

# A comparative study between the use of flashcards and Word wall in teaching students' vocabulary at eighth grade of SMPN 11 Kabupaten Sorong

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## ABSTRACT

The objective of this research was to know the significant difference between the students who are taught through flashcards and the students who are taught through word wall. This research employed quasi-experimental design. This type of research involves two classes that experimental one class and experimental two class. The population of this research was eighth grade of SMPN 11 Kabupaten Sorong. The sample of this research was VIII A consists of 18 students as experimental one class and VIIIB that consist of 18 students as experimental two class. In the collecting data, the researcher used vocabulary test consists of 20 items consist 10 items multiple choice, 5 items matching, and 5 items gap fill for pre-test and posttest. In analyzed the data researcher used SPSS 20 program to calculation the data. After analyzed the data the result of independent sample T-test, the Null Hypothesis (H0) which said that there is no significant difference between the students who are taught through flashcards and the students who are taught through word wall is accepted and the Alternative Hypothesis (Ha) is rejected. In addition to result of sig. (2-tailed) is 0.515 and 0.516, which that bigger than 0.05. It means the students' vocabulary test scores in the posttest between the experimental one class and the experimental two class are not significantly different. In other words, in this research, the null hypothesis (H0) is accepted. It indicates there is no significant difference between the students who are taught through flashcards and the students who are taught through the word wall.

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## 1. Introduction

One of the most important aspects of learning a foreign language is vocabulary. When people want to speak and learn a language, they must first learn the vocabulary of that language. The importance of vocabulary is to help students develop their language skills. Students with a strong vocabulary will find it easier to master language skills beside students with a limited vocabulary. According to Nappu and Anggraeni (2017), vocabulary is a group of words that create a language. Vocabulary is very important because without learning vocabulary we are difficult to communicate with others. According to (Triariani, 2020) Vocabulary is typically a matter of remembering, as opposed to learning grammar, which is primarily a rule-based system. To teach as effectively as possible, it is necessary to understand how words are remembered and stored in students' minds, as well as how long term memory is organized.

Based on observation at SMPN 11 Kabupaten Sorong, the researcher found that the teacher utilized the same method during every class to teach vocabulary. So, the students became bored because of the teacher's teaching methods. To solve this problem, the researcher intended to compare two media in learning process to enhance the students' ability. They are flashcards and word wall. According to Cross as cited in Matrutty and Que (2021), flashcards is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcards are a type of media that consists of a picture and can help teachers teach English more effectively. According to Harmer as cited in Sholikhah (2013), the kinds of vocabulary can be classified into seven groups. There are noun, pronoun, verb, adjective, adverb, preposition, and conjunction. Using flashcards to teach students' vocabulary is also interesting because teachers can show the students the picture, which helps them understand the meaning of each picture. It relates to the statements of Nurarsida (2022) and Satriawan (2019), who found that the use of flashcard media was effective in the learning process and improved students' English vocabulary.

A word wall is a collection of age-appropriate high-frequency sight words that are organized into groups or categories and displayed on the wall of a classroom for children to easily see and learn. The main objective of a word wall is to assist students in developing sight word recognition so that they can recognize them at a glance (Huebner & Bush, as cited in Uspa, 2020). Furthermore, word walls are a visual aid that helps students remember word connections, retain knowledge of the word, and eventually read it automatically. It relates to the statements of Ikbali (2021) and Uspa (2020), who found that the use of word wall media was effective in the learning process and improved students' English vocabulary.

In conducting this research, the researcher found previous studies about Flashcards and word wall in teaching vocabulary. The first research is the research is conducted by Nurarsida et al. (2023), by the title "The Effectiveness of Flashcards Media in Improving Students' English Vocabulary at SMP Negeri 2 Galesong Utara". This research comes from the difficulties in understanding vocabulary in English. This researcher used pre- experimental research to improve the vocabulary of students in the seventh grade at SMP Negeri 2 Galesong Utara by using flashcards. The results of this study found that the use of flashcard media in the learning process to improve students' English vocabulary that considered effective based on the data obtained where the mean score in the pre-test 44,28 and the post-test 71,60. It can be seen that the mean score of the post-test is higher than the mean score of the pre-test.

The second research is conducted by Satriawan (2019), by the title "The Effect of Using Flash Cards on Students' Vocabulary at 7th Grade of SMP N 5 Jonggat Academic Year 2019/2020". This research was classified as quasi- experimental research . It involved 52 students of two classes. Class VII A as the experimental class and VII C as the control class. The experimental class was taught by using flashcards. The researcher found that there was a significant difference between the students' score in experimental class and control class. It was proved by the mean score that the post-test was higher than mean score in the pre-test. In the experimental class, the mean score of pre-test was 71 and the mean score of post-test was 84. While the control class, the mean score of pre- test was 69 and the mean score of post-test was 77. The researcher concluded that the use of flashcards effective on students' vocabulary at 7th grade of SMPN 5 Jonggat academic year 2019/2020.

The third research is conducted by Ikbali (2021), by the title Improving Students Vocabulary by Using Word Wall Media at The Second Grade of SMPN 8 Palopo. This research focuses on improving students' vocabulary by using word wall media at the Second Grade of SMPN 8 Palopo. The result of this research shows that was a significant difference in pre-test and post-test after using word wall. The data showed that pre-test was 56.60 and post-test was 85.80. it means that there was significant difference in teaching vocabulary before and after using word wall media.

The fourth research is conducted by Uspa (2020), by the title The Use of Word Walls Media to Improve Students' Vocabulary in Reading Skill at Mts.Negeri Banteng. This research applied a quantitative method in form of experimental design that spending two months period of time for the data collection by using pretest, treatment and posttest. The result of this research showed that students' vocabulary was significance difference between score pretest and posttest. And the mean score of pretest verb was 50.39, pre-test noun was 66.95 and pre-test adjective was 42.60 and mean score of posttest verb was 76.46, post-test noun was 86.08 and post-test adjective was 67.82. The

improvement from pretest to posttest can improve verb was 51%, can improve noun was 29% and can improve adjective was 59%. It can be concluded that the use of word walls media can improve Students' Vocabulary In Reading Skill At Mts. Negeri Bantaeng.

The difference in this research intends to compare between flashcards and word wall media in teaching vocabulary. In this research, the researcher wants to know whether there is significant difference between the students who are taught through flashcards and the students taught through word wall.

The result of the research can give a contribution to Teacher, student, and other researcher. The findings of this research are intended to provide teachers with information regarding the usage of flashcards and word walls as teaching tools for English vocabulary. By employing word walls and flashcards to teach English vocabulary, teachers may create better and more engaging lessons. The results of this research are expected to improve students' vocabulary skills. In addition, this research is expected to inspire students to be more interested in learning vocabulary. For the other researcher: they can use the findings of this study as additional references in future research on a similar topic.

## 2. Method

This research used the quasi-experimental method. There are two experimental classes in this research, namely, experimental one class and experimental two class. The experimental one class is taught using flashcards, and the experimental two class is taught using word wall. Both of these groups are given the same pre-test to know the students' vocabulary. Then the students of the experimental one class conduct the treatment by using flashcards, and the students of the experimental two class conduct the treatment by using a word wall. The two last, both of two groups are given the same posttest. The total population in this research is 56 students of eighth grade at SMPN 11 Kabupaten Sorong divided into three classes. The sample of this research is the VIII A which consisted of 18 students with 5 males and 13 females, and the VIII B which consisted of 18 students with 11 males and 8 females. Therefore, the total number of the sample in this research is 48 students.

Both of the classes are given the same pre-test to know the students vocabulary. Then the students of the experimental one class (E1) conduct the treatment by using flashcards, and the students of experimental two class (E2) conduct the treatment by using a word wall. The last, both of the two classes are given the same posttest. The researcher used vocabulary test which consists of 20 items consist 10 items multiple choice, 5 items matching, 5 items gap fill and all of them are noun about things around school and home.

The researcher used the Independent Sample T-test method. 1. If the significance value  $< 0.05$ , then the  $H_0$  is rejected and  $H_a$  is accepted. It indicates there is significant difference between the students taught through flashcards and the students taught through word wall. Otherwise, if the significance value  $> 0.05$ , then the  $H_0$  is accepted and  $H_a$  is rejected. It indicates there is no significant difference between the students taught through flashcards and the students taught through word wall.

## 3. Findings and Discussion

### 3.1. Findings

After conducted the research, the researcher used SPSS program 20 to analyzed the data collection to find out the result of this research. The table below explained the students mean score and standard deviation in pre-test for experimental one class and experimental two class.

Table 1. The Mean Score and Standard Deviation in Pre-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Score	Experimental Class 1	18	30.00	14.852	3.501
	Experimental Class 2	18	31.58	18.712	4.293

The table showed that the mean score in the pre-test for experimental one class is 30.00 with standard deviation is 14.852. While the mean score in the pre-test of experimental two class is 31.58

with standard deviations is 18.712. It can be said that the abilities of the two classes were relatively the same.

Table 2. The Mean Score and Standard Deviation in Post-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
<b>Students Score</b>	Experimental Class 1	18	43.61	20.566	4.847
	Experimental Class 2	18	47.89	19.026	4.365

The table showed that the mean score in the post-test for experimental one class is 43.61 with standard deviation is 20.566. While the mean score in the post-test of experimental two class is 47.89 with standard deviations is 19.026. It indicated the mean score of experimental two class is higher than the mean score of experimental one class.

### 3.1.1. Normality test

Table 3. Normality Test in Pre-Test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>Experimental 1</b>	.187	18	.095	.939	18	.277
<b>Experimental 2</b>	.169	18	.185	.879	18	.025

a. Lilliefors Significance Correction

The table above showed that the significant score pre-test of experimental one class is 0.277 and is distributed normally because the significant score is higher than 0.05. While the significant score pre-test of experimental two class is 0.025 and is not distributed normally because the significant is lower than 0.05.

Table 4. Normality Test in Post-Test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
<b>Experimental 1</b>	.140	18	.200*	.941	18	.297
<b>Experimental 2</b>	.205	18	.043	.891	18	.040

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above showed that the significant score posttest of the experimental one class is 0.297 and is distributed normally because the significant score is higher than 0.05. While the significant score posttest of experimental two class is 0.040 and is not distributed normally because the significant is lower than 0.05

### 3.1.2. The Comparison of Students Score between Flashcards and Word Wall Class

Table 5. The Students Score between Flashcards and Word Wall Class

Classification	Range	Flashcards				Word wall			
		Pre-test		Post-test		Pre-test		Post-test	
		F	P	F	P	F	P	F	P
Very Good	90-100	0	0%	1	6%	0	0%	0	0%
Good	70-89	0	0%	2	11%	1	6%	4	22%
Fair	50-69	2	11%	3	17%	3	17%	4	22%
Poor	30-49	6	33%	8	44%	6	33%	9	50%
Very Poor	10-29	10	56%	4	22%	8	44%	1	6%
Total		18	100%	18	100%	18	100%	18	100%

The table showed the students percentage score between experimental one and experimental two class. In experimental one class, the students have been taught using flashcards. The data showed that in pretest, there are 10 students or 56% of them got very poor score. There are 6 students or 33% of them got poor score and only 2 students or 11% of them got fair score. While in posttest, there are only 4 students or 22% of them got very poor score, 8 students or 44% got poor score and 3 students

or 17% of them got fair score. Different with pretest, in posttest there 2 students or 11% of them got good score and 1 student or 6% of them got very good score. In conclusion, we can said that in flashcard class there is an improvement of the students vocabulary score between pretest and posttest. Even though, the amount of the students who got good scores only few.

The condition in experimental two class who have been taught using word wall is also almost same. In pretest, there are 8 students or 44% of them got very poor score, 6 students or 33% of them got poor score, 3 students or 17% of them got fair score and only 1 student or 6% of them got good score. Comparing in posttest, there is only 1 student or 6% of them got very poor score. There are 9 students or 50% of them got poor score, 4 students or 22% of them got fair score and 4 students or 22% got good score.

From the explanation above we can interpret that the student who have been taught vocabulary using flashcard and word wall has the same ability in pretest and posttest.

Table 6. Independent Sample T-Test in Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Score	Equal variances assumed	.801	.377	.285	33.986	.777	1.579	5.539	-9.678	12.836
	Equal variances not assumed			.283	35	.779	1.579	5.574	-9.738	12.895

The data analysis above was used to determine whether there was a significant difference in pre-test scores between the experimental one class and the experimental two class. From the data above, we can see that there is no significant difference in pre-test scores between the experimental one class and the experimental two class because the sig.(2-tailed) is 0.777 and 0.779 that bigger than 0.05. It means the students' vocabulary test scores in the pre-test between the experimental one class and the experimental two class are not significantly different. In other word, the students ability before treatment are same.

Table 7. Independent Sample T-Test in Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Score	Equal variances assumed	.006	.936	.657	34.391	.516	4.284	6.523	-8.967	17.534
	Equal variances not assumed			.658	35	.515	4.284	6.509	-8.930	17.497

The data analysis above was used to determine whether there was a significant difference in posttest scores between the experimental one class and the experimental two class. Statistically, there



is significant difference if the sig. (2-tailed) smaller than 0.05 and there is no significant difference if the sig. (2-tailed) bigger than 0.05. From the data above, we can see that there is no significant difference in posttest scores between the experimental one class and the experimental two class because the sig. (2-tailed) is 0.516 and 0.515, which that bigger than 0.05. It means the students' vocabulary test scores in the posttest between the experimental one class and the experimental two class are not significantly different. In other words, in this research, the null hypothesis (H0) is accepted. It indicates there is no significant difference between the students taught through flashcards and the students taught through the word wall.

### 3.2. Discussion

In this part, the discussion covers the interpretation of the research findings derived from the result of statistical analysis to depict the students' vocabulary using flashcards and word wall. Based on the findings above, there is no significant difference between the students who taught through flashcards and the students who taught through word wall. The result of the t-test statistical analysis showed that there was no significant difference between the experimental one class who got treatment by using word wall and experimental two class who got treatment by flashcards.

Based on the SPSS result, both flashcards and word wall are no one more effective. Although, both flashcards and word wall can increase students score. It can be seen from the students' pre-test and posttest score of flashcards and word wall. The students' score is increase in the posttest.

In this research, researcher focused on the vocabulary about noun especially things around school and house. If look from the result of pretest many of the students have problems with vocabulary about things around school and house. In the pretest result of experimental one class or flashcards class there is no student got very good and good score. There are 2 students of them got fair score, 6 students got poor score and 10 students got very poor score. While in the result of posttest there is an improvement of students' score. Where, there are 1 student got very good score and 2 students got good score. Different with pretest, in posttest there are only 4 students got very poor score, 8 students got poor score and 3 students got fair score. The same thing happened to experimental two class or word wall class. In the pretest result, there is no students got very good score and only one got good score. There are 3 students got fair score, 6 students got poor score and 8 students got very poor score. While in the posttest, there still no one got very good score but 4 students got good score. There are 4 students got fair score, 9 students got poor score and only one got very poor score. Therefore, we can say that in the experimental one class and experimental two class there is an improvement students' vocabulary score. Even though, the amount of students who got good score only few.

In the implementation of flashcards media in the classroom, the researcher showed the picture and then asked students randomly about the picture. Thus, students get the opportunity to be active and try to answer. After that, the researcher explained to the students about the picture. This aims to provide information to students related to the picture so that they acquire new vocabulary about things around school and house. During the implementation of flashcards, the researcher realized that many students had no interest in learning vocabulary. It can be seen from the activeness of students in class. From the 18 students in the class, only two or three were active and enthusiastic about learning vocabulary. Many of them would only be silent and look less focused when the teaching and learning process took place. The researcher tried to make them focus by doing ice-breaking, but it was not very effective. While, in the implementation of the word wall in the class, the researcher asked students to take turns writing on the whiteboard vocabulary related to the topic being studied. After that, the researcher and students corrected the vocabulary on the whiteboard together. Then, the teacher explains some new vocabulary related to the topic being studied. The same problem also occurred in students of experimental two class or word wall class. It's just that in the experimental two class there were more students who were interested and enthusiastic about the teaching and learning process in class. Some of them look active during the teaching and learning process. There are only a few of them who seem less focused when the teaching and learning process takes place.

In addition to the several factors above, there are other factors why there is no significant difference between the students taught through flashcards and word wall or, in other words, both flashcards and word wall are not effective, especially at eighth grade of SMPN 11 Kabupaten Sorong. The first factor is students are used to using instant methods to complete their assignments. They finished their assignment without understanding the point of the content. They are used to using their phone to finish

their assignments and some of them would copy their friends' assignments. The second is the researcher not only focused on the vocabulary during the teaching and learning process.

The new findings of this result is there is no significant difference between the experimental one class who got treatment by using word wall and experimental two class who got treatment by flashcards.

#### 4. Conclusion

Based on the findings and discussion above, the researcher can make a conclusion as follows: (1) There is no significant difference between the students taught through flashcards and the students taught through word wall. (2) The finding of this research indicated that the Null Hypothesis (H<sub>0</sub>) is accepted and Alternative Hypothesis (H<sub>a</sub>) is rejected.

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