

## **The use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of SMPN 5 ambarawa in the academic year 2021/2022**

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### **ABSTRACT**

This study aims to determine: (1) to find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught with using flashcard (2) to find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught without using flashcard, and (3) to know the significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard. This research is quasi-experimental research. This research was conducted at SMPN 5 Ambarawa in May-June 2022. The population in this study was class VII students consisting of 33 students in the experimental class and 33 students in the control class. The experimental class in its treatment using flashcards while the control class only uses the lecture method as a learning process. The design used in this study is the Pre-Test Post-Test Control Group Design. The research instrument was in the form of a learning outcome test. To test the hypothesis using the paired sample t-test. Data analysis was done descriptively. The results of this study indicate that: (1) in the experimental class the average value of the pretest is 57.33 while the posttest average value is 82.64 which is higher than the control class, (2) in the control class the average value of the pretest is 56.06 while the posttest average value is 66.66, still lower than the experimental class (3) the average posttest value of the experimental class > control class is 82.64 > 66.67 which means that the vocabulary mastery of the experimental class is higher than the control class. In the paired t-test, the results obtained are sig.2 tailed of 0.000 < 0.05 using flashcards is more effective.

**Keywords:** flashcard; vocabulary mastery; descriptive text

### **INTRODUCTION**

Since elementary school to university, Indonesia uses English as a foreign language that students learn. Proficiency in English is important because it has a positive academic impact. English ability can be seen from the number of vocabularies that a person has. The need to learn English vocabulary is very important for improving students' language skills. Vocabulary is needed at every stage of students' language development. The definition shows that vocabulary is the first element that English learners must learn to master English well. In addition, Thornbury & Scott (2002:13), in Anwar & Efransyah (2018) emphasize that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is one of the basic components in learning a second or foreign language. However, in the process of teaching and learning vocabulary, there are still many seventh-grade students of SMPN5 Ambarawa who are less enthusiastic and feel that English is a difficult subject to learn. In addition, vocabulary teaching and learning activities are more teacher-centered. And this is considered less successful in making learning 'live' and interesting to follow. In this case the teacher

## The use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of SMPN 5 ambarawa in the academic year 2021/2022

uses less learning materials for mastery of English vocabulary because he only uses worksheets and English handouts to teach.

On the other hand, in addition to difficulties in remembering English vocabulary, students also experience difficulties in pronunciation and spelling so that they often experience difficulties in understanding story texts written in English. According Chatib (2011), explains that flashcard media are cards that contain pictures or writings related to concepts. Another definition is expressed by Windura (2010), that flashcard media or flash cards are cards used to remember and review in the learning process. In writing descriptive text, students must have good vocabulary mastery in order to be able to describe something/someone clearly. Students with poor vocabulary mastery often make mistakes in choosing the right words to describe the subject. Students also indicated that they could not see anything significant to write about. They spend a lot of time in the planning stage but they are still confused about starting their writing. They don't know how to organize their ideas and some of them don't even have ideas. With these problems, students find writing a daunting task. It makes them less interested in writing. However, the students' writing skills are still lacking and the teacher only uses the lecture method to create obstacles in learning descriptive text. One of the obstacles when learning descriptive text material is that students do not memorize the vocabulary that will be compiled, this makes students do not have an idea and inspiration for the text to be made.

The use of flashcard as descriptive text learning media is an alternative in the teaching and learning process of English vocabulary for seventh grade students of SMPN5 Ambarawa. Teachers must be more creative and innovative in providing learning media so that the learning process runs smoothly. The flashcard used in this learning process has never been applied as a learning medium in descriptive text material for class VII SMPN 5 Ambarawa, this is a new thing and a challenge for students in learning English vocabulary through flashcards that can provide them with preparation description text. From the above understanding, it can be concluded that students' vocabulary mastery still requires development, especially in writing descriptive text. This can be done by developing students' vocabulary through the use of flashcards.

SMPN 5 Ambarawa which is located in Pringapusan, Ambarawa District, Semarang Regency is the researcher's choice to be used as a research location because from the beginning of the researcher's observations there has been no use of flashcards as a medium for learning English. From the explanation above, it can be understood that the use of flashcards as a medium for learning descriptive text material is an effort to provide students with knowledge and skills in English. Broadly writing, the conditions described above have encouraged the author to know, examine and analyze in depth the application of learning media that has been applied at SMPN 5 Ambarawa. Therefore, this research is expected to be an effort to improve and refine *the use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of Smpn5 Ambarawa in the academic year 2021/2022*.

### METHODS

This type of research uses quantitative research as quantitative experimental research. This research was conducted at SMPN 5 Ambarawa. The population in this study was class VII students consisting of 33 students in the experimental class and 33 students in the control class. The experimental class in its treatment using flashcards while the control class only uses the lecture method as a learning process. The design used in this study is the Pre-Test Post-Test Control Group Design. The research instrument was in the form of a learning outcome test. To test the hypothesis using the paired sample t-test.

## RESULTS AND DISCUSSION

The following is a description of the use of flashcards in the experimental class, namely the process when flashcard are used by researchers in the experimental class as learning media in the teaching and learning process in the classroom. In this study, the researcher first gave a pre-test to the control class and the experimental class. After that, the researcher gave the treatment using flashcard in the experimental class. The researcher as the executor taught using flashcard to the experimental class students in 3 meetings of 3 x 90 minutes. The first day, the researcher distributed pre-test questions to be done by the experimental class students, after that the researchers used flashcard as learning media to 33 students, and the teaching and learning process began. The second day, the researcher gave another treatment using flashcard as a medium of learning to 33 students. And the third day the students worked on the post-test questions and closed with an evaluation of the teaching and learning process.

In the control class the teaching and learning process is in 3 meetings 3 x 90 minutes. The first day, the researcher distributed pre-test questions to be done by the control class students, after the teaching and learning process started with the lecture method. The second day, the researcher gave descriptive text material without using flashcards to 33 students. The third day, the students worked on the post-test questions and closed with an evaluation of the teaching and learning process. Based on the data collected, the research findings have been recapitulated and then analyzed to determine of the use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of SMPN5 Ambarawa.c From the result of research in class VII A, namely as an experimental class which in its research uses flashcard, it produces the following values:

**TABLE 1** Respondents' Assessment of Pre-test and Post-test Experimental Class

No	Statistics	Class VII A	
		Pre-test	Post-test
1.	Lots of data	33	33
2.	Lowest score	34	54
3.	Highest score	92	98
4.	Mean	57.33	82.64
5.	Median	56	84
6.	Modus	38	89
Mean Different			
=25,31			

**Source: Primary Data Processed, 2022**

Based on the table above,33 respondents who were taken as samples based on post-test scores from class VII A had a large enough difference of 25,31 so the difference was significant. This significant difference means the group of students who received treatment with flashcards (class VII A) in the learning process had a higher average score than the group of students who did not use flashcard in the learning process. Furthermore, it can be interpreted using flashcards to improve students' vocabulary mastery in writing descriptive text.

**The use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of SMPN 5 ambarawa in the academic year 2021/2022**

From the result of research in class VII B, namely as a control class which in its research without flashcard, it produces the following values:

**TABLE 2** Respondents' Assessment of Pre-test and Post-test Control Class

No	Statistics	Class VII B	
		Pre-test	Post-test
1.	Lots of data	33	33
2.	Lowest score	21	32
3.	Highest score	84	80
4.	Mean	56,06	66,64
5.	Median	56	71
6.	Modus	54	71
Mean Different			
=10,58			

**Source: Primary Data Processed, 2022**

Based on the table above, 33 respondents who were taken as samples based on post-test scores from class VII B had a large enough difference of 10,58 so the difference was significant. This significant difference means the group of students who did not get treatment with flashcards (class VII B) in the learning process had a lower average score than the group of students who did not use flashcards in the learning process. Furthermore, it can be interpreted using flashcards to improve students' vocabulary mastery in writing descriptive text.

In this study, it showed that the experimental class (the class that used flashcards) got an average pre-test score of 57.33 with the highest score of 92 and the lowest score of 32 while the posttest average value of 82.64 with the highest score of 98 and the lowest score of 54. The control class (the class without using flashcards) got an average pre-test score of 56.06 with the highest score of 84 and the lowest score of 21, while the post-test average value of 66.64 with the highest score of 80 and the lowest score of 32. It means that it can be concluded that learning using flashcard can improve students' vocabulary mastery in descriptive text which is quite good than learning without using flashcard. This can be shown from the results of the calculation of the average post-test value in the experimental class, which is higher at 82.64 while the control class average is 66.64. The results of the paired t-test, which are obtained are sig.2 tailed of  $0.001 < 0.05$ , which means that there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test) for both the experimental class and the control class. Based on the comparison of the difference between the post-test and pre-test mean scores in the experimental class, the post-test and pre-test mean scores in the control class were higher in the experimental class, which was  $25.31 >$  from 10.58 for control class. The use of flashcard will open up opportunities for students to improve vocabulary. By using flashcard, students are expected to be able to dare to reveal opinions and learn to develop logical thinking and reasoning. The use of flashcard in writing descriptive text is as feedback for students and teachers, for teachers' flashcard can be used for learning media in providing or explaining material, while for students as a tool for independent study and improving vocabulary. From the results of this study, according to the English teacher, that with flashcard

learning media increased students' vocabulary in writing descriptive text according to the SK and KD taken. The conclusion is that the use of flashcard can increase students' vocabulary in writing descriptive text.

***Find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught with using flashcard.***

In learning to write descriptive using flashcards in Class VII A, the teacher felt that this media was more helpful. Learning by using flashcards media allows students to see some vocabulary. Thus, students can not only learn by using books that are limited to be used as references only. English teachers use flashcards to convey and train students in descriptive writing. In addition, students also enjoy learning to write using Flashcards as media. Vocabulary mastery of students is also wider and increases with flashcards. This study supports the findings of previous research from (Musyaffa', 2020) which stated that the use of flashcards media was proven to be effective in improving students' writing skill in descriptive text. Flashcard media makes the learning process in class more active and fun

***Find out students' vocabulary mastery of SMPN 5 Ambarawa in writing descriptive text taught without using flashcard.***

This study found that grade VII B students in learning descriptive writing were a factor of very low interest in learning English, and students did not want to do the assignments given by the teacher. The low interest in learning can be seen from the behavior of students during the learning process in class. Various reasons such as not memorizing a lot, grammatical difficulties and less active learning in class. This can cause student learning outcomes to be less than optimal. In learning to write descriptions without using flashcards, the teacher feels that he has mastered the vocabulary in writing a little. Learning without using flashcards media allows students to only write modestly due to lack of vocabulary mastery. Thus, students only learn by using limited books for reference only. In addition, learning in class is also a bit boring.

***The significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard.***

The significant difference in using flashcard to improve students' vocabulary mastery in writing descriptive text in class VI SMPN 5 Ambarawa and without using flashcards can be seen after receiving treatment in learning to write descriptive text using the media. The result of the research in the experimental group is that the use of flash cards can improve students' vocabulary when writing descriptive text. This is evidenced by the student learning outcomes which are significantly difference on average the experimental class is much better than the control class when writing descriptive text. Thus, the results of this study support the theory that has been put forward and in accordance with the research objectives that have been set, namely: To know the significant difference of students' vocabulary mastery in writing descriptive text taught with and without using flashcard.

## CONCLUSION

Based on the results on the research and discussion, it can be concluded that the use of flashcard to improve students' vocabulary mastery in writing descriptive text. The result can be stated as follows: The use of flashcards in writing descriptive text can distinguish the average value of learning outcomes. This can be shown from the results of calculations using the paired t-test, the results obtained are sig.2 tailed of 0.001 <0.05 with t-count -11.894 which means the average before using the flashcard is lower

## The use of flashcard to improve students' vocabulary mastery in writing descriptive text: case of grades 7 of SMPN 5 ambarawa in the academic year 2021/2022

than the average after using a flashcard which means that  $h_0$  is rejected and  $h_a$  is accepted, namely the use of flashcard to improve students' vocabulary mastery in writing descriptive text. From this test, there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test) for both the experimental class and the control class. Based on the comparison of the difference between the post-test and pre-test average scores in the experimental class, the post-test and pre-test mean scores in the control class were higher in the experimental class, which was  $25.31 >$  from 10.58 for the control class. This means that there is a significant difference between the average value of the experimental group and the control group.

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