

The Effectiveness of Flashcard Vocabulary in Learning Foreign Language (English and Japanese) to Enhance Speaking Skill for Beginner

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Abstract

This research is a class action research which conducted on students in vocational school of Baiturrahim Jambi whom studying foreign languages such as English and Japanese. This research is descriptive qualitative research by using flash card vocabulary as a learning medium. This research was done and used the students of vocational school in Baiturrahim Jambi as the subject of the research. The purpose of this study is to improve the students' ability to use the foreign language which they learn (English and Japanese). This research was used the class room action research which carried out in two cycles. Every cycle/ phase in this research have four meetings. As the data analyze, researcher was looking forward from the observation and reflection phase that have been done. Then, from the results of this research has been carried out, it is known that students' ability to speak using foreign languages before using the flash card vocabulary shows in below-average results, where only one student achieved a total score of 50 percent, and after using flashcard vocabulary learning media, the average showed that the ability to speak in foreign languages of all students increased by 70-80 %.

Keywords: English Language, Japanese Language, Flashcard, Speaking.

Introduction

As time goes by, globalization grown the technology and education immediately. Because of it, the society could be easy to get something new about the worldwide. As expected of the changing era, the educational level also changes by the time and have the high expectation for every society to capable and adjust with the new era.

Something that also bring by the globalization is languages. Globalization built a bridge to every people in this world to touch as easy as they can. As is known, Language is one of the tools that can be used by human

beings to communicate between each other to express their wishes. In fact, at this time, Language became one of the tools that could unite the nation. This is because Language is the smallest unit in the order of social life that cannot be separated from one another.

However, one of the keys to subdue the globalization is to have capabilities in using foreign language. As we know, language is the way to communicate each other, which aim to get some information or to make some relationship with others.

To master and able in using the foreign language, the government was

included the foreign language as the mandatory subject that should be learned by students. The common foreign languages that might they learn are English and Japanese language. It was because English is the international languages and Japan is the most modern country among the others, which live with technology for so long. Based on Fitriyani E (2017), She stated that learning a foreign language, especially English, is considered important, this is because when a person is able to master the foreign language, then he can be said to have more ability in the field of academia.

According to Khosiyono, et al (2019), due to the demand for mastery of foreign languages which pioneered by the rapid advancement of the information and communication technology which is became the main requirement to develop themselves and compete in a global society.

Beside of it, according to Putri (2021), Indonesia is the second country which have the biggest learners in learning the foreign languages, both English and Japanese. But in learning the foreign languages, the Indonesian student find many challenges to compete both English and Japanese. Some student quandary with the pronunciation or the spelling, and some student get hard to speak with the target languages because of they have lack of the vocabulary.

In addition, there are many difficulties faced by students in learning foreign languages due to the differences in typology that the language has. In this khasus, a fairly basic difference in typology is between Indonesian and Japanese, where it is known that the typology possessed by Indonesian and English is SVO and

Japanese is SOV.

Meanwhile according to Baleghizadeh and Ashoori (2011) one of the main problems of difficulty that teachers experience in teaching English to students is that teachers do not use the right methods and approaches. Therefore, the teacher is responsible for determining the right approach in teaching vocabulary to students.

The way that can help students in using the foreign language is to master vocabulary and have a lot of vocabulary. Maintaining a lot of vocabulary will help students be more confident in speaking the foreign language they are going to, be it English or Japanese.

To increase vocabulary preservation, students must be able to remember the vocabulary. However, basically, the use of the memorization reading method is now accessed not so effectively if it is not repeated every day. So, in this study the researcher tried to give an alternative for student to memorize the vocabulary. One of the ways to memorize the vocabulary is by using the homemade vocabulary flashcard.

Methods

This research had done with classroom action research which used the descriptive qualitative for the explanation. Class action research itself in detail can be said to be a form of action carried out by teachers who are in a certain class and carry out an act of reflection which aims to improve performance as a teacher. As for the performance improvement carried out by the teacher, it aims to be able to improve student learning outcomes.

While according to Saputra (2021), class action research is an action carried out by an educator / teacher in the classroom

itself through self-reflection as an effort to solve a problem that occurs in the classroom that focuses on improving the performance of educators that will produce or provide improvements to students' learning abilities. Hence, according to Wina (2011), Classroom action research itself is a reflection of the application of teacher tactics in teaching that aim for certain interventions related to performance in the real world.

The subjects of this study were several class XII students who were in the vocational school of Baiturrahim Jambi. In accordance with the observation results that have been adjusted, the research subjects will be given the learning that the researcher has set before and the learning provided will be focused on the objectives of this study. The learning will be given in the form of a flashcard to the research subject. The following is the data from the subject of the study.

Table 1. Data Siswa Kelas XII Vocational School of Baiturrahim

No	Initial	Gender
1	AG	P
2	IF	L
3	MA	P
4	SV	P
5	AM	P
6	LM	P
7	RH	L
8	RF	L
9	FT	P
10	ZK	P

The stage carried out in this study is the first stage is to conduct a pre-test. The second stage is to provide treatment using flashcard media in English language

learning. The third stage is to do a post-test after being given treatment. The last stage is to reflect between the results of the pre-test and post-test to see the influence of flashcard media and the answerability of research objectives.

The materials provided are animal vocabulary, hobbies, weather and seasons, food and drink, and professions. Each session of the treatment, which is carried out is the opening, the introduction of vocabulary with flashcard media and games for students.

There are two main variables in this study. First, the free variable, that is, the flashcard medium, and second, the bound variable, that is, the skill of speaking using English and Japanese. Flashcard media are cards that contain images and words given by teachers when they explain material to their students. From the temporary data which got from the pretest (student learned the languages without made and used the vocabulary flashcards) and the second part is the post taste (after student used the vocabulary flashcard).

This research was done with four phases; planning, action, observation and reflection. Furthermore, researcher was divided into two part for the data analyze. Which phases/ cycle will have four meetings and every meeting will take around 90 minutes.

The first stage is planning. In carrying out class action research, the first step that must be done by the researcher is to compile a plan. The first step that must be done is to compile problems and phenomena that will be the focus of research. After formulating the problem that is the focus of the research, the researcher will analyze the cause of the problem, find a solution to the problem and

provide conclusions on solving the problem that has been solved.

The second stage is action. In the class action research that the researcher conducts, the stage after planning is action. As for this stage, learning will be given for 100 minutes in each meeting session. At this stage, the researcher will divide the activities into three stages, namely the initial activity, the core activity and the closing activity.

After that, the next stage is the observation stage, at this stage the researcher will collect data from student learning outcomes. The steps in making observations are by filling in the observation format that the researcher has provided

The last stage is the drawing of conclusions, which is a reflection of the entire interpretation that has been previously presented. Drawing conclusions is also an effort to provide an assessment based on the data that has been obtained. In addition to using a qualitative approach, researchers also use a quantitative approach to make researchers find a range of scores / percentages of student learning outcomes. The ways to find the final grade that the student showed are as follows;

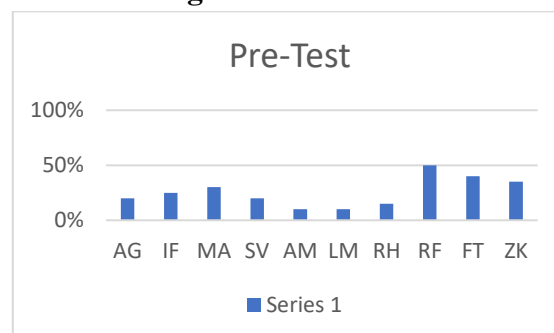
$$\text{Nilai} = \frac{\text{Jumlah Skor Perolehan}}{\text{Jumlah Skor Maksimal}} \times 100 \%$$

At this stage, researchers will do the analyze and evaluate to see whether through digital media can improve the ability to write simple sentences, so that the results obtained are more tested, then continued with cycle II. Then, the researcher concluded and compared the result from both tests.

Results and Discussion

This research was done with used the vocabulary flashcard in learning English and Japanese language. Hence this research was started from the pretest that researcher gave to the students. The pretest was held before the students used the vocabulary flashcard as the media. The pretest was included around twenty items. Based on it, it was known that the average of capability of student used the target languages had been in a lowest grade. Which means that the student does not know how to use the language properly and do not familiar with those target languages. You can see the result from the diagram below;

Diagram 1. Pre-Test Result



Based on the pretest result, it was showed only one student (RH) whose got the grade 50% from the total items. According to the result above, student with initial FT got the grade around 40%, ZK got 35% MA 30% IF 25% AG and SV 20% RH 15% AM & LM got the 15%. From these results, it shows that students have not been able to speak in English or Japanese. So, based on this, researchers use vocabulary flesh cards as a learning medium used by students to support their speaking skills using the foreign language.

The research that the researchers have conducted lasted for approximately two

weeks which was divided into two cycles. The meetings in each cycle are carried out as many as four meetings. Before starting the action, the researcher was made a learning design that will be given to students through the flash card media.

Then, after giving learning and instructions to the students to use the vocabulary flashcard, the researcher gave the test to the students at the last meeting in cycle one. Before give the test, researcher explain about what is the function of the flash card and what should they write in their flash card.

Despite of it, before researcher start to giving a learning and explanation using the flash card media learning, researcher was made some plans to teach the student. The plans that researcher made was based on the pre-test result that student got before.

The learning plan that the researcher made first was the researcher and his colleagues conducted an analysis of the curriculum used to determine competency standards and basic competencies of learning by using flash card media as a medium to improve students' ability to speak using English and Japanese;

- a. Researchers made a learning implementation plan (RPP) regarding improving students' ability to speak using English and Japanese using flash card learning media.
- b. Researchers make steps of learning activities to speak in English and Japanese in students.
- c. Researchers compile instruments that will be used in the class action research cycle.
- d. Researchers prepare and develop tools to provide an evaluation of the learning received at each meeting.

After making all the learning plans that the researcher will carry out, the researchers

started class action research using flash card learning media. Meanwhile, at the first meeting, researchers again reminded students about the importance of using flash card learning media in improving students' speaking skills in using the target language they use.

Flash card as a learning media gave a lot of benefit for the student, beside the student will easy to memorize the vocabulary, the flash card will also help a student to aware with the correct pronunciations. In accordance with what was stated by Anggraeni (2019) that this learning activity introduction to reading with the medium of picture cards (Flashcard) students learn by looking at objects in the picture then recognizing the writing script with the writing written in each card at the bottom of the picture. The introduction of this script is carried out by mentioning the word-forming letters on the picture card.

Based on the tests that provided by the researchers, it is known that students' ability to speak using English and Japanese increased after using flash card vocabulary.

However, the increase occurred not in all students, so researchers continued up the learning using flash card vocabulary on cycle two during four meetings. It was notice that there are four students among ten students whose got the 70% in last meeting.

So, because of not all of the students got a good grade, so researcher was made another plan to repeated the learning in next cycle to increase the ability of students to speak with English and Japanese language. The plans that researcher made for the cycle II was reflection from the grade that students got in cycle I. It was:

- a. Joint researchers continue to use the same standards of competence and basic

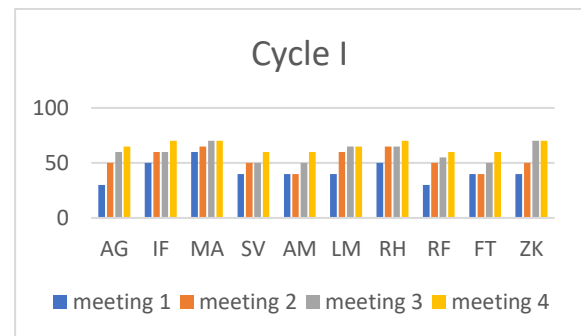
competencies as in cycle I.

- b. The researcher designed a learning implementation plan with the achievement of the same goals as in the previous cycle.
- c. Researchers provide observation sheets and test formats on worksheets to see the results of the process of implementing learning activities carried out in cycle II.
- d. Researchers provide and prepare learning media.
- e. Researchers ensure the cleanliness and tidiness of the classroom before carrying out learning activities, in order to create conducive conditions.

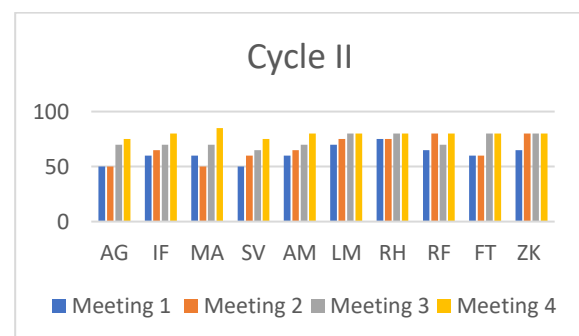
After the plane have been done made by researcher, then the learning that be repeated at the first meetings was that researchers asked the students to write some words such as nouns, verbs, adjective into English and Japanese languages and write down their meanings into Indonesian. After the student writes down those words, researcher asks the student to memorize and remember the meaning of the words.

In meeting two researcher still asked the student to memorize the vocabulary that they've made and after that researcher will call them one by one and asked orally into English and Japanese language. In meeting three and four, researcher not allowed the student to used their vocabulary flash card and asked them to make a conversation using the vocabulary that they've been memorized. In the last meeting, it was shown the increasing of student's grade in speaking with English and Japanese language.

As the result, you can see from the diagram below and compare between the grade in cycle I and II:



According to the result of the cycle I, it was shown that there are some increase numbers of the students grade. Student with initial AG was got a grade around 30% - 65% from day one until day four. Student with initial IF got the grade 50% - 70%. For student with initial MA have a grade around 60%-70%. Student with initial LM got a grade around 40% - 65% . Hance, the other student also get the increase grade after learning English language and Japanese language with using the flash card vocabulary. Such as RH, he is got the grade 50% - 70%. Then, RF got the grade from 30% - 60%. Moreover, FT and ZK also got increase grade around 40% - 70%.



Meanwhile, after the student had been done with the cycle II, the statistic shown that among the student, only two student who had the grade 50% in the first meeting of cycle II. In meeting two until four, it was known that all of the student increases their capability in speaking with English and Japanese language. Almost all

students are known to achieve and obtain a score of 80% after receiving learning using English and Japanese vocabulary flashcard media.

Based on the diagram above, it was shown that there were an increase number of student's grade during the learning using the flashcard vocabulary that they've been made. From the cycle I, it could be seen that most all of student have a total grade around 60-70, and from the cycle II, it was shown that the flashcard vocabulary gave an effectiveness in increase the capability of student in speaking with those target languages.

According to Hasibuan, et al (2021), learning by used the vocabulary card media has several impacts to improve the speaking skills of the students. By using the vocabulary card, the students could obtain an average of 66.25 to become 80 percent from total score. Hence, the other result of the effectiveness of the vocabulary card was shown according to Putri (2021), which stated that the ability of student to memorize the Japanese vocabulary was significantly increase after being given treatment using the flashcard vocabulary. Wati, et al (2020) stated that the flashcard vocabulary improves the student's English vocabulary as well. It was increase around 58.82% to 82.3%.

Meanwhile, this research also shown that the flashcard vocabulary was increase and improve the ability of student to speak with English and Japanese language correctly. This is in accordance with the results of research that has been carried out by Hesti R M (2020) which states that, flash card media is able to improve the speaking ability of students who are learning Foreign Language (English) such as English. This is because flash cards provide an increase of

around 58%, which means that flash card media is quite effective in improving students' abilities. Fitriani E (2017), also stated that the vocabulary card could adding the vocabulary of student in English language. Based on the research he has done; it is known that flashcards provide significant improvement results in students' ability to understand vocabulary and use the intended target language.

In addition, research conducted by Diningsih (2016) states that the use of flash card media provides an increase in students' ability to use Japanese, when compared to conventional learning motedes. This can be seen from the increase of 96.5 percent of all students when using flash card learning media.

This is in line with research conducted by Fakihi M (2018) which states that flash cards can help students in understanding and understanding Japanese quickly. Based on the statistical results carried out, it is known that the results are calculated smaller than the ttabel ($0.426 < 2000$) with a significance level of 5%.

This of course has similarities with the research that researchers have done. Where, students showed an increase in their ability to speak using English and Japanese after receiving learning using flasch card media with significant results. So it can be said that flash card media is quite effective in helping students to improve their ability to understand and understand and be able to use foreign languages such as English and Japanese.

Conclusion

Based on the research that have done, it was known that the flashcard vocabulary has an effectiveness to enhances the ability

and capability of the students to memorize the new vocabulary and to speak properly using the target languages that they've learned. The cycle has been done with two cycle, and each cycle have four meetings with total 90 minutes per meeting. In every meeting was dived into three activity. Hence, in the first taste that was done, it was shown that the student only has capability in speaking with English and Japanese language with total grade 50 percent. Meanwhile, after the learners got educated with using the flash card vocabulary as the learning media, it was shown that the they are improving their ability in speak with English and Japanese language around to 70% in cycle I and 80% in cycle II.

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