THE EFFECT OF ELECTRONIC FLASHCARD LEARNING MEDIA ON THE ENGLISH VOCABULARY MASTERY OF THIRD GRADE STUDENTS AT SDN TAMANSARI II PULOMERAK

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Abstract — *Vocabulary is the basic element of a language which is used to label things such as adjectives, nouns and verbs to explain the purpose and what was achieved. Not infrequently students find out difficulty to understand English vocabulary. Flashcard media is media that can help in remembering and reviewing lesson materials* (Training & Email, 2011). *The research was intended to determine the effect of using Flashcard media on the English vocabulary skills of third grade students at SDN Tamansari II Pulomerak. This study used a quantitative approach with a quasi-experimental design method. The   results showed (1) the results of the pretest t-count -1,384 > t-table 2,052 or H1 was accepted, namely there were a difference in writing skills between the control class and the experimental class, (2) the results of the posttest t-count -1,528 > t-table 2.052 or H1 was accepted. There were differences in English vocabulary skills between the control class and the experimental class after using Flashcard media. It can be concluded that by Flashcard media students got significant results in English vocabulary skills compared if not using learning media.*

Keywords — Flashcard, Vocabulary, English Language

I. INTRODUCTION

Education is a person's effort to gain knowledge, abilities, and skills so that someone can develop into an educated and broad-minded human being. Education can help individuals to know everything that was previously unknown becomes known. Basic education is the initial stage in the educational process. In accordance with the Educational Objectives contained in the National Education System Law no. 20 of 2003, article 3, namely:

The function of National Education is to develop the ability to shape the character and civilization of a dignified nation in the context of educating the nation's life, which aims to develop the potential of students to become human beings, who have noble character, healthy, knowledgeable, capable, creative, independent, faith and piety to God Almighty, and make responsible citizens also democratic (Nashir & Laili, 2018; Tirtayani et al., 2017).

There are several levels of education in Indonesia, namely basic education, junior secondary education, high school, and high school. Basic education is Elementary School (SD) for children with an age range of 7-12 years, with an education period of 6 years. Learning English at the elementary school level is very important. According to the Content Standards for Primary and Secondary Education Units, it is necessary to set English competency standards for students in Elementary Schools/Madrasah Ibtidaiyah. The competency of graduates

for SD/MI should be a useful ability in order to prepare graduates to learn English at the junior high school level, both in interacting in the classroom and in other activities outside of school (Herlina & Dewi, 2017; Rizky Setiawan & Wiedarti, 2020).

English as subject matter has been taught since elementary school up to higher level. In a fact there are not many students can master English well, especially mastering the English vocabulary. It can happen if during the learning process the teacher only explains the material from the book without involving students in every learning process carried out. This kind of learning process is certainly quite tedious for students who are in the low-grade range first until third grade of elementary school.

Based on the results of initial interviews at SDN Tamansari II Pulomerak, it showed that the school did not use any methods or media in the learning process. Teachers only used books that have been provided by the government to assist in the teaching and learning process. For teachers, the book is quite enough in the learning process that takes place. The obstacle faced by the teacher was difficulty for students to accept/master learning if the teacher only explains in one way connection. The ability to master English vocabulary for students will be difficult if the teacher only explains material, because to master English vocabulary, students need to know how to spell words correctly and know the letters that make up the word, as well as their pronunciation. In this case the teacher should explain by showing real examples for students (Ferdinandus, 2020). Such as using Flashcard media tools in helping the learning process. Based on these problems, the researcher was interested to conducted this research, to improve English language skills, especially in mastering English, as well as to help teachers in the learning process in the classroom. This research was also conducted to find out how influential the Flashcard media used on the students' English vocabulary skills (Soraya, 2020).

II. LITERATURE REVIEW

2.1 Vocabulary Mastery

Vocabulary become central to any language acquisition process especially in introducing and consolidating new lexical items. According to Thornburry Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behaviour, the word derivation, the collocations of the words, the register of the word – spoken and written, the connotation or associations of the word, and word frequency (Aisyah, 2017).

Based on explanation above vocabulary related to word. In learning language vocabulary is one step to know the words, understanding the meaning and used them in sentence (Syarifuddin, 2021). The objectives of strengthening students' English vocabulary are as follows: (1) improving elementary school students' mastery of English vocabulary, (2) increase student involvement in learning English through flash card media (Farmasari, 2021). There are five stages that help students in learning to master vocabulary according to Hatch and Brown (Cameron, 2005) namely:

1. Have a source to combine with new words. New words to be known and understood by students need a source. Sources can come from the teacher or can also be in the form of pictures, diagrams, photos and so on. Pictures help students in recognizing new words, because from pictures students can form their knowledge.

2. Have clear images both visually and soundly or both to assist in recognizing new word forms. Images that have high clarity help students to recognize words and master vocabulary. With pictures can make

elementary school students more interested in learning. Pictures help students in knowing and recognizing word forms in the vocabulary they are learning. Elementary students must know how to pronounce, read and write a word. This is done to minimize errors that occur in mastering English vocabulary.

3. Learn to interpret words. Students who are still unfamiliar with foreign language vocabulary taught by the teacher can be invited to learn together in interpreting vocabulary. Students who initially do not understand a vocabulary if they understand its meaning, students are interested in learning the vocabulary. Interpreting words can also help students to store the words obtained in the form of memory.

4. Make strong memories by linking the form and meaning of words. (Cameron, 2005) suggests that the vocabulary learning process begins when students understand the new words they are learning and pay attention to new word forms. At first the newly learned word enters the students' short-term memory then the teacher must be able to build a memory of the word to use so that it can become long-term memory.

5. Using the word. Mastery of English vocabulary requires habituation in using English vocabulary. Habituation can be in the form of using new words during the learning process. Giving practice and using English vocabulary in class is a habit so that students get used to and always use their ability to remember. (Fajriyah, 2013)

Mastery of English vocabulary is the ability that exists within a person to be able to understand and explore and about a word that exists in English and makes the basis for communicating that is known to everyone both in writing and orally, so that the meaning of the language can be fulfilled. According to Thronbury in (Kurniasari, 2014) states that the indicators of assessment or achievement of vocabulary mastery are (1) pronunciation or pronunciation, (2) spelling, (3) meaning (Rikmasari, 2019).

2.2 Electronic Flashcard

The Electronic Flashcards is a technology-based educational media that can be used in bilingual teaching of children (Tirtayani, 2017). 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 (Nashir, 2018). The Electronic Flashcards media is a tool or learning media in the form of audio/visual, where the language used more than one language, namely Indonesian and English, usually installed on a computer or laptop containing pictures, numbers, letters that aim to provide information (Hamer & Rohimajaya, 2018). or a number of sciences, which can help in improving various aspects such as: developing memory, practicing independence and increasing the amount of vocabulary (Batu, 2017).

The Electronic Flashcards media belongs to visual media (images), Electronic Flashcards media has several advantages as expressed by Riyana (2009), among others, has carried everywhere, with small size e-flashcard can be stored in the bag and practical, how to make and use it. In using this media the teacher does not need have expertise, easy to remember the combination of image and text is sufficient make it easier for students to recognize the concept of something, to know the name an object can be helped with the picture, and vice versa for know the name of an object or concept by looking at the letters or the text (Batu, 2017).

III. METHOD

This study used a quantitative approach. This type of the research was a quasi-experimental method. One alternative way for researchers who have difficulty in implementing pure experiments used the quasi-experimental method. The characteristics of a quasi-experimental were in the sampling technique. This type of research used a quasi-experimental design, non-equivalent control group design. Because it used an existing class, it didn't form a new class. In this design, there were two groups, the first group not being treated called the control class and the second group being treated called the experimental class (Soraya, 2020). The location of this research was conducted at SDN Tamansari II Pulomerak. The reason for choosing this research location because the third-grade students' English vocabulary skills at SDN Tamansari II, still was lacking to improve English vocabulary skills and there was not available appropriate media in learning process.

According to (Arikunto, 2016) "the population is the whole object of research". The population in this study were students in class 3A and class 3B, totally 60 students at SDN Tamansari II. The samples taken from students in class 3A were 30 students, as the experimental class and 30 students in class 3B as the control class. The instrument in this study was an essay test and students had to fill out pre-test and post-test answer sheets to test their English vocabulary skills. Research instrument can be defined as a tool to collect, process, analyze and present data objectively and systematically which aims to solve a problem or test a hypothesis.

IV. RESULTS AND DISCUSSION

The results of the study was divided into two parts according to the hypothesis of Pre-test and Post-test. After the data on the writing skills test results were analysed, the pre-test results were obtained in the form of descriptive data and inferential data. The following results can be seen of the descriptive data of the English vocabulary pre-test.

Table 1. Descriptive Statistic for pertest

Group	N	Minimum	Maximum	Mean	Std Deviation
Control	30	40	85	58,67	11,517
Experiment	30	45	85	62,63	10,726

From table 1 above, there were two control groups totally 30 students with a pre-test mean or average of 58.67 and a standard deviation of 11,517. Meanwhile, the experimental group consisted of 30 students with a mean of 62.33 and a standard deviation of 10,726. This condition indicated that the results of the English vocabulary skills of grade III-B students were better than those of grade III-A students.

Table 2. Hypothesis Test of Pre-test

Group	t-count	t-table	Result
Kontrol Eksperimen	2,426	2,038	H$_1$ Accepted

The researcher calculated and analysed the data from the English vocabulary ability test using SPSS Version 25.0 and got a calculation, namely t-count 2.426 > t-table 2.038 or H1 was accepted and H0 was rejected. From the two groups of data, there were differences in English vocabulary skills between the control

class and the experimental class. The experimental class, namely class III-B students had a higher English vocabulary skill score than class III-A as the control class. Meanwhile, on the post-test results of English vocabulary skills, it can be seen that the descriptive data from the control and experimental groups are as follows:

Table 3. Descriptive Statistic for Post-test

Group	N	Minimum	Maximum	Mean	Std Deviation
Control	30	40	85	61,50	12,328
Experiment	30	70	95	81,00	7,358

From table 3 above, it is known that there were two groups, namely the control class with 30 students with a post-test mean or average value of 61.50 and a standard deviation of 612,328. Meanwhile, in the second group, namely the experimental class, which consisted of 30 students with a mean of 81.00 and a standard deviation of 7.358. The condition after being treated using flashcard media showed that the average class III-B was higher than that of class III-A.

Table 4. Hypothesis Test of Post-test

Group	t-count	t-table	Result
Kontrol Eksperimen	7,831	2,038	H_1 Accepted

As for the post-test hypothesis, the calculation results obtained are t-count 7.831 > 2.038 or H1 was accepted and H0 was rejected. From the data of the two groups above, it can be concluded that there were differences in the results of English vocabulary skills between the control class and the experimental class, where the experimental class, namely students in class III-A get a higher score than class III-B or control class, after being given flashcard media in learning English vocabulary. From the two hypotheses of this research, it can be seen that the flashcard learning media provides significant and influential results in learning English vocabulary for third grade students of SDN Tamansari II. Flashcard media was considered as a medium that causes students' enjoyment and interest in learning vocabulary, because flashcards were learning media in the form of cards in the form of images that were favoured by students and can be used in the form of visual media (Gusmuliana et al., 2020).

IV. CONCLUSION AND RECOMMENDATION

Based on the results of the research data, it can be concluded that in the pre-test results there were differences in English vocabulary skills between the control class (III-A) and the experimental class (III-B) or H1 is accepted and H0 is rejected. Meanwhile, in the post-test results, it can be concluded that there were differences in English vocabulary skills between the control and experimental classes after being given Flashcard learning media or H1 is accepted and H0 is rejected. Thus, the Flashcard learning media can have a significant influence on the English vocabulary skills of third grade students at SDN Tamansari II.

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