The Influence Of Students' Vocabulary Mastery By Utilizing Flashcards For Young Learners In Sixth Grade Of SDN 1 Cisangu

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Abstract. The objective of this study is to assess the influence of utilizing flashcards on vocabulary mastery among sixth-grade students at SDN 1 CISANGU. The research methodology employed was a pre-experimental design involving a one-group pretest-posttest approach. The sample size consisted of one class comprising a total of 26 students. The data for this study were derived from the pretest and posttest results, which were conducted in the format of written tests. The data analysis process involved utilizing the t-test formula. The results of this study for the t-test obtained t arithmetic t table or 5,956 >1,708 then H0 is rejected and H1 is accepted. Thus, it can be concluded that there is an influence of flashcard media on the vocabulary mastery of sixth-grade students of SD Negeri 1 Cisangu. The N-gain test with a result of 0.68 is in the medium category, which means that the utilization of the use of flashcard media is influenced by vocabulary mastery.

Keywords: Flashcard media, Vocabulary mastery, EYL

1. INTRODUCTION

The elementary school students in the young learners' age group are those between the ages of 6 and 12. They can be separated into two age groups: the younger (6–8) group and the older (9–12) group. Based on their educational background, The students are categorized into two groups: lower-class students, consisting of first, second, and third years, and upper-class students, comprising fourth, fifth, and sixth years.

(Thorbury 2018) The participants were divided into two groups: level one was designed for children ages 5-7, while level two was for children ages 8–10. Very young infants may not be prepared or eager to explore the language system or use language manipulation to discern between lexical items or structures, according to (Orosz 2007) Rather, students' primary attention is on understanding the general structure and function of the new language, regardless of whether they are playing games, singing, or telling stories.

As they grow older, their awareness of language and its parts grows. Young learners may be able to identify a vocabulary item without knowing its proper meaning when they are learning new words. In the classroom, the dynamics of teaching and learning are influenced by numerous factors, such as the age of the students and the context they belong to (whether rural or urban), cultural background, interests, exposure to media, and parental guidance. (Chien, 2015; Lubis & Ritonga, 2023; Ritonga et al., 2022), which found that young learners mimic adults and examine how language functions; that context and setting, not IQ, are crucial for

language acquisition; that high motivation is a prerequisite for language learners' success, and that language needs to be contextualized for students to comprehend it. Moreover, the primary goal of teaching English to young learners in elementary school is to spark their interest in the language from an early age.

Based on the experience of the Kampus Mengajar at SDN 1 Cisangu 2022, it was found that many students experienced difficulties, such as difficulty pronouncing words correctly, students having difficulty spelling words accurately. besides that, the media used for learning is less attractive to students. For this reason, researchers introduce the media to assist students in influencing their vocabulary in the form of flashcard media.

(Supriatin and Rizkilillah 2018; Lubis, 2024) stated that a flashcard is a card designed to aid memorization, typically featuring information on both sides. One side usually presents a question along with a corresponding picture, while the other side provides the answer or response in the form of a sentence. (Herlina and Dewi 2017) also stated that a flashcard is a straightforward visual aid typically on a card or sheet of paper, commonly utilized as a primary method for learning. Visual aids in language learning, imply that one of the things a teacher might employ is to help him or her teach English more effectively.

The research aims to assess the influence of utilizing media flashcards as a media for teaching vocabulary, with a focus on considering the contextual factors mentioned earlier. The problem at SDN 1 Cisangu Elementary School has been resolved by the researcher. The study "The Influence of Students Vocabulary Skill by Utilizing Flashcards for Young Learners" at SDN 1 Cisangu is where the researcher is present.

2. LITERATURE REVIEW

The Definition of Vocabulary

Language consists of words, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is one of the important elements of language, it means that students' vocabulary is generally considered an important part, both in the process of language learning and in developing their abilities in language (Harisanty et al. 2020).

Not only knowing the vocabulary for having good skills but also understanding the meaning of vocabulary should be mastered by a person. It is supported by (Liang 2022) He said that vocabulary is more than a list of words, although the size of one's vocabulary matters,

that is knowing how to use it that matters most, vocabulary is not only about remembering a list of words but also knowing the whole meaning and how to use it.

Vocabulary consists of two categories. The first is active vocabulary which students can understand what the message is delivered in written or spoken, and the second is passive vocabulary which is the context that cannot be produced by them for example listening and reading (Harisanty et al. 2020).

Vocabulary Mastery

Mastering vocabulary means that students have comprehensive knowledge of the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency. The concept of mastery extends beyond merely knowing what certain words mean. Put differently, it is more accurately described as word knowledge because of the learners. (Hamer and Rohimajaya 2018) both advocate for the idea that mastery involves possessing a deep understanding of adeptness in a subject or tool.

(Farida, D., Dian, I., Hasna, A. 2019), mastery encompasses fully comprehending a subject or skill and demonstrating proficiency in its application without facing difficulty. (Aisyah et al. 2022), mastery is not synonymous with perfection. Instead, mastery is characterized by the demonstration of significant skill, technique, or knowledge within a specific area of expertise.

In the line of the definition given above, vocabulary mastery refers to the point at which students can apply their newfound understanding of word meaning to everyday situations. For this reason, in addition to simply knowing the words, students also need to comprehend their meaning and application.

Kinds of Vocabulary

(Pasaribu, Hutasoit, and Sihombing 2021). Defines vocabulary as the understanding of word meanings. This comprehension of words can be observed in at least two ways: oral vocabulary, which pertains to spoken language, and print vocabulary, which relates to written language.

a. Oral vocabulary refers to the word individuals recognize and employ in their listening and speaking interactions.

b. Print vocabulary comprises words that individuals attribute meanings to and employ in reading and writing tasks. Word knowledge encompasses two categories: Productive vocabulary, encompassing words individuals actively utilize. Receptive vocabulary comprises words individuals comprehend when encountered in reading or listening. (Thorbury 2018) there are several kinds of content words:

a. **Noun**

A noun is a linguistic term used to denote a thing, person, place, action, or quality. Examples include "police," "doctor," "chair," "bag," "bird," and "beach.".

b. **Verb**

in a sentence, the verbs are the action words that explain what the subject is doing. For example: run, put, do, give, sing, eat.

c. **Adverb**

An adverb is a word that describes a verb, an adjective, a clause, or another adverb. It informs readers of how, where, when, and to what extent everything was accomplished. For example yesterday, often.

d. **Adjective**

The primary function of an adjective is to modify a noun or a pronoun, thereby providing additional details or specificity. Examples include words like "beautiful," "good," "little," and "big."

e. **Pronoun**

A pronoun is a linguistic element that substitutes for a noun or a noun phrase. Examples of pronouns include "I," "you," "they," "we," "she," "he," and "it.".

f. **Conjunction**

A conjunction is words that connect one sentence to another or one word to another are called conjunctions. Using and, before, after, then, and so on as examples.

g. **Interjection**

An interjection is a word put into a sentence to express a sudden or strong feeling. For example: Wow! Hey! Ouch! Ugh!

Teaching and Learning Vocabulary to Young Learners

(Ratnawati, Yulianti, and Emeliana 2021) likened language structures to the skeleton of language, suggesting that vocabulary serves as the vital organs and flesh. This analogy

emphasizes the crucial role vocabulary plays in communication. Without vocabulary, effective communication cannot take place.

Recognizing the significance of vocabulary in teaching and learning is crucial, teachers must utilize effective methods for teaching vocabulary, seamlessly integrating it into reading, speaking, writing, and listening exercises. They must implement engaging methods to ensure meaningful learning experiences for students.

Additionally, teachers should establish a priority-order list of vocabulary, determining which words to teach first, second, and so on, to optimize the learning process. This ensures that students acquire essential vocabulary systematically and efficiently. Indeed, one challenge in teaching vocabulary is the selection process—deciding which vocabulary to prioritize for the teacher. Additionally, limited English resources in many schools restrict students' access to enjoyable reading materials, such as folk tales, funny stories, and adventure tales. This scarcity can hinder students' engagement with the language and impede their vocabulary development.

Learning new words is enjoyable for young learners. students demonstrate a remarkable ability to rapidly acquire new words and possess a strong conceptual understanding of terms in both their first and second foreign languages. Therefore, it is recommended to present knowledge in diverse and varied ways to enhance the learning experience.

A teacher might begin teaching vocabulary to younger students by introducing everyday objects so that students can effectively learn vocabulary by engaging their senses and experiences. They benefit from opportunities to see, feel, play with, touch, and directly experience the words they are learning (Sharmin and Chow 2020). It implies that genuine items, teachers, can be created without requiring the usage of the native tongue.

3. METHOD

This research is experimental research using an approach quantitative which aims to determine the influence of using flashcards on students' vocabulary mastery. This type of research is a Pre-Experimental Design. It is said to be a pre-experimental design because this design is not yet a real experiment. This type of research was chosen because researchers provide treatment in the form of media learning, namely flashcards for the class that is given treatment. Ary Kunto (2010) "Measurement is a method used in quantitative research to gather data in the form of numbers that are used to evaluate established hypotheses and provide answers to queries". This research uses only one group. The group in this study was given treatment using Flashcards. This research was conducted in SDN 1 Cisangu, located at the Cibadak, Lebak, Banten. the researcher examines 6th-grade students at SDN 1 Cisangu with a

several students consisting of 11 boys and 14 girls. The methods used to collect data for this study include pretest and postest. Pretest was carried out by the researcher to know skills students before given the treatment by utilizing flashcard. The analysis of research data such as comparing variables, connecting two or more variables, looking for the influence of one variable against other variables, the influence of a variable, and the interaction of several variables, requires analytical statistics using spss v.23

4. RESEARCH FINDINGS AND DISCUSSION

a. Research Finding

Based on giving a vocabulary mastery test to sixth-grade students at SDN1 Cisangu utilizing flashcard media, a research-type experiment using pretest and posttest to obtain results descriptive statistical analysis is shown in the table that follows.

The Result of pretest data analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest Data Analysis	26	25	35	60	47.69	1.715	8.744	76.462	.101	.456	-1.406	.887
Valid N (listwise)	26											
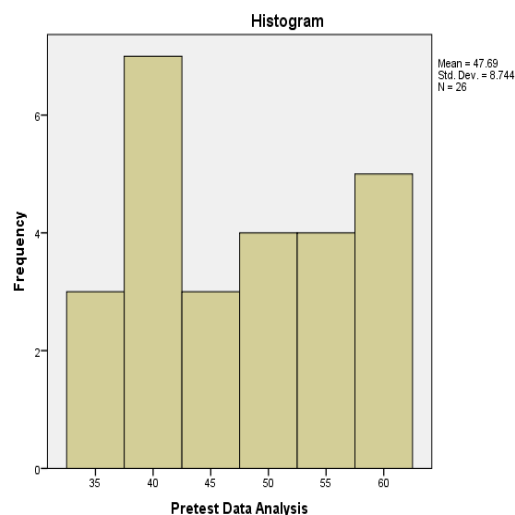
The histogram above shows the number of respondents (N) there are 26, of the 26 students' the lowest score is 35 (minimum) and the highest score is 60 (maximum), the range value is the difference between the minimum and maximum scores there is 25, and the sum value is the sum of the students' (respondent's) pretest results of 47.70. The mean of the number

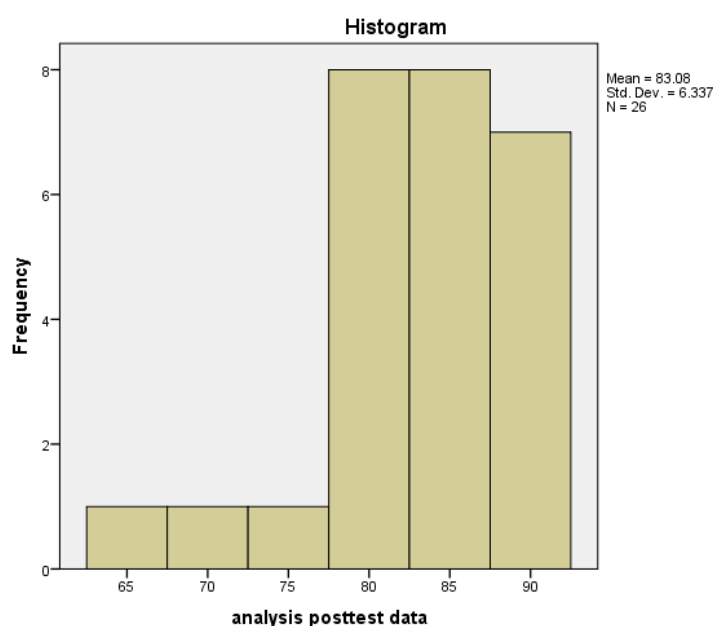of students is 1.715 with a standard deviation of 8744. Further details are presented in the table below:

Table 1. Score Test Vocabulary Mastery (Pretest

No	Category	Score
1	Sample	26
2	The highest score	60
3	Lowest score	35
4	Mean	47.70

Reflecting on the results of the previous computations, mean value of the pretest obtained by sixth-grade students of SDN 1 Cisangu, before using the media flashcard is 47.70. As for the students' pretest statistical scores, it can be seen that before being given treatment, The student's pretest scores ranged from 35 to 60, with 60 being their maximum score.

Table 2. The Result of Posttest Data

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
analysis posttest data	26	25	65	90	83.08	1.243	6.337	40.154	-1.111	.456	1.563	.887
Valid N (listwise)	26											

Histogram

Mean = 83.08
Std. Dev. = 6.337
N = 26

from the table above shows the number of respondents (N) there are 26, of the 26 students' the lowest score is 65 (minimum) and the highest score is 90 (maximum), the range value is the difference between the minimum and maximum scores there is 25, and the sum

value is the sum of the students' (respondent's) pretest results of 83.08. The mean of the number of students is 1.243 with a standard deviation of 6.337. Further details are presented in the table below:

Table 3. *Score Test Vocabulary Mastery (Postest)*

No	Category	Score
1	Sample	26
2	The highest score	90
3	Lowest score	65
4	Average	83.08

Based on to students' vocabulary mastery test (posttest) with 26 sample categories the highest score being 90, the lowest score 65, and the mean of 83.08, It seems evident that students' scores on the vocabulary mastery test for the posttest exhibited a significant influence.

5. DISCUSSION

This study was carried out to assess the influence of utilizing flashcard media on vocabulary mastery among sixth-grade students at SDN 1 Cisangu. Based on where the pretest is given treatment first without using media and after that, it is given posttest using flashcard media.

The influence contained in vocabulary mastery in students using flashcard media was proven to have a positive impact when researchers carried out the treatment for students who were still not experts in vocabulary mastery, but with flashcard media students looked more interested and excited in the learning process in vocabulary mastery. Through flashcard media, teachers can model how to pronounce a word or sentence. Flashcards contribute to vocabulary mastery teaching students, flashcards make students understand the vocabulary that is presented because there are illustrative images. Flashcards are beneficial in influencing students' English vocabulary mastery. This can be seen from the change in scores between the pre-test and post-test scores obtained by students in the pra-experimental class. This means that flashcards influence students' vocabulary mastery.

6. CONCLUSION

Based on the findings and analysis of the study investigating the mastery of vocabulary among sixth-grade students at SDN 1 Cisangu through the utilization of flashcard media, the use of flashcard media has an influence and can be determined. In terms of vocabulary mastery, the difference is evident in the students' average scores: before using flashcard media, the

average score was relatively low at 47.70, while after employing flashcard media, the average score obtained by students significantly increased to 83.08, indicating a notable influence.

Based on the hypothesis results using inferential statistical data and t-test then obtained t value = 5.956 and t table = 1.708 then obtained $t_{count} > t_{table}$ or 5.956 > 1.708. It can be concluded that media use at SDN 1 Cisangu, flashcards influence sixth-grade students' mastery of vocabulary. Conversely, the medium category is characterized by an N-gain score test result of 0.89, indicating that the utilization of flashcard media for language study exerts a significantly high level of influence

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