THE USE OF FLASHCARDS TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT

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ABSTRACT

This study looked at how flashcards improved students' vocabulary accomplishment in terms of word classes (noun, verb, adjective, adverb), word meaning, and language use in the third semester of English education at IAI As'adiyah Sengkang. A pre-experimental strategy was used in this study. The research sample consisted of 13 pupils. The researcher selected 8.5 as the research sample using a cluster random sampling technique. Data on students' vocabulary achievement was collected using multiple-choice, word meaning, and sentence-making exercises, and then analyzed using SPSS 24. There was a considerable improvement between the pre-test and post-test findings. The students' experimental post-test score of 69.3871 was greater than their pre-test score of 47.2258, demonstrating this. Furthermore, the results revealed that the probability value (0.00) was less than the significance level (0.05). The researcher found that employing flashcards boosted pupils' vocabulary achievement based on the findings.

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1. INTRODUCTION

Many countries, including Indonesia, speak English as a second language (Sulistiyo, 2016; Gunantar, 2016; Abrar et al., 2018; Hapsari & Gunantar, 2018). English is not considered a second language in Indonesia, but it is a foreign language. In today's Indonesian curriculum, English is also referred to as the target language that must be taught in schools (Ivone, 2005; Mappiasse & Sihes, 2014; Renandya et al., 2018; Munandar & Newton, 2021; Sutaryo et al., 2022). Language education encompasses four skills: listening, speaking, reading, and writing. It is difficult to master one without first mastering the other. One of the most important aspects of obtaining all four language skills is teaching vocabulary (Staehr, 2008; Schmitt, 2019; Saidbakhramovna et al., 2021; Siregar et al., 2021; Zou et al., 2021). Hence, teaching vocabulary is an important part of teaching English since it is linked to all aspects of language learning and affects all four language skills.

Learning vocabulary for young learners is essential because vocabulary competency determines students' capacity to learn English, particularly their ability to read and comprehend the subject (August et al., 2005; Kacetl & Klimova, 2019; Sari & Aminatun, 2021). If kids lack vocabulary, they will be unable to communicate and explain their needs. For students learning a language, whether as a second language or as a foreign language, mastery of vocabulary is critical. Learners must add about 1000 words to their vocabulary each year (Nation, 2005; Biemiller & Boote, 2006).

Students frequently struggle to understand English terms (Proctor et al., 2007; Roberts et al., 2008; Hao et al., 2019). They have a limited vocabulary for comprehending the meaning of a text; they do not understand the context of words used in the text; they are unable to recognize the meaning of each word; they are unable to hear English words from speakers; they are unable to successfully compose their writing task; and they have difficulty stating some sentences in English (Carlisle, 2000; Hasan, 2000; Qi & Lapkin, 2001; Blau et al., 2002; Kieffer & Lesaux, 2007; Webb, 2007; McClain et al., 2011; Andi-Pallawa & Alam, 2013; Naiborhu, 2019). These issues make it difficult for individuals to communicate in English, either receptively or effectively.

Finding techniques to persuade kids to learn English should be a difficult assignment for the English teacher (Elaish et al., 2019; Al-Adeimi & O'Connor, 2021). Teaching vocabulary has been done in a variety of ways, and it should be done in a variety of methods so that children are interested in acquiring it. Flashcards are one of the ways for enhancing pupils' vocabulary achievement (Marpaung & Zainuddin, 2012; Lisa, 2019; Samad, 2021).

The researcher attempted to use flashcards as a medium to help pupils enhance their vocabulary. If the teacher showed cards with text or pictures, the pupils were able to memorize English terms quickly utilizing flashcards. Teachers were allowed to teach English using a variety of approaches, including card games, puzzles, role plays, and so on.

Literature Review

Some experts have given a variety of vocabulary meanings. Before considering vocabulary mastery, it is critical to understand what vocabulary is. For foreign language learners, mastering a vast range of vocabulary is critical. Students will have difficulty acquiring the four language abilities if they do not grasp it (August et al., 2005).

Vocabulary is the most important aspect of language proficiency since it determines how well pupils talk, listen, read, and write (Johnson, 2017). The flesh is vocabulary, which means both are equally vital and autonomous. Vocabulary is a term that we must be familiar with in order to communicate successfully; it includes words used in speaking and words used in listening (Neuman & Dwyer, 2009; Neuman et al., 2011).

Hatch & Brown (1995); Huang et al. (2012); Susanto (2017) distinguish between two types of vocabulary: receptive and productive.

1. Receptive vocabulary is made up of words that learners recognize and understand in context but are unable to produce correctly. Learners identify vocabulary when they see it in a reading context but do not utilize it in speaking or writing. Because the learner only absorbs thoughts from others, receptive vocabulary is also known as a passive process.
2. Learners' productive vocabulary consists of words that they comprehend, can pronounce correctly, and can employ in speech and writing. It includes receptive vocabulary as well as the ability to talk or write at the appropriate time.

It is not easy to learn a new vocabulary. When it comes to acquiring English vocabulary, everyone has their own method (Ehri, 2005). The students must memorize them thoroughly and employ them in real-life situations, while minimizing their use in the classroom.

A flashcard is a small piece of paper with information written on it. The size of a business card, with a new word in a language you're learning on one side and a term in your mother tongue on the other (Chen & Chan, 2019; Lisa, 2019; Samad, 2021).

A flashcard is a set of cards with words and/or pictures printed or drawn on them. To be viewed from the back of the room, the flashcard must always be brief, large, tidy, and

clear. Because capital letters are easier to read at a distance, they should be utilized (Chen & Chan, 2019; Yüksel et al., 2020).

2. METHOD

The researcher used a pre-experimental procedure with one group pre-test and post-test in this study (Creswell & Creswell, 2017). The use of flashcards to promote pupils' vocabulary achievement was explored. The sample was given pre-test (O1) treatment (X) and post-test (Y) in this study (O2).

A vocabulary exam was used as the study's tool. The test includes of 30 items: 10 multiple choice questions on word classes, 10 questions about word classes meaning, and 10 questions about making a sentence about word classes use. A pre-test was provided before therapy to determine the students' prior knowledge of English vocabulary, and a post-test was given to determine the students' progress following treatment. The test used in both the pre-test and post-test is identical. Data analysis used descriptively from quantitative results.

3. RESULTS AND DISCUSSION

The major instrument in this study was the data acquired from students' pre-test and post-test. The pre-test were given before the treatment was provided, and the post-test was given after the treatment had been given. The pre-test and post-test scores of 13 students were used to conduct this study.

Prior to therapy, the frequency and percentage of students' pre-test and post-test scores revealed that 1 (9.7%) of students received a "*Enough*" score, 7 (90.3%) received a "*Low*" score, and no students had a "*Very Good*" or "*Good*" score. In the post-test, two students (38.7%) received a "*Good*" score, three students (61.3%) received a "*Enough*" score, and no students received a "*Very Good*" or "Low" score. In comparison to the students' pre-test and post-test results, no students received a good score in the pre-test, but two students received a good score in the post-test. 1 student received a passing grade on the pre-test, and 3 students received a passing grade on the post-test. In the pre-test, 8 students had a low score, whereas 0 students received a low score in the post-test. It can be stated that pupils' vocabulary achievement improved when they used flashcards.

The difference between the mean score and standard deviation of the students' vocabulary accomplishment via the use of flashcards between pre-test and post-test was revealed by the mean score and standard deviation of the students' vocabulary achievement through the use of flashcards. The mean score of the students' pre-test was 47.2258, with a standard deviation of 6.62676, according to the researcher's calculations. The mean score improved to 69.3871 in the post-test, with a standard deviation of 7.15857. It can be concluded that the students' post-test mean score was greater than their pre-test mean score. Flashcards can, without a doubt, help kids increase their vocabulary.

The Pre-test and Post-test Significant Differences revealed that the value of sig (2-tailed) was less than the value of 0.05 (0.00<0.05). It revealed that the results of the student's pre-test and post-test differed significantly. This indicates that the alternative hypothesis (H1) has been accepted. In other words, the difference between the pre-test and post-test results while utilizing Flashcards to teach vocabulary achievement.

The optimum solution was discovered by the researcher. It can be solved by employing flashcards because this method can make pupils more active and based on their individual needs. Flashcards can be used to teach vocabulary and reading skills (Li & Tong, 2019). Based on the findings, including the pre-test and therapy. After the post-test, the null hypothesis (H0) of this study was rejected, whereas the alternative hypothesis (H1) was

accepted. Furthermore, the outcomes of this study were consistent with those of Joseph (2006); Aslan (2011); Lisa (2019; Chen & Chan (2019); Yüksel et al. (2020); Samad (2021), who found that flashcards are effective in enhancing students' vocabulary achievement. As a result, the use of Flashcards enhanced the pupils' vocabulary achievement dramatically.

4. CONCLUSION

The data analysis revealed that there was a substantial difference in the pupils' pre-test and post-test scores. The probability value of 0.00 was used to prove it. It means that using flashcards to teach vocabulary was successful. In other words, the study's hypothesis was accepted. Of terms of the three aspects in vocabulary, we can see from the t-test score that the researcher determined that the score of three elements about form, meaning, and use was significant, as evidenced by the probability value of 0.00 in the pretest and post-test. It means that using flashcards to teach vocabulary was successful.

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