked to present a conversation in front of the class's outcome and has been given several clue sentences that characterize a job. Students have been trained and accustomed to helping each other and sharing responsibilities, students learn and practice interacting with peers, sharing experiences and knowledge, learning to do and say, nurturing competitive instincts and realizing each other's strengths and weaknesses (Tiantong & Teemuangsai, 2013).

### The Effectiveness of Students' Vocabulary Acquisition Before and After Being Taught Using Flashcards

The efficiency the researcher employed flashcards before doing the paired-sample t-test statistical test recommended by SPSS 26. Before determining if the pre-test and post-test results are genuine, the tested data must be normal. To determine whether the data generated is normal, the researcher has employed the normality test.

Table 3. One-Sample Kolmogorov-Smirnov

		Unstandardized Residual
N		19
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.20381349
Most Extreme Differences	Absolute	.171
	Positive	.098
	Negative	-.171
Test Statistic		.171
Asymp. Sig. (2-tailed)		.144 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The residual value is believed to have a normal distribution because the normality test results show that the Sig. (2-tailed) of 0.144 > 0.05. The paired samples t-test is the next calculation to be made if the data is normal. to establish significant efficacy. the pre-test and post-test results are deemed to be normal. The scores are then examined using the t-test.

Table 4. Test of paired samples

	Mean	Paired Differences		T	Df	Sig. (2-tailed)			
		Std. Deviation	Std. Error Mean						
Pair 1	Pre-Test	-16,210	8,270	1,897	-20,196	-12,224	-8,544	18	,000

The t-test has been used to compare the outcomes of the paired sample test. The findings revealed that the mean pre-test and post-test scores, standard deviation, and mean standard error were (-16.210), (8.270), and (1.897), respectively. The difference between the two was (-20.196), with (-12.224) being the greatest. The (-8,544) t-test result has a df of 18 and a significance level of 0.000. Ha has been approved and H0 has been denied with a significant value of 0.000, which is less than 0.05. That instance, employing Flashcard media, there is a considerable average difference between the pre-test and post-test scores. As a result, it has been determined that using Flashcards to teach vocabulary to pupils in class VII-D beneficial.

Students' vocabulary skills have significantly improved because to the use of flashcards. This occurred because of the rise in the pupils' vocabulary mastery scores following the intervention. It has been shown that, out of a total of 19 pupils, the average score on the post-test is 90.53. The pupils received an overall grade range of 82 to 100, with 82 being the lowest and 100 being the highest. In this instance, the average post-test result, which is in the very high category, indicates that the vocabulary mastery of class VII-D pupils has improved after receiving treatment. This indicates that students' average post-test scores after receiving treatment are higher than the minimal completeness criteria (Satriawan, 2019).

Based on the findings of this study, students have said that utilizing flashcards as a learning tool has helped them readily memorize language (Hamer & Rohimajaya 2018). The researcher employs the flashcard media display as a learning tool since it is simple to recall and entertaining. According to Lisa's (2022), there is a substantial difference in student vocabulary mastery between before and after learning with flashcards. There is also a significant shift in student learning motivation between before and after learning with flashcards.

## Conclusion

Based on the study's findings, it can be said that students in class VII-D MTs Salafiyah Safi'iyah Seblak Diwek Jombang had a greater command of vocabulary after utilizing flashcards to learn it. There are 25 questions that students must respond to. 25 questions must be answered by the students. 19 students took part in the study as participants or research subjects. This has demonstrated that the typical post-test score for students is 90.53. Students scored an average of 82 out of 100, with 100 being the best result. Students' vocabulary mastery before and after being taught with flashcards differs significantly in efficacy. After utilizing flashcards to teach, the average score is higher.  $H_a$  has thus been approved whereas  $H_0$  has been disapproved. In conclusion, the academic year 2022–2023 saw the usage of flashcards media to help students in class VII–D MTs Salafiyah Safi'iyah Seblak Diwek Jombang improve their vocabulary mastery.

## Recommendation

Some recommendations for teaching vocabulary with flashcards have been made by the researcher. Flashcards are a good alternate learning tool for English, especially for vocabulary development. Because using flashcards has made it simpler for students to absorb the material presented, teachers are urged to employ flashcards in the learning process. Vocabulary building and student engagement can both be facilitated by employing flashcards during the learning process. Future researchers are anticipated to provide as another source of reference for subsequent research.

## Acknowledgements

I have thanked everyone who helped me with this essay; it is far from flawless, but it is intended to be valuable not only for scholars, but also for readers. Suggestions and comments are welcomed for this page to improve.

## References

- Abbasian, G.-R., & Ghorbanpour, E. (2016). *The Effect of Flash Card-based Instruction on Vocabulary Learning by EFL Learners*. International Journal of Humanities and Cultural Studies Issn. <https://repo.undiksha.ac.id/10073/8/1612021185>.
- Andalas, H. (2019). *The Use of Flashcard Teaching Strategy To Increase Students' English Vocabulary Mastery*. (A Classroom Action Research at the Fifth Grade Students of SDN 024 Bengkulu Utara in Academic Year 2017/2018) (Doctoral dissertation, IAIN Bengkulu). <http://repository.iainbengkulu.ac.id/2671/>.
- Atmaja, A. S. K., & Sonia, G. (2020). *Using Flash Cards to Improve Students' Vocabulary*. PROJECT (Professional Journal of English Education). <https://journal.ikipsiliwangi.as.id/index.php/project/article/view/3485>.
- Bafadal, M. F., & Humaira, H. (2019). The use of charades games in teaching vocabulary to the junior high school students. *Linguistics and Elit Journal*, 6(2), 14-21. <https://journal.ummat.ac.id/index.php/JELTL/article/view/748/0>.
- Fatmawaty, R. (2016). *The Effect of Using Flashcards on Student Vocabulary Mastery*. Jurnal Reforma. <http://jurnalpendidikan.unisla.ac.id/index.php/reforma/article/view/3>.
- Hamer, W., & Rohimajaya, N. A. (2018). *Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English*. Journal of English Language Studies. <https://jurnal.untirta.ac.id/index.php/JELS/article/view/3875>.
- Husna, F. (2020). *Improving Students' Vocabulary Mastery by Using Personal Vocabulary Notes Technique at Seventh Grade of MTs Hifzihl Quran Medan*. (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara). <http://repository.uinsu.ac.id/14447/>.
- Lisa, H. (2019). *The Effectiveness of Flashcards on the Motivation to Increase English Vocabulary Among the*

- Fourth Elementary school*. <https://ejournal.unib.ac.id/joall/article/view/6852>.
- Komachali, M. E., & Khodareza, M. (2012). *The Effect of Using Vocabulary Flash card on Iranian pre-university students' vocabulary knowledge*. International Education Studies. <https://eric.ed.gov/?id=EJ1066881>.
- Ngarofah, S. & S. A. (2018). *Teaching Vocabulary Using FLearnersd To Young Learner*. Project (Professional Journal of English Education). <https://journal.ihipsiliwangi.ac.id/index.php/project/article/view/1605>.
- Nugroho, Y. S., Training, T., & Faculty, E. (2012). *Improving Students' Vocabulary Mastery Using Flashcards*. English Education. [https://jurnal.fkip.uns.ac.id/index.php/bhs\\_inggris/article/view/1240](https://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/1240).
- Octavia, S. A. (2020). *Model-Model Pembelajaran*. (pp. 71-73) Deepublish.
- Permendikbud. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22. Tahun 2016. Journal of Chemical Information and Modeling. <https://peraturan.bpk.go.id/Home/Details/224242/permendikbud-no-22-tahun-2016>.
- Pratiwi, S. H. (2021). *The Effect of Using Flashcards Media to Increase Vocabulary Size for Second Grade Students At MTs Madani Alauddin*. <https://journal.uin-alauddin.ac.id/index.php/elstic/article/view/28388>.
- Rahmasari, B. S. (2016). The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun. *Jurnal Pendidikan Edutama*, 3(1), 1-10. <https://ejournal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/26>.
- Satriawan, A. (2019). *The Effect of Using Flash Cards on Students' Vocabulary At 7 th Grade of SMPN 5 Jonggat* (Doctoral dissertation, UIN Mataram). <http://etheses.uinmataram.ac.id/643/>.
- Tiantong, M., & Teemuangsai, S. (2013). Student Team Achievement Divisions (STAD) Technique through the Moodle to Enhance Learning Achievement. *International Education Studies*, 6(4), 85-92.