

**THE EFFECT OF DIGITAL FLASHCARD ON STUDENTS'
VOCABULARY MASTERY: AN EXPERIMENTAL RESEARCH AT
SMPN 12 PADANG**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education*



Written by:

Rika Permata Yulsardi

NIM 17018157

Advisor:

Dr. Ratmanida, M. Ed, TEFL

NIP. 196308181990012001

ENGLISH LANGUAGE EDUCATION PROGRAM

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HALAMAN PERSETUJUAN SKRIPSI

Judul : **The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang**

Nama : **Rika Permata Yulsardi**

NIM : **17018157/2017**

Program Studi : **Pendidikan Bahasa Inggris**

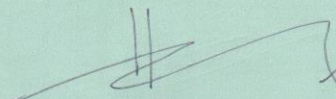
Jurusan : **Bahasa dan Sastra Inggris**

Fakultas : **Bahasa dan Seni**


Padang, Agustus 2021

Disetujui oleh,

Pembimbing


Dr. Ratmanida, M.Ed.
NIP. 19630818 199001 2 001

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris


Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

**Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul**

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Experimental Research at SMPN 12 Padang**

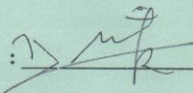
Nama : Rika Permata Yulsardi
NIM : 17018157/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Agustus 2021

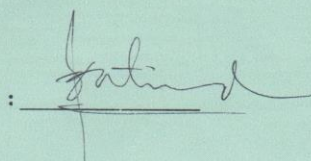
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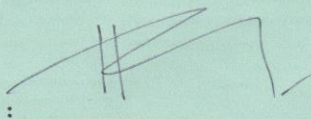
1. Ketua : Dr. Yuli Tiarina, M.Pd.



2. Sekretaris : Sitti Fatimah, S.S., M.Ed., Ph.D.



3. Anggota : Dr. Ratmanida, M.Ed.





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

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Nama : Rika Permata Yulsardi
NIM/TM : 17018157/2017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.
NIP. 197105251.998022.002

Saya yang menyatakan,



Rika Permata Yulsardi
NIM. 17018157/2017

ABSTRACT

Yulsardi, Rika Permata (2021). *The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang.* Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research is quasi-experimental research. The purpose of this research is to find out the effect of digital flashcard on students' vocabulary mastery at SMPN 12 Padang. The population of this research was the first-year students of SMPN 12 Padang. The research sample was 27 students of class VII.3 as the experimental class and 27 students of class VII.9 as the control class. The instrument of this research was a vocabulary test that was conducted into two tests, pre-test and post-test. The instrumentation was created into 20 short answer questions. Based on the data analysis by using Paired Sample T-test in SPSS 26 for windows, the mean of pre-test score in the experimental class was 47.2 while the mean of post-test score in the experimental class was 82.0. It can be concluded that the students who are taught by using digital flashcard as teaching media are better than students who are taught by using conventional media. The significance of the test is 0.000 which is lower than the significance level that is 0.05 with 5% of degree. Moreover, it is also found that the students' score is improving especially for the students in the experimental class which gained 34.8 of their average score.

Keywords: *digital flashcard, vocabulary and vocabulary mastery*

ABSTRAK

Yulsardi, Rika Permata (2021). *The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang.* Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian quasi-eksperimen. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kartu flash digital terhadap penguasaan kosakata siswa di SMPN 12 Padang. Populasi dalam penelitian ini adalah siswa/i kelas satu SMPN 12 Padang. Sampel penelitian ini adalah 27 siswa kelas VII.3 sebagai kelas eksperimen dan 27 siswa kelas VII.9 sebagai kelas kontrol. Instrumen penelitian ini adalah tes kosakata yang diadakan menjadi dua tes, pre-test dan post-test. Instrumen ini dibuat menjadi 20 soal isian singkat. Berdasarkan hasil analisis data dengan menggunakan Paired Sample T-test di dalam SPSS 26 untuk windows, rata-rata skor pre-test di kelas eksperimen adalah 47.2 sedangkan rata-rata skor post-test di kelas eksperimen adalah 82.0. Dapat disimpulkan bahwa siswa yang diajarkan menggunakan kartu flash digital sebagai media pembelajaran lebih baik daripada siswa yang diajarkan menggunakan media konvensional. Signifikansi dari tes adalah 0.000 yang mana lebih rendah dari taraf signifikansi yaitu 0.05 dengan 5% derajat. Selain itu, peneliti juga menemukan bahwa skor siswa meningkat pada siswa kelas eksperimen sebanyak 34.8 dari skor rata-rata siswa.

Kata kunci: *kartu flash digital, kosakata dan penguasaan kosakata*

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The researcher

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CHAPTER I

INTRODUCTION

In this section, the researcher discusses the introduction of the research. It shows the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significance of the research, and definition of key terms

A. Background of the Problem

Vocabulary is one of the crucial components that should be mastered in order to support four skills; listening, speaking, writing, and reading. As Wilkins in Thornbury (2002) states that without vocabulary nothing can be conveyed. The main point of the statement above is vocabulary should be mastered in language learning. Vocabulary is the key to success in language learning. It can help people read well and comprehend the text well. Therefore, mastering vocabulary can help people to convey their idea in a spoken and written form easily. Otherwise, the students whose less vocabulary will be difficult on understanding the text and expressing ideas in English orally and in written form. So, teachers need ways to help students on developing students' vocabulary mastery. Many ways can be done on developing students' vocabulary mastery. Teachers can give an illustration, contextual, and media in teaching vocabulary. This is supported as Munir (2016) states that media is an effective way for teaching and learning vocabulary.

Media is a tool that has an important role in teaching-learning 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.

Teachers commonly use various types of media such as audio media which means the information only can be heard, then projected still media that means the media need a projector to show the information, and visual media that shows the information which can be read and seen (Sahid, 2010). The example of visual media is animation, flipchart and digital flashcard. Cross (1991) explains that a flashcard is a simple picture on a piece of card that is used as visual aids teaching and learning process. It means that digital flashcard is one of teaching media that can help teachers in teaching vocabulary well. Additionally, the characteristics of flashcards are having two sides front and back, the front side consists of a picture or symbol, the backside consists of definition or explanation, simple and easy to create. According to Cross (1991), the advantages of flashcard are the following description; flashcard is eye-catching and motivating, flashcard can be colorful and it also has a good quality picture.

Based on the observation of students at SMPN 12 Padang, the students still have difficulties on 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.

Nevertheless, digital flashcard is not commonly used by the English teachers. The teachers are using the whiteboard and orally in teaching vocabulary. For instance, the teachers let the students find out the meaning of the word in a dictionary. The dictionary has only a temporary function. Consequently, the students are not evolving their vocabulary properly. Thus, the teachers should find innovative ways on improving students' vocabulary mastery.

The studies about media have been done by many writers. Some previous studies are relevant to this research. First, (Aminuddin, 2017) with the research's title *The Use of Flashcard to Teach Speaking at The Second Year Students of Sman 5 Enrekang*. It shows that using flashcard was effective in teaching speaking. Second, Muhyiddin (2019) researched *The Effectiveness of Using Flash Card to Teach Vocabulary at Elementary School*. It shows that using flashcard was effective in teaching vocabulary. It can be proved by the students' scores in which they achieved high scores after the researcher implemented the treatment of flashcard in teaching vocabulary. Third, Nugroho (2012) investigated *Improving Students' Vocabulary Mastery Using Flashcards*. Based on his research, flashcard can improve students' vocabulary mastery. It was proved by the test's result. Moreover, there was an

improvement in the students' motivation on learning English. It could be seen from students' attention in the learning process.

Although this research has similarities with the previous studies, there are still differences. This research uses digital flashcard on improving students' vocabulary mastery at SMPN 12 Padang. Whereas the previous studies used flashcard on teaching vocabulary.

In accordance with the explanation above, flashcards were proved to be effective in improving students' vocabulary mastery. Based on these considerations, this study is expected to bridge the gap for developing the language skills. Thus, the researcher conducted experimental research with the title **“The Effect of Digital Flashcard on Students' Vocabulary Mastery at SMPN 12 Padang”**.

B. Identification of the Problem

Based on the background of the problem, digital flashcard is a media in English language teaching which can be used in teaching vocabulary. The researcher identifies the problem that there are many students get difficulties in their vocabulary mastery. Then, they do not have the initiative on enlarging their vocabulary and the students also have low motivation in learning English.

C. Limitation of the Problem

Based on the identification of the problem, the problem is limited to investigate the effect of digital flashcards on students' vocabulary mastery at seventh-grade students of SMPN 12 Padang.

D. Formulation of the Problem

In line with the limitation states above, the problem can be formulated as follows “Does digital flashcard have a good effect on students’ vocabulary mastery?”

E. Purpose of the Research

The purpose of this research is to find out the effect of digital flashcard on students’ vocabulary mastery at SMPN 12 Padang.

F. Significance of the Research

The findings of this research are expected to give theoretical and practical significance. Theoretically, it is expected that the finding of this research can enrich language teaching strategy especially for teaching vocabulary. This research can be used for further research on digital flashcards as teaching media. Practically, it is expected to be useful for English teachers in improving their teaching quality. Moreover, it can help students to enlarge their vocabulary mastery.

G. Definition of Key Terms

There are several terms that the researcher uses in this research. The following are the definition of Key Terms in this research:

1. Digital Flashcards

A digital flashcard is a word and picture which is used for explaining the material to the students. In this research, a digital flashcard is created on

Quizlet (a Third-party application of digital flashcard). Then, it is shown on the share screen by zoom meeting.

2. Vocabulary

Vocabulary is a list of words that have expressions and meanings.

Vocabulary is also an essential component of language words.

3. Vocabulary Mastery

Vocabulary mastery refers to an individual's complete knowledge of the meaning and form of words in context appropriately.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this section deals with the conclusion about the effect of digital flashcard on students' vocabulary mastery and some suggestions for the teacher, students, and next researcher.

A. Conclusion

The research was conducted for VII.3 as the experimental class and VII.9 as the control class at the first year of SMPN 12 Padang in the 2021/2022 academic year. Based on the findings and discussion, several conclusions can be described, the first is the students who are taught by using digital flashcard as media have better vocabulary mastery than the students who are taught by using conventional media in the SMPN 12 Padang. Then, the students who are taught by using digital flashcard as media significantly improved their vocabulary scores from 47.2 of pre-test to 82.0 of post-test. While the students who are taught by using conventional media was slightly improved from 47.7 of pre-test to 57.9 of post-test.

Furthermore, after the researcher conducted the test; pre-test, and post-test, and gave the treatment for four times, the researcher concludes that the use of digital flashcard as media are effective on improving students' vocabulary mastery at SMPN 12 Padang. By using digital flashcard can help students easier to enrich their vocabulary.

B. Suggestion

Based on the conclusion above, the researcher provides some suggestions. There were some suggestions for English teacher, students, and next researcher as follows:

1. For Teacher

- a. The English teacher is suggested to use digital flashcard as a media in the teaching and learning process to improve students' vocabulary mastery.
- b. The teacher should be more creative in the teaching and learning process in order to increase students' motivation in learning English.

2. For Students

- a. The students should develop their vocabulary by using interesting media such as digital flashcard because it can attract the students' interest and motivation in the learning process.
- b. The students should practice the vocabulary that they have learned with their friends, family or teacher.

3. For The Next Researcher

- a. The next researcher is suggested to use digital flashcard in other topics.
- b. The next researcher can apply digital flashcard at a different level.

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