

# **THE EFFECT OF USING FLASHCARDS MEDIA TO INCREASE VOCABULARY SIZE FOR THE SECOND-GRADE STUDENTS AT MTS MADANI ALAUDDIN**

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## **ABSTRACT**

This research aims to find out the effect of Flashcards media to increase vocabulary size for the second-grade students at Mts Madani Alauddin. This research was conducted at Mts Madani Alauddin Regency in academic year 2021/2022. The researcher used the instrument to collect data namely Vocabulary Size Test and Vocabulary Level Test (VLT). This research used quantitative data applied a pre-test and post-test group design, in this research the population were 145 students of the second grade at Mts Madani Alauddin. The sample were 20 students of Class VIII A as an experimental class using the pre-experimental design method, type one group pretest-posttest (single group initial test). The research findings showed that the second grade of students at Mts Madani Alauddin obtained scores on the pre-test with a mean score of 50.5, which was classified as very poor. After giving treatment, they obtained a score with a mean score of 65.5, which was classified as fair. It means that there was a significant increase in students' vocabulary size using Flashcard media. It was supported by the results of the one-sample T-Test where sig. (2-tailed)  $0.001 < 0.05$  has an effect in increasing students' vocabulary. Therefore,  $H_0$  is rejected and  $H_1$  is accepted, apart from that the results of the vocabulary level test showed that the average student got a fair score. The result of the data analysis indicated that there was the improvement in the students' vocabulary size after being taught using Flashcard media and it is expected can help students to expand their vocabulary size.

**Keywords:** Vocabulary Size, Flashcard media, Vocabulary Level Test

## **INTRODUCTION**

**V**ocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Vocabulary is a core component of language proficiency and provided many bases for how well students speak, listen, read, and write. Meanwhile, according to (Cameron, 2001), vocabulary is not only about learning words but is actually more than that. It's also about studying chunks and finding words in them.

Vocabulary has important part like language skill in the entire language area, the significance in assessing vocabulary is the same as evaluating other skills.

Vocabulary is one of the important factors in teaching and learning language. Teaching and learning language needed vocabulary. Vocabulary size is the number of words that a person knows. Having a sufficient vocabulary size would ease to master a language, and many scientific investigations show that vocabulary size is a strong indicator of language ability. It is also seen the strong correlation with successful effort in learning language skills such listening, writing, speaking, and reading. Native speakers' vocabulary sizes generally were measured by words taken from the large dictionary and non-native speakers are estimated through words from frequency list. Then to measure the student vocabulary size test needed. Vocabulary size test for predicted the students' vocabulary.

The researcher chooses flashcard as her media, According to Cross (1991:119) Flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily. Flashcard as visual aids is an interesting media that can helped the students memorize the words.

It can be concluded that Flashcard media has effect to increase students' vocabulary size. Besides that, the similarities and differences between in this research and previous research were focusing on examining vocabulary size. Which is to see how far students' vocabulary size increases. The journal above, also used VLT (vocabulary level test) to measure the extent to which vocabulary size increases. While the difference was in the media used, the media that the researcher use in this research is using flashcards media as a learning media the forms of vocabulary used include noun and verb. The purpose of this research is to find out whether learning English using flashcards media is effective or not to increase vocabulary size for the second-grade students at Mts Madani Alauddin.

## **METHODS**

### **Research Method**

In this study, the researcher conducted a quantitative study used the pre-experimental design method, type *one group pretest-posttest (single group initial test)*. Arikunto (2010:124) said that *one group pretest-posttest design* is a research activity that provides a pre-test before given treatment, after given treatment then give a final test (post-test).

This one-group pretest-posttest design consists of one group which have been specified. In this design, the test is carried out twice. i.e. before given treatment is called pre-test and after treatment is called post-test. The research pattern is the one group pretest-posttest design method according to Sugiyono (2013:75) as follows:

<b>O<sub>1</sub> x O<sub>2</sub></b>
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O<sub>1</sub> = pretest value (before treatment) X = Treatment

O<sub>2</sub> = posttest value (after give treatment)

### Population and Sample

The population of this study is the second-grade students at Mts Madani Alauddin, the overall subjects in this study are 145 students, which is divided into 4 classes, namely class VIII A, VIII B, VIII C, and VIII D. The technique sampling used in this research is *Purposive Sampling* namely sampling based on consideration. The researcher selected the students in one class as sample that is 20 students in VIII A class. This sampling is based on the consideration that when conducting initial observations at the Mts Madani Alauddin school based on of media student vocabulary mastery, where the subject at the school could not be randomized during treatment because the researcher given treatment during English lesson hours.

### Research Instrument

#### *Vocabulary Size Test*

The form of the test is multiple-choice with fill in the blank. In the multiple-choice section adapted from Kristha (2015), students must answer questions by circle the correct answer by asking students to take a multiple-choice test with 20 minutes of processing time as many as 20 questions. In the fill in the blank section (adapted from Gusman (2018), students fill in the blanks in the missing sentences by completing them according to the choices in the picture questions. by asking students to do a fill in the blank test with a processing time of 20 minutes as many as 20 questions. The correct answer was scored 5 and the incorrect answer was scored 0, the highest score would be 100 points. And the lowest would be 0 points. In this case the researcher can see the accuracy of students in working on the answer to the questions that have been provided in the test that has been given.

#### *Vocabulary Level Test*

In the vocabulary level test, the number of questions that used is 30 questions for six meetings, so each meeting gives five questions to students. This test was carried out for six meetings after using flashcards media. After testing, SPSS and mean are data analysis techniques that will be used to find the average score of the vocabulary level test results.

## FINDINGS AND DISCUSSION

### Findings

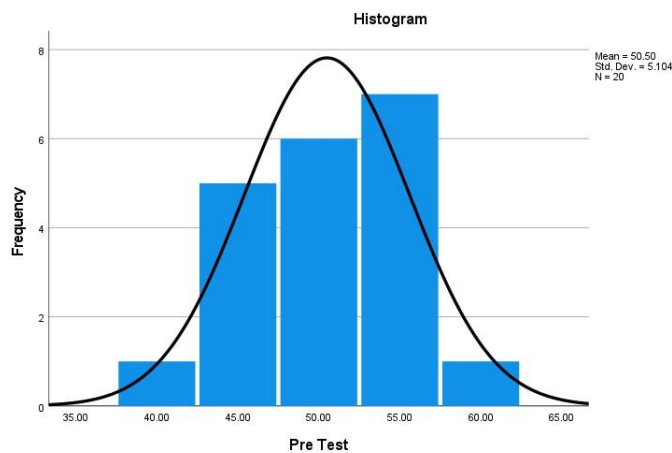
Here are some tables provided the information that used to in analyzing the data.

**Table 1. The Result of Pre-test**

NO.	NAME	PRE-TEST	
		M/F	
1	Ainun Mutmainnah	F	45
2	Aulia Pratiwi	F	50
3	Bintang Raz Muhammad	M	50
4	Dwi Noviarianti	F	60

5	Ilham Nur Ihsan	M	40
6	Maudy Farha Diantri	F	55
7	Muayuddin Baqibillah	M	55
8	Muh Fasya	M	50
9	Muh Fauzan Ram	M	45
10	Muh Rifki Prasajo	M	55
11	Musdalifah Kirana Putri	F	50
12	Nabila Rasyid	F	55
13	Nasywaa Athaayaa S	F	55
14	Nayzillah Ulfiah Ramli	F	50
15	Niswah Syauqiah	F	45
16	Nurubaidil Amri	M	55
17	Nur Ulfiyah Azizah B	F	55
18	Prayogi Ahadi Supriantono	M	45
19	Rifqoh Rahmat	M	50
20	Shyifa Aulia	F	45
<b>AVERAGE</b>			<b>50.5</b>

**Figure 1. Pre-Test Score Distribution and Frequency**

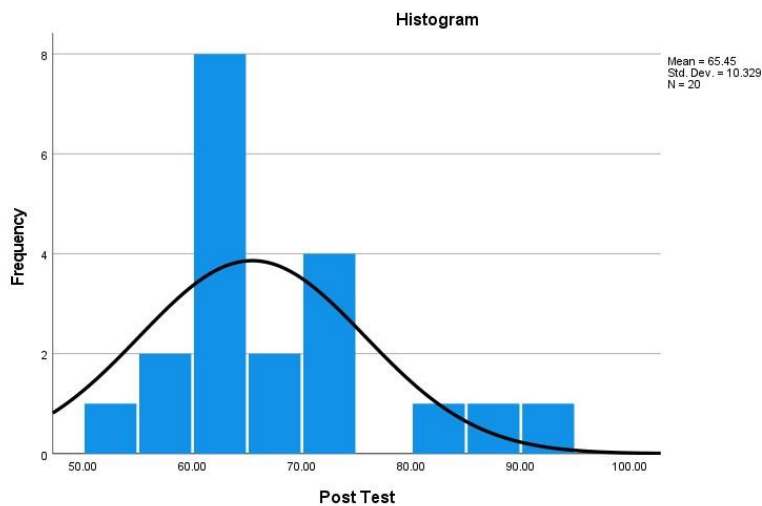


**Table 2. The Result of Post-test**

No.	Name	Post-test	
		M/F	
1	Ainun Mutmainnah	F	74
2	Aulia Pratiwi	F	65
3	Bintang Raz Muhammad	M	60
4	Dwi Noviaranti	F	80
5	Ilham Nur Ihsan	M	55
6	Maudy Farha Diantri	F	65
7	Muayuddin Baqibillah	M	60

8	Muh Fasya	M	60
9	Muh Fauzan Ram	M	70
10	Muh Rifki Prasajo	M	60
11	Musdalifah Kirana Putri	F	60
12	Nabila Rasyid	F	55
13	Nasywaa Athaayaa S	F	60
14	Nayzillah Ulfiah Ramli	F	85
15	Niswah Syauqiah	F	60
16	Nurulubaidil Amri	M	60
17	Nur Ulfiyah Azizah B	F	90
18	Prayogi Ahadi Supriantono	M	50
19	Rifqoh Rahmat	M	70
20	Shyifa Aulia	F	70
<b>Average</b>			<b>65.5</b>

**Figure 2. Post-Test Score Distribution and Frequency**



**Table 3 Test Score Comparison Between Pre-Test and Post-Test**

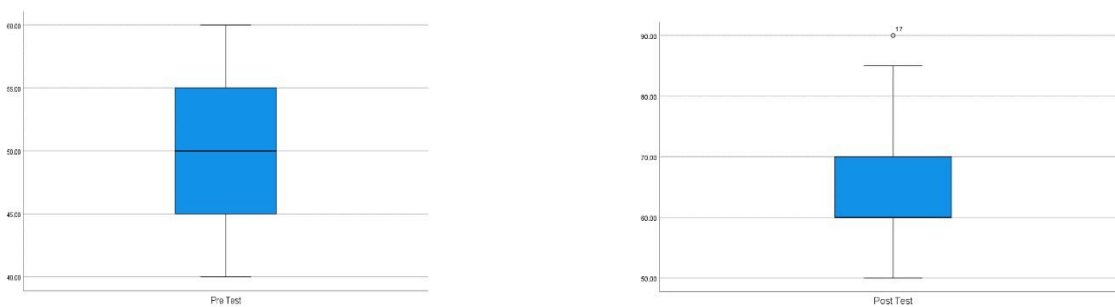
No.	Name	M/F	Pre-test	Post-test
1	Ainun Mutmainnah	F	45	74
2	Aulia Pratiwi	F	50	65
3	Bintang Raz Muhammad	M	50	60
4	Dwi Noviaranti	F	60	80
5	Ilham Nur Ihsan	M	40	55
6	Maudy Farha Diantri	F	55	65
7	Muayyuddin Baqibillah	M	55	60
8	Muh Fasya	M	50	60
9	Muh Fauzan Ram	M	45	70

10	Muh Rifki Prasajo	M	55	60
11	Musdalifah Kirana Putri	F	50	60
12	Nabila Rasyid	F	55	55
13	Nasywaa Athayaa S	F	55	60
14	Nayzillah Ulfiah Ramli	F	50	85
15	Niswah Syauqiah	F	45	60
16	Nurubaidil Amri	M	55	60
17	Nur Ulfiyah Azizah B	F	55	90
18	Prayogi Ahadi Supriantono	M	45	50
19	Rifqoh Rahmat	M	50	70
20	Shyifa Aulia	F	45	70
<b>Average</b>			<b>50.5</b>	<b>65.5</b>

**Table 4. The classification of the results in pre-test and post-test**

Scale	Classifications	Pre-Test (Frequency)	Post-Test (Frequency)
90–100	Excellent	-	1
70–89	Very good	-	6
60–69	Fair	1	10
50–59	Poor	13	3
0–49	Very poor	6	-

**Figure 3. The Comparison Between Pre-Test and Post-Test Scores Distribution**



**Table 6. Tests of Normality**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk			
Statistic	Df	Sig.	Statistic	Df	Sig.	
<b>Pretest</b>	.211	20	.020	.907	20	<b>.055</b>
<b>Posttest</b>	<b>.248</b>	<b>20</b>	<b>.002</b>	<b>.907</b>	<b>20</b>	<b>.056</b>

**Table 7. One Sample T-Test**

Test Value = 0						
T	Df	Significance		Mean Difference	Confidence Interval of the Difference	
		One-Sided p	Two-Sided p		Lower	Upper
Post	28.339	19	<,001	<,001	65.45000	60.6160 70.2840

**Discussion**

**Using Flashcard Media to Increase Vocabulary Size for the Second Grade Student at Mts Madani Alauddin**

This research used flashcard media to increase students’ vocabulary size in learning English, there are plenty of vocabularies provided by using flashcards as the media, the vocabulary included nouns and verbs. The treatment was given through six meeting session was given a different theme according to Lesson Plan. These changes can be seen from the result of the student pretest-posttest. The level of students understanding of the concept of other nouns and verbs cannot be achieved only through reading and listening to the teacher explanation (Surnav and Pandeiro, 2002). Based on that view, natural object or stuff in the form of visual are object or things in the form of visual were needed to know and recognize the concept being studied. The suitable media to measure students’ vocabulary by applying attractive teaching aids, Consequently the students can easily gain new vocabulary. Flashcard is a tool for students to learn vocabulary and understand the concept being studied, which can make it easier for students to complete their task and able to achieve the competency standard.

**Lesson Plan**

This usually means that teachers need to plan what they want to do in their classrooms. Most teachers engage in yearly, term, unit, weekly, and daily lesson planning (Yanger,1980). Yearly and term planning usually involves listing the objectives of the program. Richards (1998) shows the importance of lesson planning for English language teachers: “the success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned.”

Richard (1998) suggest that lesson plans help the teacher think about the lesson in advance to “resolve problems and difficulties, to provide a structure or a lesson, to provide a “map” or the teacher to follow and to provide a record of what has been taught. There are also internal and external reasons for planning lessons (Mc Cutcheon, 1980). Teachers plan for internal reasons to feel more confident, learn the subject matter better, to enable lessons to run more smoothly and anticipate problems before they happen. The lesson plan is essential to preservice teachers because maybe they need more control before starting the lesson. Daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.

- A plan provides security (in the form of a map) in the sometimes-unpredictable atmosphere of a classroom
- A plan is a long of what has been taught
- A plan can substitute to smoothly take over a class when the teacher cannot teach (Purgason, 1991).

**a. Goals**

Goals a general change that is hoped to be achieved by students' within to complete a course or program and are derived from needs analysis done to gather information needed to be related to the learners, Richard (2001). In these goals, teachers must be explained the purposes of a lesson plan themselves.

**b. Objectives**

The objectives in this learning contain what the teacher wants students to achieve at the end of the lesson. An effective lesson plan starts with appropriate and clearly written objectives. An objective describes the destination (not the journey) we want our students. For English language lesson, Shrum and Glisan (1994) point out that effective objectives represent what students will be to do in terms of observable behavior and when using the foreign language.

**c. Materials and Equipment**

In this case, learning materials and equipment are essential to use as media or long-term memory in storing what has been learned. In this case, the teacher needs to make a good plan to have it during the learning process. The material is easy for students and teachers to bring to school, such as handout, picture, etc.

**d. Procedures**

In procedure lesson plan, there are several elements are carried out in it:

- There is a preliminary activity where it is a warm-up activity
- A set of activities and technique in which you have considered appropriate proportions of time for: whole-class work, small-group and pair work, teacher talk and student talk
- Closure

**e. Evaluation**

Brown (1994) defines evaluation in lesson planning as an assessment that is 'formal or informal, that you make after students have sufficient opportunities for learning. The evaluation consisted of text and oral that must be students to do after the whole implementation lessons at the meeting.

**f. Extra-class work**

In the lesson plan, extra-class work quite important, where extra-class work activities are not schedule in the subject that are not intra. But before giving extra-class work to the previous students, the teacher will communicate carefully to find a good situation and application in-class activities. Apart



from the above elements, there are lesson plans made by the researcher, which will use during the research process based on what is stated in the appendix after the bibliography.

### ***Teaching Material***

The term material in language teaching and learning refers to everything used to help teach language learners (Tomlinson, 1998) and facilitate teachers and learners in language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual, auditory, or kinesthetic. Richards and Rodgers (in Brown, 1994) used the term procedure to encompass: the actual moment techniques, practices, and behaviors in teaching a language. The teaching process consist of three stages, namely: pre-teaching, while-teaching, and post-teaching.

To implementation technique flashcard media by developing teaching materials based on the lesson plan previously made in appendix 1 page. 58. The teaching materials consist of components. there are topics, introduction to vocabulary, explanation of vocabulary, practice of using vocabulary and vocabulary exercises. The teaching materials are presented for 60 minutes during learning as follows:

#### ***a. Pre-Teaching***

In pre-teaching, the teacher explains what topic will be studied at the meeting, the teacher then explains the topic using flashcards media where the vocabulary used is noun and verb in general. But before giving the material in-depth, the teacher first explained the media will use. In this part, the teacher opened the class, then explains the topic and media to be taught. as for some of the topics taught there are 6 topics, namely kinds of jobs, kinds of clothing, kinds of body parts, kinds of place, kinds of food/things, gesture vocabulary with 6 meetings include noun and verb. the topics explained on that day were in accordance with the media flashcards displayed with 16 pictures of the meeting.

#### ***b. While-Teaching***

In this part, the teacher explains and provides learning based on the topics studied at the meeting by providing material on each topic that has been determined based on the lesson plan that has been made previously. each material is taught for approximately 60 minutes with several divisions of activities, giving an explanation then showing flashcard media, then asking students to mention English and the meaning of the picture shown one by one students answer the question from the teacher about the media and the vocabulary.

#### ***c. Post-Teaching***

In this part, the teacher re-explains the material that has been explained previously. then ask students questions about the meaning of the vocabulary and the pictures shown and ask students to name the new vocabulary they can know that day. Then the teacher explains again about anything that has not been understood or reached by students.

### **The Result of Students' Vocabulary Size Test**

The form of the test is multiple-choice with fill in the blank. In the multiple-choice section adapted from Kristha (2015), students must answer questions by circle the correct answer by asking students to take a multiple-choice test with 20 minutes of processing time as many as 20 questions. In the fill in

the blank section (adapted from Gusman (2018), students fill in the blanks in the missing sentences by completing them according to the choices in the picture questions. by asking students to do a fill in the blank test with a processing time of 20 minutes as many as 20 questions. The correct answer was scored 5 and the incorrect answer was scored 0, the highest score would be 100 points. And the lowest would be 0 points. In this case the researcher can see the accuracy of students in working on the answer to the questions that have been provided in the test that has been given.

In the vocabulary level test, the number of questions that will use is 30 questions for six meetings, so each meeting gives five questions to students. This test was carried out for six meetings after using flashcards media. After testing, SPSS and mean are data analysis techniques that will be used to find the average score of the vocabulary level test results.

Based on the results of pre-test analysis in the table above, it is known that the total score of this test range from one to one-hundred. The highest total score was achieved by one student with a score Sixty. While the lowest total score was achieved by one student with a score forty. Based on the average the value achieved by all students was **50.5**, it can be concluded that in this pre-test stage, the quality of the vocabulary size of students was still in accordance with students who have not received treatment with teaching materials.

From the data in table above, we can see that of the 20 students who took part in this study six days, one student achieved a score ninety as the maximum total score, and one student, obtained a score of fifty as the minimum score achieved by students in this post- test. overall, the results of the post-test score analysis show that students have reached **65.5** as the total average score in the post-test, which means that the vocabulary size of students after receiving treatment using Flashcards media is **Fair** but it is classified as effective because there is an increasing effect.

### **The Overall Results**

It has been explained previously that the pre-test and post-test are tests that used before and after treatment to know the increase in students' vocabulary size, especially in this research. The pre-test was carried out in writing test and was given to students before treatment, whether the vocabulary contained in the test was mostly familiar to them. After carried out the test, students given a post-test which is carried out with a writing test as well and to answer the same set of questions, these tests was given after treatment to see the success of the treatment that has been given.

The table shows that a significant increase occurred in the score obtained by students before and after treatment. It means, students vocabulary size was increase after learning with the teaching materials that have been developed in this study. This increase can be measured by looked at the minimum and maximum values in the pre-test and post-test in which forty is the minimum score in pre-test and fifty is the minimum score in post-test. Besides, sixty is the maximum score in pre-test, while ninety is the maximum score in post-test. In addition, students learning progress can also be measured by comparing the students gain score on pre-test **50.5**, and the students gain score on the post-test **65.5**. So, it can be said that the students' vocabulary size increased from **very poor** to **fair**.

### Using Vocabulary Level Test in Students' Vocabulary size

The next objective of this research is to use a vocabulary level test to increase vocabulary size. To make this research effective, the researcher uses a vocabulary level test as a test instrument in addition to the pre-test and post-test. Vocabulary Level Tests (Nation, 1983; Schmitt, Schmitt, & Clapham, 2001) indicate the level of word frequency that must be used to select words to learn. VLT has been called the closest thing to a standard vocabulary test available. It is a diagnostic test that can also be used to measure vocabulary size (Nation, 2008).

### CONCLUSION

Based on the data analysis in this research, finding and discussion in the IV chapter, the research can be concluded that, Flashcard media has an effect to increase vocabulary size for second grade students at Mts Madani Alauddin because it could help students to expand their vocabulary size. They could find new vocabulary in used flashcard media especially in the six meetings session with different materials, and it was provided from the score in the pre-test and post-test, where their post-test fair score than the pre-test score. And the mean score in the pre-test was 50.5. After giving the treatment, the students' mean score in the post-test was 65.5. Furthermore, the result of the vocabulary level test has an above average score, and most students get a fair score with a mean score of 65.45.

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