The Effectiveness of Using Flash Card to Teach Vocabulary at Elementary School

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Abstract

This study aims to determine the effectiveness of flash card media compared to words list of media to students' vocabulary at elementary school MI HASYIM ASY'ARI. This study used experimental design which one group pre-test and post-test design. This research used quantitative analysis and was based four analysis steps : 1. Validity of the test 2. Reliability of the test 3. Data Analysis Pre-test and Post-test 4. T-test Analysis.The data of multiple choice test were collected from two scores there are pre-test and post-test, pre-test scores took before the research give the treatment and post-test scores took after the research give the treatment. The instrument of the research is Flash Card. The research findings of the study showed that there was a significant difference between pre-test and post-test results. it was indicated by the statistical of t-test which showed that te sig. (5%) was 10. it was higher than level of significance (10>2.5) which indicated that the one hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. it can be conclude that flash card media is effective in teaching vocabulary at elementary school.

Keywords : *Vocabulary, Media, Flash Card, Quantitative Research.*

Introduction

Vocabulary as a major component of language Learning has been the object of numerous studies each of which has its own contribution to the field. In the past oflanguage teaching, vocabulary learning and teaching were given little importance. Moir and Nation (2008) state that, at one time it was widely assumed that lexical instruction is not essential as it can happen by it self. However, mastering vocabulary is now much needed. A student is expected to master vocabulary because most of the

information that they need uses English from mass media and literature, so that the student must have large vocabulary to know what the information talk about.

Based on the real fact, teaching English in elementary school is just as a local content. Most teacher, not consider the importance of English teaching in the elementary school. They underestimate English language, consequently every teacher who is not competent in teaching English can teach it. Therefore, there will be many misunderstandings or errors in teaching English. Teachers' competence is much needed. A teacher has an important role because the teacher will bring the students to the likeness and consistency in learning English. The teacher also guides the students to be able to read, listen, speak and write. However before mastering these skills, the students need vocabulary. It is the essential things in term of learning second language. For this reason teaching English in elementary school is more emphasized at vocabulary because if the vocabulary is mastered first speaking, listening, reading and writing can be more easily. Lack of vocabulary is found to be the main cause of learner's inability in communication activities and learning english, and one effective way to help learners in communication is to increase their vocabulary knowledge (Celce & Murcia, 1991, cited in Abbasian & Ghorbanpour, 2016)

Furthermore, media in the teaching and learning are very important in teaching vocabulary. Teaching vocabulary needs media to help teachers to deliver the materials since the media is the channel of communication. The media are helpful in delivering information and can help to make the teaching process simple and perfect. In addition, it is as instrument of motivation to stimulate learning. Media in teaching English is very important because teaching vocabulary without using media will not give good results. (Henich, 2002, cited in Khumaidah 2010).

There are three kinds of media consisting of audio, visual and audio visual. The audio media is media that can be listened. This media is used to listen and understand oral texts, for example, a radio, a cassette recorder, and a tape recorder. The visual media is media that can be watched and touched for example, pictures, maps, and miniatures. In addition, the teacher usually used pictures, flash cards, and real objects (Apple, Tiger, Book, etc) to implement the visual media. Furthemore, the audio visual media is media that can be watched and listened, for example TVs, OHP (Projectors), and Movies.

However, this research focuses on flash card as the visual media. Flash cards are one of the most although well known aspects of learning and retaining vocabulary (Kasihani, 2008). There are several researchers who have questioned its ability to assist

students in reading comprehension and memorization in vocabulary words, however, in some studies, it has been found that children who use vocabulary flash cards, for both words and phrases, had a significantly higher understanding and comprehension levels with both new words as well as reading. This shows that the concept of vocabulary training with is type of tools is effective for children who are applying new words with vocabulary and communication. In the broader educational setting, flashcards have proven to be an effective method for children learning new information and words (Kornell, 2009 & Nation, 2011). Komachali & Khodareza (2012) conducted a study to investigate the effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. The results shows that the students in the experimental group outperformed the students in the control group in their vocabulary knowledge. Hence, it was concluded that the contribution of vocabulary flash cards in teaching vocabulary to students led to a higher level of vocabulary improvement. The other research was conducted by Haratmeh (2012) & Nation (2011) studying the importance and methods of vocabulary learning in a second language. They found that, flashcards have been shown to be an effective method for learning new information (Nakata, 2008; Kornell, 2009; Nation, 2011). In addition, Elgort (2011) showed that deliberate learning of vocabulary, such as studying flashcards, increases the acquisition of functional aspects of vocabulary knowledge. In short, flash cards can be used in any learning situation. We can learn vocabulary by relaxing or having fun activity, we learnit easier the information obtained will be stored more durable in our brain, and it can be used more effectively. We know many techniques of learning languages out there which do not use this method but using traditional methods such as word list, usually obtain different learning results. Using flash card is a "fun learning". Therefore, the learning will be more profitable and obtain maximum results. Flash cardsare appropriate media in teaching and learning process.

For this reason teaching English in elementary school is more emphasized at vocabulary because if the vocabulary is mastered first speaking, listening, reading and writing can be more easily. Lack of vocabulary is found to be the main cause of learner's inability in communication activities and learning english, and one effective way to help learners in communication is to increase their vocabulary knowledge (Celce & Murcia, 1991, cited in Abbasian & Ghorbanpour, 2016)

Research Methodology

In this study the researcher used quantitative methods for an experimental design because it takes specific results as evidence of the effectiveness of flash cards as a method of teaching. Experiment is the event planned and carried out by the researcher to gather relevant evidence to the hypotheses. Suryabrata, (2003) states that, " Experimental research is research to know the possiblity that influence causes and effects by applying one or more certain conditions to one or more experimental groups.

Especially, in this research the researcher used the pre-experimental design, with one group pre-test post-test design. Because this design is used to reveal causal relationships only by involving a single subject group, and no other control groups are involved. researcher conducted an experiment that consisted of pre-test, treatment, and post-test. The aim of this research is to find out differences between students' mastery on vocabulary beforeand after taught by using flash card.

The Researcher used two test to the research, that's pretest and posttest.

a) Pre-test

Pre-test is a test which is done to measure the students' ability in the first time. Pre- test is done before treatment process. The researcher took the score to get first information. The group got once pre- test.

b) Post- test

Post- test is a test which is done after teaching process. Because the researcher only uses one class, so the group (as a control and experimental group) got one post-test.

The Test Illustration of One Group Pretest - Posttest Design.

Notes: Y1 = Pre test
X = Treatment
Y2 = Post test

Pretest	Independent Variable	Posttest
Y1	X	Y2

The research used quantitative data analysis Technique These activities covered data acquired from the test. The test consisted of pre-test and post-test. The aims of the activities were to know whether the students would have a good changing in their learning or even became worse after getting the treatments.

Finding

a. The Result of Pre-test Analysis

Before the treatment process is done, the researcher observed the condition of the students' vocabulary mastery by using pretest. The number of the questions of the test given by the writer is 20 (twenty) numbers. There are 17 (seventeen) students as subjects of the research. The result of pretest shows that some of students are still confused about the meaning of the vocabularies. This can be proven by the result of the students' mastery on vocabulary before taught by using flash card in pretest which the mean score is 63. It means that the students' vocabulary mastery is still poor.

Pre-test Mean Scores

	N	Sum	Mean
Pre-test	17	1260	63.00

b. The Result of Post-test Analysis

After doing treatment, the researcher gave post-test to all students. The post-test is used to know the students' vocabulary mastery after being taught by using flashcards. The researcher wanted to know how far the students understand and remember about the words given when treatment process is done. Meanwhile, the result of the test showed that the students' vocabulary mastery improved very significantly which the mean score of the post-test is 81. It means that the students' vocabulary mastery is good.

The numbers of the test given were 20 questions for 17 students. The post-test was done after treatment process (teaching vocabulary by using flash card). It is done to know the final score and to know the students' difference competence before and after they get treatment.

After knowing the result of the test, the researcher analyzes the percentages and the significant difference of the students' achievement before and after treatments using t-test.

Pst-test Mean Scores

	N	Sum	Mean
Post-test	17	1520	81.00

c) T-test Analysis

The significance test of this design is:

$$t_0 = \frac{M_D}{SE_{M_D}}$$

MD = Means of difference (mean value of differences between Variable I Score and Variable II Score) that can be found by using the formula:

$$M_D = \frac{\sum D}{N}$$

ΣD = different value between Variable X and Variable Y, and D can be found by the formula:

D = X-Y

N   = Number of Cases= Amount of subject that we observe

SE_{MD} = Standard Error that can be found by using the formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

SD_D = Standard Deviation of score differences between Variable I and Variable II, which can be found by using:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

N = Number of cases.

Here are the processes to calculate the "t" test:

$$t_0 \qquad = \frac{M_D}{SE_{M_D}}$$

And the result, Data analysis above shows that   (10>2.06), so Ho is rejected or H_1 is accepted. It means that there were any significant different between score of pretest and posttest. It can be concluded that the students get good achievement in mastering vocabulary after taught by using flash card. The students' vocabulary mastery improve significantly, so teaching vocabulary by using flash card is effective to students' mastery on vocabulary.

Discussion

After analyzing the percentage and significant differences of student achievement before and after being taught using flash cards, researchers have gained results from the value and percentage that teaching using flash cards is very effective for young learners.

The results of the researcher will be presented with previous research, whether have similarities with the results achieved in teaching using flash cards.The researchers raised the study of vocabulary for young learners by using the flash card method, because in elementary school MI HASYIM ASY'ARI the teaching of English still uses the word list method, the teachers still have not prioritized vocabulary teaching because it only aims to just convey English language teaching, so that researchers look for effectiveness with the flash card method by comparing the first method of learning used is using the word list. In addition, the result there is a significant difference to the value of student achievement before and after getting treatment using flash card method to more mastery vocabulary.

This research focuses on flash cards as a medium to better master the vocabulary,in some studies, it has been found that children who use flash vocabulary cards, both for words and phrases, have a significantly higher understanding. Level of understanding with new words as well as reading. This shows that the concept of vocabulary training is a kind of effective tool for children who apply new words with vocabulary and communication. In broader educational settings, flashcards have proven to be an effective method for children learning information and new words (Kornell, 2009 & Nation, 2011).

Based on research findings that after the pre-test and post-test tests were conducted, teaching using flash card media proved effective for vocabulary learning, there was a significant difference in values between the values before and after being taught using a flash card, the posttest value of students was higher from the pretest value. The research statement supported by Komachali & Khodareza (2012) who state conducted a study to investigate the effect of the use of flash vocabulary cards on student vocabulary knowledge in Iranian pre-universities, the results showed that students in the experimental class outperformed students in the control class in their vocabulary knowledge. Therefore, it was concluded that the contribution of flash cards in teaching vocabulary to students led to an increase in higher vocabulary assets. The researcher proves and conducts research on the statement that flash card media is effective and more

easily understood by young learners compared to the media word list that has been used by the school where the researcher conducted the study, therefore the flash card media can be concluded to be effective for teaching English to young learners.

The research findings show that research conducted in elementary schools MI HASYIM ASY'ARI obtained the similar results as previous studies that flash cards are effective for teaching English vocabulary especially for young learners Flash card media is very suitable in teaching vocabulary.

Conclusion

Based on the explanation, the students mastery on vocabulary before taught by using flash card, after pre test was done, the data showed that there are 4 students gets poor score, 6 students get fair score, 5 students gets good score and 2 students get bestscore. It means that there are 20% students get poor score, 40% students get fair score, 30% students who get good score and 10% students who get best score in mastering vocabulary before using flash card. The students mastery on vocabulary after taught by using. flash card, after post test was done, the data showed that there are nobody gets poor score, nobody gets fair score, 7 students gets good score and 10 students gets best score It means that there are 0% students get poor score, 0% students get fair score, 30% students get good score and 70% students who get best score in mastering vocabulary after using flash card. The Significant Difference between Students' Mastery on Vocabulary before and after Taught by Using Flashcards. The result of the research showed that the students' score are improving significantly. The result showed that $t_{count} > t_{table}$ (12>2.08), it means that there were any significant influences between score of pre test and post test. It can be concluded that the students get good achievement in mastering vocabulary after taught by using flash card. Flash card is effective to teach English, especially vocabulary, so it can be one of reference media to teach English young learners. Teaching by using flash card is effective to improve students' mastery on vocabulary.

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