**THE EFFECT OF E-FLASHCARD MEDIA ON VOCABULARY MASTERY**

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**Abstrak:**

Kosakata adalah unsur dasar suatu bahasa yang digunakan untuk memberi label pada sesuatu seperti kata sifat, kata benda, dan kata kerja untuk menjelaskan tujuan dan apa yang dicapai. Tidak jarang siswa kesulitan memahami kosakata bahasa Inggris. Oleh karena itu, penggunaan media dalam pembelajaran kosakata sangat diperlukan untuk meningkatkan pemahaman siswa. Ada beberapa media yang bisa diaplikasikan, salah satunya adalah kartu E-flash. Media E-Flashcard merupakan media yang dapat membantu dalam mengingat dan mengkaji materi pelajaran. Penelitian ini dimaksudkan untuk mengetahui pengaruh penggunaan media Flashcard terhadap keterampilan kosakata bahasa Inggris siswa kelas tujuh SMP Al-Amien Sendeng Labang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode desain pre-eksperimental. Sampel penelitiannya adalah 20 siswa kelas VII. Instrumen penelitian ini adalah tes kosakata yang dilakukan dalam dua tes, pre-test dan post-test. Instrumentasi dibuat menjadi 10 soal jawaban singkat. Berdasarkan analisis data menggunakan Paired Sample T-test pada SPSS 23 for windows, rata-rata nilai pre-test pada kelas eksperimen adalah 63,95 sedangkan rata-rata nilai post-test pada kelas eksperimen adalah 69,95. terlihat bahwa rata-rata nilai post-test lebih tinggi dibandingkan dengan nilai rata-rata pre-test. Serta dibuktikan kembali dari hasil analisis “paired sample test” menggunakan SPSS dengan nilai signifikansi 0,000 < 0,05. Berdasarkan pengambilan keputusan yaitu jika nilai signifikansi kurang dari 0,05 maka H0 ditolak dan H1 diterima. Berdasarkan hasil tersebut dapat disimpulkan bahwa media E-flashcard efektif untuk meningkatkan kosakata bahasa Inggris siswa.

**Kata Kunci**: Kosa Kata, E-flashcard, Media.

***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. Therefore, the used of media in vocabulary learning is very necessary to improve students' understanding. There are several media that can be applied, one of which is a E-flash card*. *E-Flashcard media is media that can help in remembering and reviewing lesson materials. The research was intended to determine the effect of using Flashcard media on the English vocabulary skills of Seventh Grade Students of SMP Al- Amien Sendeng Labang. This study used a quantitative approach with a -pre-experimental design method. T*he research sample was 20 students of class VII *The instrument of this research was vocabulary test that was conducted into two tests, pre-test and post-test. The instrumentation was created into 10 short answer questions. Based on the data analysis by using Paired Sample T-test in SPSS 23 for windows, the mean of pre-test score in experimental class was 63.95 while the mean of post-test score in experimental class was 69.95. it can be seen that the average post-test score is higher than pre-test average score. As well as being proven again from the results of the analysis of the "paired sample test" using SPSS with a significance value of 0.000 <0.05. Based on decision making that is if the significance value is less than 0.05 then H0 is rejected and H1 is accepted. Based on these results it can be concluded that E-flashcard media is effective for increasing students' English vocabulary.*

***Keywords:*** *Vocabulary, E-flashcard, Media.*

**INTRODUCTION**

E

nglish is the international language which very important for master. English also one of the languages ​​used throughout the world. Recognizing the fact that English is important in the future, learning English may have to be implemented in schools. In this case, English is no longer a thing to be afraid of to learn, because various platforms or learning media have provided ways or methods to learn and communicate using English practically. Moreover, in the era of globalization, English plays a key role in many fields including economy, politics, culture, communication and education. (Rohman, Juang, Yamin Samarinda, & Timur, 2022)

 Vocabulary is one of every element of English that must be discovered as they acquire knowledge of the language. By mastering vocabulary, someone can communicate in English and use the language properly and correctly. Because vocabulary is the basis of the language component which includes 4 talents (listening, speaking, reading and writing) (Pricilia & Waruwu, 2020).

Vocabulary is the key to success in learning English. Therefore, it can help all students read correctly and according to the rules. After that, vocabulary mastery can help students to convey them ideas in oral and easy written form. Conversely, students with less vocabulary will do it trouble to understand texts and express ideas in English orally and in writing. So, the teacher needs a way to assist students in develop student’s vocabulary mastery.

Electronic flashcard is an online learning tool that contains small amounts of there adaptable and ideal for learning activities that emphasize knowledge. Through E-flashcard, users can easily retrieve their study notes in electronic form. They can now study whenever they want and even while relaxing (Siliwangi, 2019). E-flashcard learning media consists of a set E-flashcard, each of which displays an explanation of each material discussed by calling or choose the desired vocabulary. In this study, researcher developed a website-based electronic flashcard media with the aim of making it more accessible and flexible for users. The use of e-flashcard for vocabulary is often used at the kindergarten, elementary school level, to improve student’s English vocabulary skills. Usually at the age 7-12 years, the vocabulary possessed by each individual does not yet exist. The student’s growth the period is very effective for introducing new vocabulary. It is because in speaking, students have to consider grammar and other aspects of speaking skills, such as pronunciation, vocabulary, and the content of what is being uttered, to produce meaningful communication (Speaking Capability, 2022)

Based on the observation of students at SMPI Al-Amin, the students still

have difficulties understanding the new word in the sentence. For instance, the teacher’s utterance cannot be caught by the students. This is probably due to the limitation of vocabulary. Moreover, there is a tendency that students are unable to communicate in English, especially with the teachers and peers. One of the possibilities is similarly due to the lack of vocabulary.

 Media is a tool that has an important role in teaching learning the English language. It can facilitate teachers to transfer or deliver the material to the students. According to Sadiman (2010), teaching media is the things used to transfer messages and attract the students’ attention, feeling, and thought that can support the process of learning. Hamer (2016), mentions that media is useful to motivate the students in learning English vocabulary. Based on the statement above, it can be concluded that media is an important tool for teaching vocabulary.

However, digital flashcards are not commonly used by English teachers. The teachers used the blackboard and orally in teaching vocabulary. For example, the teacher lets students look up the meaning of a word in the dictionary. The dictionary only has a temporary function. As a result, students don’t develop their vocabulary properly. Therefore, teachers must find innovative ways to improve students' vocabulary mastery.

With the explanation above, in this research, the writers are interested in conduct research related to teaching and learning activities of vocabulary media students in English lessons. So, by looking at these reasons, the author wants to conducted a study entitled “The effect of E-flashcard media on vocabulary mastery (study of Class VII students SMP Al Amin Labang)". I hope this research will have a positive effect on teaching English to students who are lacking in vocabulary.

**RESEARCH METHOD**

This study use a quantitative approach. The type of research used is a pre-experimental method.The research design that the researcher used is pre-test and post-test. In this research, the researcher taught two classes; experimental class and control class. The experimental class has been taught by using E-flashcard while the control class has been taught by using conventional media.

 According to (Arikunto,2016) "population is the entire object of research". The population in this study were class VII students at SMPI Al-Amin Labang. Samples were taken from 20 class VII students as experimental subjects.

The instrument in this study was an essay and students had to fill out the pre-test and post-test answer sheets to test their English vocabulary skills. Research instruments can be interpreted as tools for collecting, processing, analyzing and presenting data objectively and systematically with the aim of solving a problem or testing a hypothesis.

Table 1

One Group Pretest-Posttest design.

|  |  |  |
| --- | --- | --- |
| Pre-test | Treatment | Post-test |
| Y1 | X | Y2 |

Population of this research is the VII grade students of SMPI Al-Amin Labang the academic year of 2022/2023. Totally 20 the students.

**FINDINGS AND DISCUSSION**

The results of the study were divided into two parts according to the hypothesis of Pre-test and Post-test. After the data on the vocabulary skills test results were analyzed, the pre-test results were obtained in the form of paired sample statistics.

The following results can be seen of the paired sample statistics of the English vocabulary:

**Table 4.1** Paired Samples Statistics

|  |
| --- |
| **Paired Samples Statistics** |
|  | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-test | 63.9545 | 22 | 15.71010 | 3.34941 |
| Post-test | 69.9545 | 22 | 17.09769 | 3.64524 |

It is evident from the results table above that the average score achieved by students in the pre-test is 63.9545 and the standard deviation 15.71010. While the average score in the post-test 69.9545 and the standard deviation 17.09769. From these scores, it is evident that kids' performance has improved. overall test scores.

 To find out the differences and calculate how much the students' vocabulary changes, the researcher uses the percentage formula in the analysis results, and also divides the test into three classifications. bad, good and fair assessment criteria. The goal is for students to achieve good results if they achieve a score (71-95). If students achieve a score of (51-70) they receive a Fair or Normal grade. Students get bad grades, namely classification or criteria (33-50).

**Table 4.2** Paired Samples Test

|  |
| --- |
| **Paired Samples Test** |
|  | Paired Differences | t | df | Sig. (2-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| Lower | Upper |
| Pair 1 | Pre-test – post-test | -6.00000 | 6.54654 | 1.39573 | -8.90257 | -3.09743 | -4.299 | 21 | .000 |

Given that the sig. (2-tailed) value was between 0.000 and 0.05, it can be inferred that there is a significant difference between the students' performance. vocabulary results using the E-flashcard media on the data before and after using the E-flashcard media.

From the result of the data analysis which is calculated through SPSS version 22 show that the mean of pre-test 63.45 with a standard deviation 15.710. The result of post- From the results of data analysis calculated using SPSS version 22, it shows that the pre-test average is 63.45 with a standard deviation of 15.710. Post-test results showed a mean of 69.95 with a standard deviation of 17.097. From these results it can be concluded that the posttest average (63.45) > pre-test average (69.95) means that there is a significant influence on students' reading test results.

The result of paired sample t-test using SPSS version 22 show that test value is 4.299 with a significant value 0.000 and t-table value 2.085. So, the t-test value (4.299) > t-table value (2.085) with significant value 0.000 < 0.05. In conclusion, H1 which is state there is a significant effect of students reading speed on teaching using time reading activity strategy is accepted and H0 which is state there is no effect of students reading speed on teaching using time reading activity is rejected.

**CONCLUSION**

It may be inferred from the findings and analysis in the preceding chapter that students' English vocabulary grew as a result of using e-flashcard media for educational purposes. This is evident from the fact that on average, students scored 63.95 on the pre-test and 69.95 on the post-test for the two examinations that were administered. Given that the significance value is greater than = 0.05, the resulting data is considered to be regularly distributed. The value of Sig. (2-tailed) is 0.000 0.05 according to the "Paired

sample test" table in the preceding chapter. H1 is therefore approved whereas H0 is refused. Consequently, it can be said that including E-flashcard media into the teaching process benefits students at SMP Al-Amin Labang expand their vocabulary

 E-flashcard media truly aids elementary and kindergarten pupils in quickly learning new words. Students showed a greater interest in learning English and experienced an increase in their vocabulary as a result of the literature study's findings.

The successful use of electronic flashcard media in this study can be seen from the average score of students before and after the test, the average score after the test is higher than the average score before the test, it is concluded that the use of electronic flashcard media in electronic flashcards media is effective in expanding the vocabulary of class VII students of SMPI Al-Amin Labang In learning vocabulary, the use of electronic flashcard media is effective because the media prepared using electronic flashcards can convey auditory information.

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