IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY BY USING FLASHCARD QUIZ THROUGH PEER TUTORING TECHNIQUE IN SMP NEGERI 2 AMBARAWA

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Abstract

The mastery of Englsih vocabulary of class VII students in SMP Negeri 2 Ambarawa is sill considered low. This research is aimed to describe the use of flashcard through peer tutoring technique to improve the mastery of English vocabulary of class VII students in SMP Negeri 2 Ambarawa emphasized on the material of degree of comparison. This research belongs to classroom action research with 36 students as the research subjects. The design of this research is conducted in two cycles. Each of the cycle consist of the process of planning, treatment/act, observation and reflection. Data collection instruments use observation sheets, questions sheets and field notes sheets. The data is analysed using decriptive qualitative and quantitative analysis. The result of this research show that (1) the use of flashcard can improve the mastery of English vocabulary on the aspect of spelling vocabulary. (2) the use of flashcard through peer tutoring technique to improve the mastery of English vocabulary on aspect differentiating the use of vocabulary in context of sentences. (3) The use of flashcard through peer tutoring technique improve the mastery of English vocabulary on the material of degree of comparison. This is indicated from the results of the pretest where the average of students' vocabulary mastery is 42,1 with a precentage of success 11,1 %. Students' vocabulary mastery increased with an average of 70,6 in Cycle I with precentage of success 58,3 % and Ngain score 0,45 (medium). In Cycle II, the average score of students increased to be 80 with a precentage of success is 80,5 % of students having score above KKM and Ngain score 0,65 (medium). Thus, it can be concluded that learning English using flashcard through peer tutoring techniques can improve English vocabulary mastery in degree of comparison materials in class II students of SMP Negeri 2 Ambarawa.

Keywords: Flashcard quiz, peer tutoring, vocabulary, English

Introduction

English is one of foreign language subjects which is included in Indonesia Curriculum. English in school is considered to be selection subject which has time allocation two hours meeting. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP), the intention of English instruction is to produce students that has competence in using English in performative, functional and epistemic way (Rachmawati & Madya, 2014). English instruction is learned not only for gaining knowledge, but also to develop skills in language use. Skills for language learning, especially English are listening, reading, writing and speaking. By mastering language skills, students will be able to have communication competence in English both orally and in writing (Putri, 2018). In attaining those skills, it is needed mastery of English vocabulary.

Vocabulay mastery is a basic aspect of the concept of understanding in English instruction (Novianti, 2020). Mastering vocabulary is an important part of language instruction either for beginner learner or in order to develop skills in a language that has been mastered. Learners will find it difficult to achieve basic

competence in learning English if they do not master adequate vocabulary. It can be said that the more English vocabulary mastered, the more students will be able to understand learning English and use it to communicate more easily. However, this is not in line with the facts on the field where incorporating English into the curriculum cannot guarantee that students in Indonesia have good English skills. A study that was conducted by Rachmawati, et al (2022) at a junior high school in Banten entitled *Analysis of Students' Vocabulary Mastery at Junior High School* showed that out of 20 students who were the subject of the study, only 8 students (40 %) who could name noun-shaped vocabulary, while 12 students (60%) could not name various kinds of nouns. The data illustrates that the mastery of English vocabulary, especially among junior high school students, is still low.

The low mastery of English vocabulary also become a challenge for class VII students at SMP Negeri 2 Ambarawa, located in Semarang Regency. Based on the results of the vocabulary pretest test on degree of comparison material on 36 students of class VII at SMP Negeri 2 Ambarawa, the average score for English vocabulary mastery was 40.1 with a percentage of 11%. Breaking down from these figures, there were only 4 students who were able to obtain a pretest score exceeding the KKM score, which is 75, while 32 students obtained scores below the KKM. From these data it can be indicated that the mastery of English vocabulary for class VII at SMP Negeri 2 Ambarawa is still relatively low. The low level of mastery of English vocabulary among students in junior high schools in general can be influenced by several things such as low self-confidence and self-motivation which always assumes that English is a difficult subject, the teacher's teaching methods are difficult for students to understand, learning media that are less varied, learning and literacy facilities in schools are inadequate, the characteristics of teachers who have not been accepted by students and parents' educational and economic levels are still relatively low (Siska, 2006). From these several factors, the dominant factor that causes class VII students of SMP Negeri 2 Ambarawa to have a low level of mastery of English vocabulary based on the results of interviews is learning methods and media that have not been able to facilitate students in improving English vocabulary mastery.

Therefore, the mastery of English vocabulary for class VII SMP Negeri 2 Ambarawa needs to be improved using media and learning techniques that attract students' interest in learning English. One of the media that can be used to learn vocabulary is using flashcard. Flashcards are expected to help students master vocabulary because they are practical and easy to use (Mustari, et al, 2020). The use of flashcard media also helps teachers in providing vocabulary material to class VII students more pleasantly. Flashcard media has several advantages, Ismundari and Suprayitno (Nugraha, 2017) stated the advantages of flashcard as follow: (1) they are concrete and more realistic in raising the subject matter, when compared to verbal language, (2) they can overcome space and time constraints , (3) can overcome experience limitations, (4) clarify problems in any field and for everyone regardless of age so as to prevent or correct misunderstandings, and (5) the price is affordable and easy to obtain. Thus, flashcard media is very suitable to be applied in learning English vocabulary mastery.

Learning vocabulary in pleasant way will be able to increase the interest and motivation of students which will also affect the level of understanding of students. Learning vocabulary will be more interesting by applying peer tutoring techniques or learning with peers. Peer tutoring is a learning technique that allows a more competent learner to teach other learners, making it possible to do it in pairs

in one group (Sukmawati, et al, 2012). Brown (2000) states that peer tutoring is an activity in which two or more students are given assignments and then bring up collaborative activities in completing them. Brown (2000) adds that the peer tutoring technique has several advantages, namely: (1) forming interactive communication, (2) creating a loving learning atmosphere, (3) teaching responsibility, (4) the first step in individual learning. Through this learning technique, students are expected to be more active and interactive in learning English vocabulary. Therefore, it is deemed necessary to conduct research on improving English vocabulary mastery using flashcard through peer tutoring techniques.

Based on the description of the problem, it is needed an appropriate method and technique that can facilitate students in increasing their mastery of English vocabulary. In this case the researcher will apply flashcard quiz media and peer tutoring techniques in learning English vocabulary. The problem statement of this research will be how learning English vocabulary using flashcard quiz through peer tutoring technique will improve students' vocabulary mastery. Based on the description above, this research is entitled " Improving Students' English Vocabulary Mastery By Using Flashcard Quiz Through Peer Tutoring Technique In Smp Negeri 2 Ambarawa".

Methodology

This research located at SMP Negeri 2 Ambarawa which was conducted on even semester academic year 2022/2023. The subjects of this research were students in class VII D of SMP Negeri 2 Ambarawa, totaling 36 students, which consisted of 18 male students and 18 female students. This research belongs to classroom action research. The design of this study used the classroom action research procedure model from Kemmis and Taggart, which is conducted in two cycles. Each of the cycle consist of the process of planning, treatment/act, observation and reflection.

This research uses decriptive qualitative and quantitative approach. Data collection instruments are observation sheets, questions sheets and field notes sheets. The data is analysed using *Interactive analysis model* by Miles and Huberman and *Ngain* test. Interactive analysis model is used to analised data in qualitative form which consist of 3 steps of analysis namely data reduction, data display and conclusion. Meanwhile, *Ngain* test is intended to measure the significance of increasing learning outcomes before and after the learning. In this case, pretest and post test scores are compared to find the differences and the effectiveness of the treatment impemented in the learning process. Thus, the results of the research displayed in the form of both qualitative and quantitative.

Finding and Discussion

Activity of classroom action research has been conducted without significant changes. In each cycle (cycle I and cycle II), the researcher carried out tasks consistently based on existing procedures which are planning, treatment/act, observation and reflection. Cycle I and cycle II each carried out in 2 meetings. Cycle I conducted on first and second week of April while cycle II conducted on first and second week of May.

Data about the vocabulary mastery of class VII students in the form of results from the pretest. The test was conducted to determine the students' basic competences of English vocabulary mastery related to adjectives in the degree of comparison material. The questions used in this test emphasize the purposes that students are able to name and distinguish adjective vocabulary in English based the form of

degree of comparison. This test consists of 20 questions which are divided into four sections, each of which consisting of 5 questions. In the first part of the test questions are in the form of translating questions, in the second part the questions are in the form of changing the form of adjectives based on the degree of comparison, in the third part, choosing the correct form of vocabulary based on the context of the comparison sentence, and in the fourth part, determining the appropriate vocabulary in the context of the existing comparison sentence. The basic competences test scores of class VII D students in mastering English vocabulary are shown as follows.

Table 1. Distribution of Basic Competence of English Vocabulary Mastery Test Results

Score Range	F	%	KKM
92-100	-	0 %	√
84-91	2	5,6 %	√
75-83	2	5,6 %	√
51-74	7	19,4 %	-
26-50	14	38,9 %	-
1-25	11	30,5 %	-
Total	36	100 %	4

Based on table 1, there are no students who get scores in the range of 92-100. In the range of 84-91 there are 2 students with a percentage of 5.6%. Likewise in the range of 75-83, there were 2 students with a percentage of 5.6%. Then, there are 7 students get scores in the range of 51-74 with a percentage of 19.4%. In the range of 26-50, there are 14 students with a presetage of 38.9%. A total of 11 students scored in the range 1-25 with a percentage of 30.5%. This shows

that there were 4 students who completed KKM with a percentage of 11.1% and 32 students who did not complete with a percentage of 88.9%.

After the application of the treatment, then in cycle I the percentage of completeness was increased from 11.1% in the pretest to 58.3%. Based on these results, it can be seen that there was an increase in the percentage of 47.2%. The increase in cycle I was not maximized because the research success criteria had not been reached, which is 80% of students who achieved KKM (≥ 75).

Regarding the result in cicle I, it is necessary to do reflection to reassess the actions that have been taken. The results of reflection in cycle I are used in improving learning in cycle II in order to increase students English vocabulary mastery.The results of reflections in cycle I are as follows: 1) The information contained on the flashcards used in cycle I is still confusing, 2) students are still confused about instructions regarding the use of flash card media. So that there are still many students who ask about how to use flashcard media correctly. 3) students still feel embarrassed to discuss with their partners in a group, so that the goals of the peer tutoring technique are not able to run optimally. 4) there are still students who are busy telling stories with their friends and pay less attention when the teacher is explaining. 5) some students still write vocabulary carelessly without paying attention to the pictures displayed. 6) some students are still lazy to work on evaluation questions.

In the posttest conducted at the end of cycle II, the percentage of completeness increased from 58.3% in cycle I to 80.5% in cycle II. Based on these results, it can be indicated that there was an increase in the percentage of 22.2%. The results of the second cycle of reflection showed an increase in students' mastery of English vocabulary. This can be seen from the increase in students who achieved KKM, there were 29 students or 80,5%.

This results shows that the action in cycle II brought significant changes to the improvement of students' English vocabulary mastery. This is in line with Surini's research (2018) that flashcard learning media can improve English vocabulary mastery for the upper grades. It can be said that the use of flashcards can increase the mastery of English vocabulary for both first and upper level students. These results also show that the application of peer tutoring techniques to the learning process can support the improvement of students' mastery of English vocabulary because it can make students more active in a comfortable and interesting learning atmosphere (Rahmi, 2019). Thus the class action research ended in cycle II.

Improving mastery of English vocabulary using flashcard quiz media through peer tutoring techniques includes the results before the action implemented until the end of cycle II and comparisons are made before the action applied until the action is completed in cycle I and cycle II. Based on test results, assessment of each aspect of English vocabulary mastery, and observations made during cycle I and cycle II showed that students' vocabulary mastery increased after applying flashcard quiz learning media through peer tutoring techniques. In addition, the results of the basic competence test (pretest), cycle I test (posttest I) and cycle II test (posttest II) are used as indicators of whether there is an increase in vocabulary mastery. The comparison of the increase in each cycle is presented in graph 1.

Based on graph 1, it can be seen that there was an increase in the mastery of students from cycle I to cycle II to 80.5%. This shows that the completeness in cycle II has fulfilled the indicators of student success as much as 80.5%. This increase is due to the use of flashcard quizzes that can help improve students' memory through visualization which has a major influence on remembering and understanding something compared to verbal or audio

(Carpenter & Olson, 2012). In addition, the application of peer tutoring techniques can also stimulate an increase in learning more comfortably. Thus learning using flashcard quizzes and peer tutoring techniques is very good for increasing students' English vocabulary.
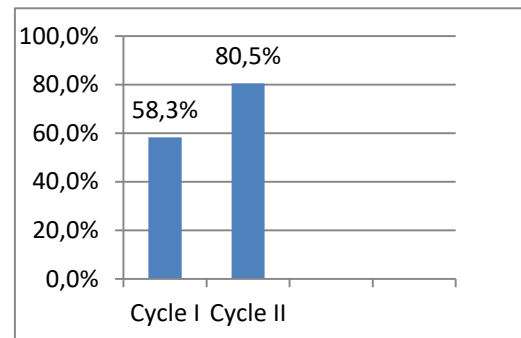
Graph 1. Comparison of the improvement in cycle I and cycle II

Conclusions

The English vocabulary mastery of class VII students of SMP Negeri 2 Ambarawa before being given the treatment (pretest) in the form of flashcard quiz as media can be seen from the inability of the students to mention in writing the vocabulary in the form of adjectives in English related to the degree of comparison material and distinguishing the use of adjectives in the context of comparative sentences. After being given the treatment (posttest), students' mastery of English vocabulary can be seen from the ability of students to be able to mention in writing vocabulary in the form of adjectives in English and distinguish the use of adjectives in the context of comparative sentences. This difference can be seen from comparing the results of the pretest and posttest in Cycle I and Cycle II. The results of the pretest showed that the average of students' vocabulary mastery is 42,1 with a precentage of success 11,1 %. Students' vocabulary mastery increased with an average of 70,6 in Cycle I with precentage of success 58,3 % which has Ngain score 0,45 (medium category). In

Cycle II, the average score of students increased to be 80 with a precentage of success is 80,5 % of students having score above standard of minimum completeness which has Ngain score 0,6 (medium category). Thus, it can be concluded that learning English using flashcard through peer tutoring techniques can improve English vocabulary mastery in degree of comparison materials in class II students of SMP Negeri 2 Ambarawa.

The researcher provides the following suggestions: 1) for teachers, flashcard quiz media through peer tutoring techniques can be used by teachers as a variety of collaborative learning models in order to improve English vocabulary mastery, especially in degree of comparison material. 2) for future researchers, it would be better if they could conduct a more in-depth study of the application of flashcard quiz media through peer tutoring techniques and develop further so that it becomes better in order to improve English vocabulary mastery.

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