

# THE IMPLEMENTATION OF ELECTRONIC FLASHCARD TO INCREASE STUDENTS' VOCABULARY MASTERY

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## ABSTRAK

Salah satu indikator penguasaan bahasa bagi seseorang adalah memiliki kosakata yang memadai. Terbatasnya kosakata menyebabkan kesulitan dalam menangkap maksud dan ide saat mendengarkan, memahami teks bacaan, mengatakan sesuatu dan mengungkapkan pikiran dan ide. Penerapan flashcard elektronik seharusnya dapat memperluas kosakata siswa karena dapat menstimulasi memori visual dan memori fotografi. Penelitian tindakan kelas (CAR) ini dilakukan untuk meningkatkan pemahaman kosakata siswa kelas tujuh melalui flashcard elektronik di MTs Mukhtar Syafaat - Blokagung - Banyuwangi. Penelitian ini dilakukan dalam dua tahap berkolaborasi dengan guru bahasa Inggris. Data diperoleh dari observasi, wawancara, pre test dan post test. Hasil penelitian ini membuktikan bahwa aplikasi media flashcard elektronik dapat meningkatkan penguasaan kosakata siswa. Hal ini dapat dibuktikan dari peningkatan skor rata-rata siswa dalam tes kosakata dan peningkatan jumlah siswa yang mendapat skor sama atau lebih tinggi dari Kriteria Ketuntasan Minimal (KKM) yaitu 70. Nilai rata – rata kosakata siswa pada saat pretest adalah 58.24, pada siklus I hasil rata – rata nilai kosakata siswa adalah 70.05 dan pada siklus II meningkat menjadi 77.3. Persentase siswa yang mendapat nilai minimal 70 meningkat dari 70.27% pada siklus pertama ke 81.08% pada siklus kedua. Hal ini menunjukkan bahwa penggunaan kartu flashcard elektronik dapat meningkatkan penguasaan kosakata siswa.

Kata Kunci : **Flashcard Elektronik, Penguasaan Kosakata.**

## ABSTRACT

One of the indicators for someone who is mastering a language is having adequate vocabulary. The limited vocabulary causes the difficulty in capturing intentions and ideas while listening, understanding reading text, saying something and uttering thought and idea in mind. The implementation of electronic flashcard was supposed to be able to expand students' vocabulary due to it excites visual and photographic memory. This classroom action research was performed to increase the seventh grade students' vocabulary mastery through electronic flashcard at MTs Mukhtar Syafaat – Blokagung – Banyuwangi. This research was accomplished in two stages collaborated with an English teacher. The collection data was gained from observation, interview, pre test and post test. The result of this study proved that the application of electronic flashcard media can improve the mastery of students' vocabulary. It could be seen from enhancement of vocabulary test mean score and the total number of students who got score equal or higher than standard of minimum completeness (KKM) which was 70. The mean score of students' vocabulary in pretest was 58.24, and then in the first cycle

*the result of vocabulary mean score was 70.05 and in cycle II it improved to 77.3. The percentage of students who got score least 70 increased from 70.27% in cycle I to 81.08% in cycle II. It showed that the usage of electronic flashcard can extend the achievement of students' vocabulary.*

**Key Words** : *Electronic Flashcard, Vocabulary Mastery.*

## **INTRODUCTION**

As the basic elements of language skills vocabulary must be mastered by students. Vocabulary is a collection of words had by a language and will present meaning if it is used by people (Suyanto, 2008: 43). Vocabulary mastery is badly needed in learning language, including English. Carpenter & Olson (2011) stated that vocabulary is a crucial factor in Second Language Acquisition (SLA) for transmitting notions and concepts through receptive and productive skills. Without having a sufficient amount of vocabulary students cannot communicate effectively and cannot create and deliver sentences in their mind in both spoken and written form. Thus vocabulary is the major point in learning English that must be a first priority because words/vocabularies are tools of thought.

The students need to have enough vocabulary to achieve four language skills. But in fact junior high school students still meet many troubles and difficulties in understanding the English lesson, especially reading text. They did not fully comprehend the reading text and could not answer the reading exercises because of lacking vocabulary. They did not know the words meaning and what is intended in the whole text. Whereas the more vocabulary the students have, the easier for them to interpret a reading text. On the other hand students' motivation in learning English was still low. They considered that English is hard and terrible subject due to it is not their mother tongue and still new for them in which many students just get an English lesson in junior high school. The other problems were the limited time in teaching English in school and the strategy in presenting the material which was less varied.

After giving the pre test to the students, the vocabulary test result showed that the percentage of the students who got minimum completeness standard (70) was 48.65% as many as 18 students. The students who got score less than 70 were higher; there are 19 students (51.35%). In addition based on the interview with the English teacher of MTs Mukhtar Syafaat Blokagung – Banyuwangi, he usually taught English

by explaining the material based on the students' workbook (LKS). He sometimes wrote the new vocabularies completed with its meanings on the whiteboard or asked the students to find difficult and unfamiliar words from the text and find its meaning in the dictionary. Then, the teacher drilled students to repeat after him in pronouncing the new vocabulary and asked them to memorize the meaning of the new vocabularies. After that the teacher instructed the students to do exercises in students' workbook and was collected, if students did not finish yet in doing exercises, it would be their homework to be done in home.

English learning with lecturing method and working on students' worksheet were considered unexciting and boring for students. Teachers' creativeness in deciding appropriate teaching method for the students becomes an essential factor in the successful learning. The presence of media is necessary in learning activities as tools in stimulating students' thought, feeling, and attention. Flashcard as one of visual media can be applied in teaching English especially vocabulary since it could arouse the students' minds and activate their photographic memory. This means that the students would remember what they see when studying this way. Arsyad (2006:119) defines a flashcard as a small reminding card containing images, symbols, or texts that guide students to remind something related to the picture on the cards. Its dimension was 8x12 cm or depends on the wide class and the total number of students. The most important thing is that flashcards should be played and demonstrated fast or flashed in a great speed and should be big and clear enough for the students in the back row, so that they can read something stated on the cards.

As the effect of technological progress, it makes teachers easier in preparing and creating media for vocabulary learning, such as the computer or laptop can be used in teaching vocabulary by using flashcards. The combination of flashcard and the use of computer (flashcard computer based) are called as an electronic flashcard. Since the technology development makes everyone easier in designing media for teaching, thus flashcards used in this research were not in the form of papers but flashcards based computerization or it was called as electronic flashcard.

The combination of flashcards and the growth technology has proven to be helpful in mastering vocabulary in second language and recall their memory (Byrd & Lansing, 2016). The pictures on flashcard can help students to increase their retention

because visual aids give greater effect in remembering and understanding something. Pictures on flashcard tend to be simply remembered than concrete words and easily stored in memory rather than abstract words (Stephen, 2012). Dodigovic (2013) told that an electronic flashcard is different from the traditional one; it constrains the students to type the word throughout the retrieval. So it mixes the available flashcards with the benefits of writing skill. Electronic flashcard let the teachers to create cards faster, it does not time consuming and more economical because the teachers do not need to print it on the papers. Besides by using electronic flashcard it is possible for the teachers to produce as much as flashcards they want because it is easy to be saved and durable. Thus this research used flashcard mixed with technological advances called an electronic flashcard to enlarge students' vocabulary.

In this study the vocabulary was taught integrated with the reading skill because reading text provided direct words to be taught and learnt by the students. So learning vocabulary was contextual and it could be a meaningful learning for students. It is in accordance with Schmitt's et al. (2011) statement that the use of card with direct example in applying it could assist the students to acquire wider understanding of words.

The previous classroom action research was done by Habibi (2017) about the use of flashcards in improving vocabulary on students with disability at SMP Diponegoro, Junrejo, Batu East Java. The finding proved that the use of flashcards can increase disability students' vocabulary at second grade of junior high school. It also can build positive respond and good atmosphere for disability student. The different of his research and this study was the subject. This research subjects were non-disabled students. Then the recent study about the effectiveness of electronic flashcard performed by Byrd & Lansing (2016) at high school students aged 14 to 16 years old in western of United States. The result revealed that students obtained higher vocabulary mean score after being taught by using electronic flashcard rather than they who were taught by using paper based flashcard. Thus researcher used electronic flashcard in this research.

While Dizon & Tang (2017) conducted a research at private universities of Japan and the sample were the first year English Foreign Language (EFL) students as many as 52 participants to know the effectiveness of digital flashcard/electronic flashcard and paper based flashcard in teaching vocabulary. The finding told that both

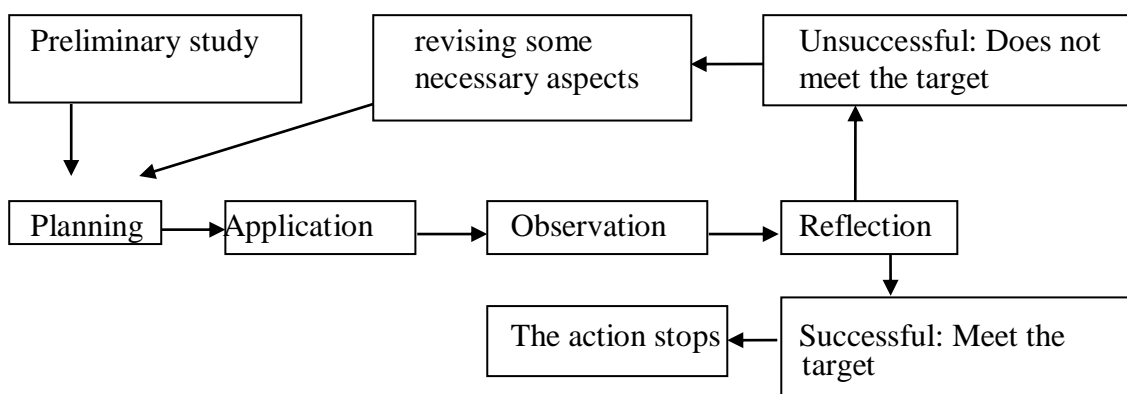
digital/electronic flashcard is as effective as paper based flashcard in improving students' receptive and productive vocabulary of second language. So there is no significant difference between students who were taught by digital/electronic flashcard and paper based flashcard. The use and advantages both of them are equal in teaching vocabulary. Thus the researchers are interested to reexamine the use of electronic flashcard to enlarge the students' vocabulary mastery.

## RESEARCH METHODS

This research was intended to give action to improve the seventh grade students' vocabulary mastery through electronic flashcard. Hence, Classroom Action Research (CAR) was conducted. Latief (2013: 143) states that the purpose of conducting a classroom action research is to develop current instructional strategy to solve any problems in English classroom. A classroom action research is performed to increase the quality of process and learning outcomes and to overcome learning problem. This action research was conducted in collaboration with the English teacher. This study was conducted junior high school level with the subjects were the seventh grade students of MTs Mukhtar Syafaat Blokagung – Banyuwangi in 2018/2019 academic year as many as 37 students.

This classroom action research was conducted in cycle model which includes four steps they were: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action (Elliot, 1993:70). These steps were conducted in each cycle. This research was set and carried out in two cycles. Each cycles consisted of two meetings and continued by giving post test on the third meeting.

The design of the action research is illustrated in the following diagram:



The research design was organized through the following procedures:

1. Planning the action

- Doing preliminary study to find the fact about the current condition and problems faced by students in learning English
- Constructing the lesson plans and preparing the materials based on the applicable curriculum, then constructing the instruments of evaluation.

2. Implementing the action

- Teaching vocabulary through electronic flashcard to the research subjects based on the English schedule given by the teacher during school hours.

3. Observing and Evaluating

- The observation was done to get the data on how the implementation of electronic flashcard can raise students' vocabulary mastery in classroom. Then the student's vocabulary achievement was measured by vocabulary test.
- The action was categorized as success if meet the target of success criteria as follows:
  - a) The mean score of students' vocabulary test was at least 70.
  - b) 75% of the students got score at least 70 or higher than 70 in vocabulary test .
- The observation and took note was done during learning activities in classroom by researchers while the teacher taught the students by using electronic flashcard to check the students enthusiastic.

4. Analyzing the data and reflecting the action

- All the data taken from vocabulary test then were analyzed to know how far the application of electronic flashcard can overcome the students' problem in their learning, especially in enhancing their vocabulary effectively. If the action had met the target of success criteria then the study was stopped. But if it did not achieve the success criteria, researchers continued to the action on next cycle

## **FINDING AND DISCUSSION**

The actions in each cycle were performed in three meetings, 2 meetings for giving materials and 1 meeting for giving post test. The implementation of teaching vocabulary through electronic flashcard was as follows:

- a. Creating electronic flashcards based on the material will be taught to the students on computer or laptop. Teacher can create flashcards on Microsoft word, Power Point or Prezi. In this case researchers used power point in order to be easier in flashing the picture cards and it enables teacher to set the time. So the flashcards shown in the same time duration and can move automatically.
- b. Before starting the lesson, teacher gives some leading questions to the students related to the material as a stimulus to gain their attention and interest.
- c. Distributing the material to the students or the material can be taken from students' workbook (LKS) in the form of reading text.
- d. Asking the students some difficult and unfamiliar words.
- e. Flashing the cards to the students (picture flashcards come first, then the name of things on the card was also displayed) in order to make students easier to read and pronounce the words on cards.
- f. Asking the students to repeat after him to pronounce the name on the cards until all the cards are flashed.
- g. Showing the flashcards again without displaying the name of things on the card to test how far they remember what has been taught by the teacher.
- h. Instructing the students to write down the name of things based on the picture flashcards shown.
- i. Giving matching exercises.

The finding stated that learning activities by using electronic flashcards can raise students' vocabulary. It was proved by the improvement of the vocabulary pretest result and the result of post test in cycle I and cycle II. It is in line with the research done by Habibi (2017) entitled *The Use of Flashcards in Improving Vocabulary of Students with Disability* who declared that flashcards media can help improving vocabulary learning activities and learning outcomes of disability students. It also supports the study accomplished by Byrd & Lansing (2016) that told if the use of electronic flashcards is more effective than paper based flashcard. It was shown by students' vocabulary mean score who were taught through electronic flashcard was higher than they who were taught by using paper based flashcard.

Here is the table of students vocabulary test result, including mean score of vocabulary test, the total number who got score equal or more than 70, and the percentage of students who got smallest score (70) in each cycle of vocabulary test.

**Table 1.** The Result of Vocabulary Test

<b>Test</b>	<b>Mean Score</b>	<b>Total Number of Students who got <math>\geq 70</math></b>	<b>Percentage of Students who got <math>\geq 70</math></b>
<b>Pre Test</b>	58.24	18 students	48.65%
<b>Post Test Cycle 1</b>	70.05	26 students	70.27%
<b>Post Test Cycle 2</b>	77.3	30 students	81.08%

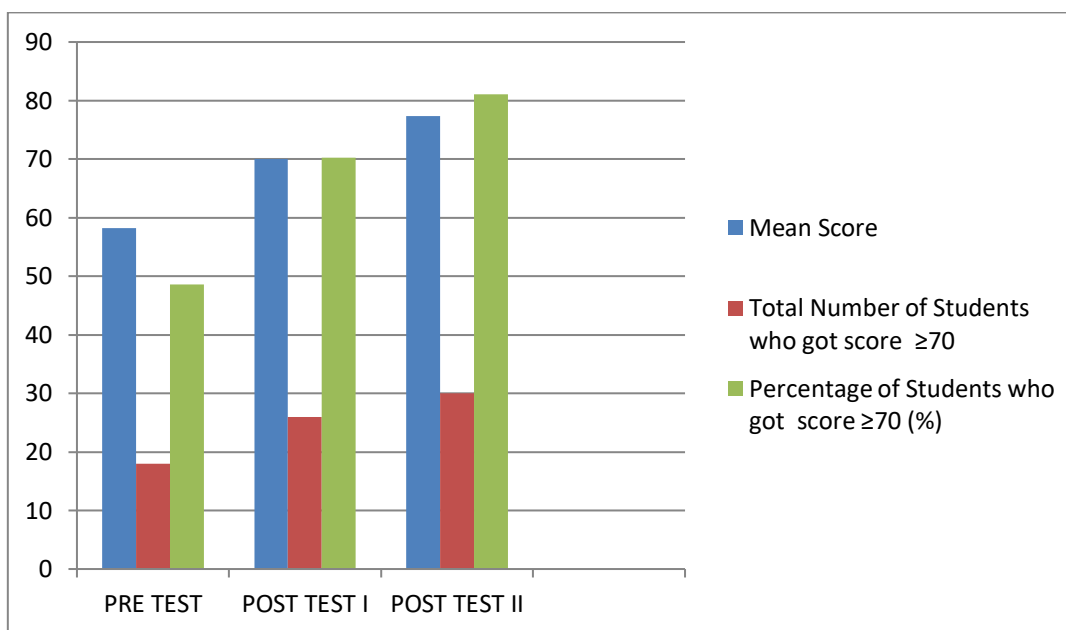
Based on the table 1 it was found that the mean score of the students' vocabulary test in pre test was 58.24, only 48.65% of students who got good score which was at least 70. It demonstrated that the achievement of students' vocabulary was bad. Thus the classroom action research was created to enhance students' vocabulary mastery through electronic flashcard. In the first cycle the students' vocabulary mean score increased, it was 70.05. It had achieved the target mean score requirement in this classroom action research, that was at least 70. But on the table was found that there were only 26 students (70.27%) who got scores  $\geq 70$ . This was below the percentage required in this research which was at least 75% of the students got scores  $\geq 70$ . It could be concluded that the actions given in the first cycle had not been successful yet, so it was continued to the second cycle by revising some aspects such as selecting the more interesting and attractive picture and more colorful picture to achieve students' attention and curiosity. Besides the learning activities in classroom was added by giving review quizzes and guessing game to encourage students' awareness and concentration, so the activities in classroom become more various.

The students' vocabulary score in cycle II showed the progress, the students' vocabulary test mean score was 77.3. It had required the mean score stated in this classroom action research, that was at least 70. The total number of students who got score equal or more than 70 was 30 students with the percentage were 81.08%. It was better than the one in the first cycle. This percentage fulfilled the percentage required in this research that was at least 75% of the students who got score at least 70. It means that the vocabulary test results had already met the target evaluation criteria in this



action research. So, it could be concluded that the students vocabulary mastery can increase well by implementing electronic flashcard in classroom. And based on the observation and notes took during teaching learning activities, the students were more active, excited. They paid attention more on the electronic flashcard shown by the teacher and very enthusiastic in involving the lesson seriously. Because the result had completed the target of success criteria, so the action was stopped.

The progress of English vocabulary can be found in the following chart:



**Chart 1.** The Progress of Students' Vocabulary Test

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the results of vocabulary test after the actions were given in two cycles, it could be concluded that teaching English vocabulary by using electronic flashcard can enlarge the seventh grade students' vocabulary at MTs Mukhtar Syafaat – Blokagung - Banyuwangi in the 2018/2019 academic year because electronic flashcard as visual tool is very useful to create the students' imagination when they see something (picture, word, number, etc) on flashcard and will go inside their memory. The development and the progress of vocabulary mastery can be viewed from the students' vocabulary mean score in pre test was 58.24. Then in cycle I the result of vocabulary mean score was 70.05 and in cycle II the mean score of students' vocabulary test

increased into 77.3. Therefore, the criterion of success required in which 75% of the research subjects got scores at least 70 was fulfilled.

Moreover the total number and the percentage of students who got score minimum 70 were also raised. In pretest there were only 18 students who got score minimum or more than 70. In cycle I students who got score  $\geq 70$  were 26 students, and improved in cycle II as many as 30 students. The percentage of students who got score  $\geq 70$  in pretest was 48.65%. In cycle II students who got score at least 70 were 70.27% and in cycle II improved to 81.08%. The percentage had fulfilled the criteria of success in which 75% of students got score at least 70 or higher than 70 in vocabulary test. The entire criterions stated in this research have been achieved. The research finding indicated clearly that the use of electronic flashcard in teaching can improve students' vocabulary achievement.

Using electronic flashcard in teaching vocabulary could stimulate right brain response; maximize photographic memory, trains students' concentration, increase students' vocabulary, control students' creative and subconscious mind. Flashcard also evokes visual memory. It means that students will easily keep in mind what they see when learning vocabulary in this way. It makes the information simpler, so the students only study the main point of the ideas and facts, the crucial information can be condensed in the flashcard. Flashcard also helps students to move any information and idea into long term memory because before understanding language, talk, and read they learn by seeing first.

### **Suggestion**

Since the implementation of electronic flashcards can enlarge students' vocabulary, it is suggested for the other teachers to use electronic flashcards as the media to increase the quality of teaching vocabulary and make the process of teaching vocabulary run more interestingly. Besides, for the future researchers who have the similar problem in teaching vocabulary are promoted to use this research result as information and a reference to conduct a further research either with the same or different research design, like an experimental research.

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