

PENGARUH PENGGUNAAN FLASHCARD TERHADAP KOSAKATA SISWA DI SDN KENITEN 2

THE EFFECT OF USING FLASHCARD TO STUDENTS' VOCABULARY AT SDN KENITEN 2

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ABSTRACT

This research aims to developing vocabulary is very important for elementary students in learning English. The teachers can choose various method and teaching media to teach vocabulary to the students, for example, using flashcard. It is suitable teaching media to introduce English vocabulary as the media attracts children's attention, so they are easy to memorize the words they learn. This study aims to find the effect of flash card media to the students' vocabulary. This quantitative research was carried to the fifth-grade students out of SDN Keniten 2. There were 18 students as the sample. To measure students' vocabulary the researcher used test, and to analyze the data she used T-test. The result of the research shows that after being taught using flashcard media, the average post test score is higher than the pre-test score. It can be concluded that flashcard media give positive effect for students to understand English vocabulary. Students can memorize new vocabulary easily by seeing the visual media. Therefore, it is recommended that English teachers of elementary school use flashcard as teaching media to increase students' vocabulary.

Keywords: *Vocabulary, Flashcard Media, Young Learners.*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan kosakata sangat penting bagi siswa sekolah dasar dalam belajar bahasa Inggris. Para guru dapat memilih berbagai metode dan media pengajaran untuk mengajarkan kosakata kepada siswa, misalnya, menggunakan kartu flash. Ini adalah media pengajaran yang cocok untuk memperkenalkan kosakata bahasa Inggris karena media menarik perhatian anak-anak, sehingga mereka mudah menghafal kata-kata yang mereka pelajari. Penelitian ini bertujuan untuk menemukan pengaruh media kartu flash terhadap kosakata siswa. Penelitian kuantitatif ini dilakukan pada siswa kelas lima di SDN Keniten 2. Ada 18 siswa sebagai sampel. Untuk mengukur kosakata siswa, peneliti menggunakan tes, dan untuk menganalisis data ia menggunakan uji-T. Hasil penelitian menunjukkan bahwa setelah diajarkan menggunakan media kartu flash, skor rata-rata post test lebih tinggi daripada skor pre-test. Dapat disimpulkan bahwa media kartu flash memberikan efek positif bagi siswa untuk memahami kosakata bahasa Inggris. Siswa dapat menghafal kosakata baru dengan mudah dengan melihat media visual. Oleh karena itu, direkomendasikan bahwa guru bahasa Inggris sekolah dasar menggunakan kartu flash sebagai media pengajaran untuk meningkatkan kosakata siswa.

Kata Kunci: *Kosakata. Media Kartu Bergambar, Pembelajar Muda.*

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INTRODUCTION

Many countries are competing to improve the education curriculum, as well as in Indonesia. This made the government shift the focus of the education system, from which was originally teacher-centered to student-centered through the “Kurikulum Merdeka”. One of the languages that must be mastered is English, because English is an international language and is used as a means of communication, both oral and written. Many elementary schools have been implementing English as a school subject that

students must learn. Learning English in elementary schools has a very important role, especially the function of language as a communication tool. As the result, English should be taught to elementary school students as it becomes one of the elective subjects.

Teaching English to elementary school students means to develop their communication skills. Nurhajati et al (2023) say that teaching English to young learners is to train them in order that they are able to understand and express information, ideas, and feeling. Communication activity can be seen in the act of understanding and express nuances of meaning both through the oral medium and writing. The activity is influenced, among other things, by situations and people involved in communication, topics, and psychological conditions people involved in communication. Therefore, English teachers should provide learning experience for the students to practice the skills.

The success of learning to communicate, the students should be supported with language components, such as vocabulary, good pronunciation, spelling, and sentence structure. Those components help them understand message/information as well as to express their feeling.

Vocabulary is one of the important language components. Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language (Hatch & Brown, 1995). Having enough number of vocabularies, learners can communicate fluently.

The facts show that teaching vocabulary is not easy. Based on the observation at SDN Keniten 2, the researcher found that many students are not familiar English words. It can be seen, when she did Kampus Mengajar Program, many students did not respond in English when she greeted them. Another example, when she asked them, "How do you feel today?", they kept silent and only smiled. Furthermore, she found out that there was not any teacher who graduated from English Department. The teacher who taught English was the class teacher. Therefore, another problem arouse. The teacher taught them by asking the students to memorize words and their meaning in Bahasa Indonesia. He did not teach them how to pronounce the words correctly. The ways of teaching done by the teacher did not help the students learn English well.

English teachers should try various strategies to teach English. such as using certain teaching techniques, or using interesting media. One of teaching media is flashcard. The meaning of flashcards is explained by Hasanah, Victoria, & Anita, (2019) is a learning media in the form of cards and has two sides with one side containing pictures, text or symbols and the other side in the form of definitions or descriptions of pictures, answers or descriptions which will help students remember easily. The use of flashcards is intended to help students understand English vocabulary. It also assists teachers in conveying material and is expected to make it easier for children to achieve learning goals.

Knowing the fact that flashcard is beneficial to teach vocabulary to children, the researcher is interested in carrying out this research. The objective of the research is find out the effect of flash card media to the students' vocabulary.

1. Teaching Young Learners

Young learners refer to children aged between 6 until 12 years, or children are in the age as elementary school students in formal schools in Indonesia. Children at this age have unique characteristics. Nurhajati et all (2023) as follows:

- a. They enjoy playing and working. Children like to play or actively do their favourite activities until they feel tired and bored. Plus, they can learn while playing.
- b. They are cooperative. Children usually need several friends to play with and they easily make friends of the same age. They wanted to have another child at that time. Socially children need to develop a series of characteristics that allow them to adapt to the society in which they live in order to become aware of themselves in relation to others.
- c. Concentration and short attention span. Young learners have low attention and concentration, this causes them to get bored easily if they find new, more interesting things and abandon their old activities.
- d. Their understanding is from what they see, hear, and do. Young learners understand something by watching objects many times, by hearing the words from the environment, and by doing with movements.

Knowing the facts that elementary school students have such characters, English teacher should select suitable teaching strategies for them.

Teaching English means training learners in order to enable them communicate using English in certain contexts. The learners are able to understand ideas/information/feeling and to express their ideas which is suitable with the context. The teacher should give the students experience to practice how to communicate orally and in written. The skills are listening, speaking, reading, and writing. So, the learning activities are able to train those skills.

Teaching elementary school students is not the same as teaching adult students. More varied strategies are needed to attract their interest in learning English. Teachers must also provide appropriate materials to support students so they can interact with others using English, as well as to support any activities at school. According to Nurhajati et all (2023) teachers must understand the principles of child-friendly learning and the implementation of English language learning according to the *Kurikulum Merdeka*. Besides, they are skilled at selecting and developing materials according to children's characters and choosing various child-friendly English learning activities, as well as skilled at making learning plans and implementing them in the classroom or at home.

2. Vocabulary

Vocabulary is words taught foreign language and the total numbers of word needed in learning in foreign language including English. From the statement, vocabulary takes an important aspect to master English as a foreign language because it will be very useful for students if they have a set of words. From the statement, vocabulary is very important to learn in young learners because can be the basis communication.

Vocabulary can be learnt step by step continuously. The young learners can be start by recognizing vocabulary from objects around them such as table, book, bag etc. or things they often encounter, such as animals. By having as many words sets as possible, students will understand and understand English vocabulary easily. The students will make meaningful utterances by having knowledge and memorizing vocabulary because they already have framework and knowledge about vocabulary. So, it can be said that mastering English vocabulary will be a provision for them to master all aspects of learning English, including the ability to be able to communicate well in that foreign language (Hidayati, 2017).

Teachers can introduce vocabulary that they often encounter in the environment they live in, for example “chicken”, “cow”, etc. using interesting methods so that children will be more enthusiastic and easier to understand in learning because the teacher creates a fun experience. English language teaching is more effective and better implemented for children.

3. Flashcard media

Flashcard is a media card that generally contains a photo on the front and an explanation on the back. For Arsyad (2015) flashcards are small cards that contain photos, readings, or symbols that emphasize or require students to do something related to photos with dimensions that can be adjusted to the size of the class experienced.

Flashcards in early childhood learning are suitable media to use in introducing English Vocabulary because these flashcards can attract children's attention in the learning process. In addition, flashcards can also cause fun for children. Flashcards in learning can be presented in an interesting way for children, e.g. through games. By presenting flashcards in games, it makes children more focus in learning. Below is example of flashcard.

Picture 1. Flashcard Media



The steps for using flashcard media to teach vocabulary are as follows:

- a. The flashcards that have been arranged are held at chest level and face the student in front.
- b. The students take out the cards one by one after the teacher finishes introducing the words and its pronunciation.
- c. The teacher giveshoals the cards that have been explained to the students who are sitting near the teacher. The students must take one card and say the word aloud. The student next to him/her, continues doing the same activity.
- d. After that, the teacher asks the students to play the game, place the cards in a random box.

RESEARCH METHOD

This study uses a quantitative approach. According to Sujarweni (2014), quantitative research is a type of research that produces findings that can be achieved (obtained) using statistical procedures or other quantification (measurement) methods. This research will apply this type of experiment. The type of experimental research used in this study was pre-experimental research with one class pre-test post-

test design. The sample of the research was 18 students of grade 5 at SDN Keniten 2, Mojo District, Kediri. The instrument used to measure students' vocabulary was written test. The tests were given before the treatment and after the treatment which was called pre-test and post-test.

This study uses the T-test in the SPSS application to measure the difference between the two tests carried out on the research sample. Through T-test the researcher found out the effect of variable X on variable Y. Flashcard media as the independent variable (X) and vocabulary skills as the dependent variable (Y). If the data obtained is the null hypothesis (Ho), then there is no significant effect of using the flashcard media on vocabulary learning for fifth grade students at SDN Keniten 2. And if, the alternative hypothesis (Ha) then there is a significant effect of using the flashcard media on vocabulary learning for fifth grade students at SDN Keniten 2.

RESULT AND DISCUSSION

This research was conducted as an effort to improve the English vocabulary mastery of grade 5 students at SDN Keniten 2 by using flashcard media. In learning any language, vocabulary is very necessary. From the explanation we know that vocabulary is an important aspect for mastering English as a foreign language because it will be very useful for students if they have a collection of words. Based on the results of the treatment completed by the researcher, flashcard media makes it easier for students to master English vocabulary and makes students more active in class. Some students found it easier to master vocabulary according to the material provided. So, from this explanation, flashcard media influences students' vocabulary. The use of flash cards can make students pay more attention to the lesson. This also increases student participation in learning English vocabulary in class. Based on the explanation above, flashcard media is proven to have a significant influence on students' vocabulary mastery or there is an influence on students' vocabulary mastery.

After collected the data, the researcher analyzed data and got the result below:

Table 1 Frequency of Students Pre-test

No.	Class Limit	Class Boundaries	Mid. Point	Frequency	Percent
1.	20 – 33	19.5 – 33.5	26.5	6	33.33%
2.	34 – 47	34.5 – 47.5	40.5	4	22.22%
3.	48 – 61	48.5 – 61.5	54.5	4	22.22%
4.	62 – 75	62.5 – 75.5	68.5	2	11.11%
5.	76 – 89	76.5 – 89.5	82.5	2	11.11%
Total:				18	99,99%

Table 2 Frequency of Students Post test

No.	Class Limit	Class Boundaries	Mid. Point	Frequency	Percent
1.	32 – 47	31,5 – 47,5	41.5	2	11.11%
2.	48 – 59	48,5 – 59,5	53.5	2	11.11%
3.	60 – 71	60,5 – 71,5	65.5	4	22.22%
4.	72 – 83	72,5 – 83,5	77.5	4	22.22%
5.	84 – 95	84,5 – 95,5	89.5	6	33.33%
Total:				18	99,99%

Before the researcher conducted research, she identified students' vocabulary mastery first by giving them a pre-test. The purpose of this test is to measure the extent of students' vocabulary mastery. The subjects of this research were fifth grade students. The total number of students in the class is 18 students. This test consists of 25 multiple choice questions and the topic is about "things in the classroom" material which presents pictures for each question. Students are asked to take the test within 40 minutes. Then the researcher checked and calculated the students' pre-test results to obtain data, the data is shown in the attachment. The test is about "animal" material which presents pictures for each question as in the previous pre-test. The test is given to determine the increase in students' vocabulary. The result of data analysis is collected from the students' pre-test and post-test using SPSS version 29. From the SPSS analysis, there is data output as follows: Statistic of paired samples, paired sample correlation, and paired sample test.

Table 3 Mean of Pre-test and Post test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Vocabulary	46.00	18	18.214	4.293
	Posttest Vocabulary	73.00	18	16.453	3.878

From the paired sample statistic above, the mean score of pre-test is 46.00 and the standard deviation 18.214. In the other hand, the mean score of post-test is 73.00 and the standard deviation 16.453. The number of participants from each test (N) is 18. In data output of Paired Sample Correlation above, the result present that correlation before and after being flashcard media is 0,698 with the significance 0,001.

Table 4 Correlation

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest Vocabulary & Posttest Vocabulary	18	.698	<,001	.001

Table 5 T-Test

Paired Samples Test								
		Paired Differences			t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		One-Sided p	Two-Sided p
					Lower	Upper		
Pair 1	Pretest Vocabulary & Posttest Vocabulary	27.000	16.453	3.878	6.980	6.980	<,001	.001

Pair 1	Pretest Vocabulary - Posttest Vocabulary	- 27.0009	13.56	3.198	-33.748	-20.252	8.442	17	<,001	<,001
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In Paired Sample Test Table, the mean presents the differences between pre-test and post-test using SPSS 29 by pre-test minus post-test. It showed that t-test is 8.442 with the degree of freedom 17 and the significant is (2-tailed) $0,000 < 0,001$. It can be concluded that t-test is higher than t-table, so H_a is accepted. From the data analysis above. It can be concluded there is a significant effect of the use of flashcard media on the vocabulary mastery of grade 5 students at SDN Keniten 2 Kediri.

The results of the research show that the use of flash cards can improve students' vocabulary. Flashcard media is proven to have a significant influence on students' vocabulary mastery. The researcher used a fun learning technique, namely a guessing style game in the flashcards were used. As a result, the student had fun learning experience, and it increased their concentration and enthusiasm, and made it easier for the students to understand the vocabulary they learned.

There are several previous studies related to this research, (Sholikhah, 2013), (Widiastuti, 2014), (Nugroho, E. W., Rahayu, P., & Kasyulita, 2015), (Fitriningsih, 2015) and (Samad, 2021) also prove that flashcards improve vocabulary mastery of the students. The difference among those researches are the student's levels, the materials for teaching, and the strategy how to use flashcard in the class. This research combined of using games and flashcard to teach vocabulary. So, flashcard is the teaching media needed to play the game.

CONCLUSION AND SUGGESTION

Based on the findings and discussions, it can be concluded that flashcard is suitable media to teach English to young learners as it provides visual objects that students can easily understand. At the same time. they hear the pronunciation of the words that the teacher introduces. If it is applied in certain game, then the students can get the example of the application of the words in real communication. The results show that there is significant different between the students' score in the pre-test and post-test. This can be seen from changes in students' scores on the post-test which are better than the students' pre-test scores. The students' vocabulary mastery increased after being taught using flashcard media. It can be concluded that the use of flashcard media has a significant effect on increasing students' vocabulary.

Finally, the researcher suggests the English teachers to use various strategies to teach English which suitable with the characteristics of the learners. For example, using flashcard which is combined with certain games to introduced vocabulary.

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