

# The Impact of Flashcard Media Towards English Vocabulary For Disability Students At SLB Negeri Sorong Regency

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**Abstract:** The objective of this research is to find out whether a flashcard media impact or not in teaching vocabulary for disability students especially mental retardation at SLB Negeri Sorong Regency. Related to the objective, the research used pre-experimental research design. The population of this research was seventh grade students of SLB Negeri Sorong Regency which consist of 7 students. The sample of this research was 5 students of seventh grade who considered have mental retardation. The researcher used 10 matched words from the pretest and posttest when gathering data. The researcher calculated the data using the SPSS 20 application for analyzing the data. After Analyzed the result of paired sample T-test, the Alternative hypothesis which said that Flashcard media impact the student's vocabulary at SLB Negeri Sorong Regency especially students with mental retardation is accepted and the Null hypothesis is rejected. In addition to result of P-Value (0.001) than smaller P-value (0.05). It means that the students' vocabulary score between pretest and posttest is significantly different. It can be concluded that flashcard media impacts the students' vocabulary for disability students' especially for mental retardation.

**Keywords:** Flashcard; Vocabulary, Mental Retardation

## INTRODUCTION

According to [1], It is difficult to teach English, especially vocabulary, to pupils with disabilities. When teaching English vocabulary to students with special needs, particularly in special junior high schools, there are many issues that teachers must deal with. For instance, some of the students might not have studied English in elementary school, so they might not pay attention in class or grow bored with the subject. According to an interview with three special junior high school teachers, there are certain issues with teaching English, particularly vocabulary. The students' inattentiveness when the teacher explains language and lack of attention to the course are the first issues. Those issues must be resolved because vocabulary is a fundamental tool for communication that allows one to express themselves and connect words to form sentences. This Research, the researcher will use a flashcard media in the teaching and learning process in teaching vocabulary especially for the mental retardation student's at SLB Negeri Sorong Regency.

The use of flashcard media can help kids with disabilities learn their vocabulary. The most widely used visual aids in language education are flashcards, which are only a simple image on a piece of card. According to [2] a graphic medium that encourages the sense of sight is using flashcards. This media uses words and images to convey ideas, numbers, and visual symbols. According to [3], the term "flashcard" in the context of teaching English refers to any visual aid that you can hold up in front of the class to display the students, such as pictures, diagrams, words, etc.

The study's findings can help teachers because they are expected to handle classes with disabled pupils carefully. Additionally, it can enhance their teaching methods and skills of employing media to teach English vocabulary to students with disabilities. Additionally, this study can benefit students in other ways. It is anticipated that it will improve their language skills as it relates to the lessons they have acquired. The researcher

hopes that by employing flashcard media, students with disabilities, particularly those with mental retardation, would be able to memorize, write, spell, and understand words as well as enjoy learning activities. This study helps other researchers and is anticipated to be beneficial in educating them about the status of students with disabilities and the teachers who work with them to teach and learn English language. This research can then be helpful to other researchers who want to conduct research on a related subject by providing more information about it and serving as a useful reference for subsequent research by serving as the foundational data information. The objective of the research is to know the impact of flashcard in teaching English vocabulary for disability students at SLB Negeri Sorong Regency.

## METHOD

### Research design

This research used pre-experimental research. The design of this research is one group pretest posttest design. It means that this research only involved one class as experimental class.

### Population, Sample, Sampling

The population of this research is only the students with level class of seventh grade, Junior High School, at SLB Negeri Sorong Regency. The population of the students is 6 students from the seventh grade it consist one male and five female. This research, the researcher chose only 5 students to join the treatment with the same characters of disability like students with mental retardation.

### Intervention Procedure

In starting this research, the students were doing the pretest to know their ability in vocabulary. In the second until fifth meeting, the researcher taught the students using flashcard. The material that was taught is focusing on noun. At the last meeting, the researcher gave posttest to see effect of flashcard on the students' vocabulary.

### Instrument

In testing the students' vocabulary, the researcher used a test which consists of 10 items matching words and all of them are noun. The test material is the common noun that the students always use and find in their daily life.

## RESULTS AND DISCUSSION

After giving the pretest and posttest, the result of students' vocabulary can be seen in the following table:

Table 1. The Rate Percentage Students Vocabulary of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	90-100	0	0	0	0
2	Good	70-89	0	0	2	50
3	Fair	50-69	1	25	2	50
4	Poor	30-49	1	25	0	0
5	Very Poor	10-29	2	50	0	0
Total			4	100	4	100

Based on the table 1, can know that the rate percentage student vocabulary of pretest and posttest. In pretest there are 2 (50%) students get very poor score, there is 1 (25%) student get poor score, and there is 1 (25%) student get fair score. In posttest 2 (50%) students are get fair score and there are 2 (50%) students get good score. By this analysis, after given treatment by the researcher occurs increased of the students' score than previously.

Table 2. Mean Score and Standard Deviation  
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	30.00	4	14.142	7.071
	Posttest	67.50	4	9.574	4.787

The table 2 show that the mean score of students in pre-test is 30.00 with standard deviation is 14.142. While, in post-test is 67.50 with standard deviation 9.574. It indicated that the mean score of the students in post-test is higher than pretest.

Table 3. Mean Score and Standard Deviation

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.260	4	.	.827	4	.161
Posttest	.283	4	.	.863	4	.272

The table 3 showed whether the data is distributed normally or not. In this research, the kind of normality test used is Shapiro-Wilk because the total of the sample is less than 50. In pretest the significant score is 0.161 and in posttest the significant score is 0.272. So, in both in pretest and posttest the data is distributed normally because the significant score is higher 0.05.

Table 4. Paired Sample Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-37.500	5.000	2.500	-45.456	-29.544	-15.000	3	.001

The data analysis above used to know whether there is significant different score between pretest and posttest or not. Statistically, there is a different score if the P-Value smaller than 0.05 and there is no different score if the P-Value higher than 0.05. From the data above, we can see that there is a different score between pretest and posttest because the P-Value (0.001) than smaller P-value (0.05). It means that the students' vocabulary score between pretest and posttest is significantly different. From the data above, we can see that the

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standard deviation from Paired Sample Test is 5.000, Confidence Interval of the Difference score Lower Pre-test is 45.456, while upper pre-test is -29.544, and from standard error mean 2.500, then from the T is 15.000, df 3. Based on it, the students' achievement in vocabulary increased about 37.50. In other word, it can be stated that after treatment, there is a significance difference.

The discussion addresses the argument and additional interpretation of the pre- and post-test results from the pre-experimental class's vocabulary study. By examining the posttest results, it is possible to demonstrate the effectiveness of flash-card media based on the findings above. The outcome demonstrates that after receiving the treatment, the students' posttest mean score increased. The students' pretest mean score, which was 30.00 (poor classification), increased to 67.50 (good classification) on the posttest, demonstrating this. After analyzing the paired sample T-test results, the alternative hypothesis that the use of flashcards has an impact on vocabulary among students at SLB Negeri Sorong Regency, particularly those with mental retardation is accepted, and the null hypothesis is disproved.

Based on the data of sample above, actually in this research used 5 students with the same characters of mental retardation students, with the classification of gender are 4 female and 1 male students, but the result show, that the researcher used only 4 students, with the classification of gender are 3 female and 1 male, because 1 student never attendant during the treatment that the researcher has given in the learning process, caused she is sick and homes.

There are some factors that influenced the impact of flashcard media in the classroom. First, when the researcher give treatment, the students interest in learning increase and they feel enjoy and happy during the activities using flashcard media. Students give respond for the learning activities, and their said "we are happy to study like that Sir, caused that can easy to understand". Due to their increased attention when they viewed the vivid picture on the flashcard, students may be more engaged in the teaching and learning process when vocabulary is taught using flashcards. It is in line with Cross cited in [4], the use of flashcards as a learning approach is anticipated to increase engagement, enjoyment, and motivation among students with disabilities in inclusive classrooms. [5], in addition, students can learn more readily and enjoy learning more when flashcards are used.

Second, the use of flashcard media made the disability students especially students' with mental retardation at SLB Negeri Sorong Regency, easier to memorize vocabulary, spelling vocabulary, and write vocabulary. After the researcher give treatment, he asked them some questions and students can answer, then, he ask them to tried some practice, like spell the vocabulary and write the vocabulary, and it happened. Third, the researcher provides two types of flashcard media which can applied based on the teachers' and students need. In this research the researcher used all types of flashcard media there are pictures flashcard and word flashcard. It used to avoid students boredom in learning vocabulary. The condition also same with [6], some benefits of teaching vocabulary in the classroom with flashcards include encouraging students to study, preventing boredom, piquing their interest in the subject, and aiding with vocabulary retention.

Fourth, because students with disabilities could not understand when the vocabulary used in flashcards was in English, the researcher adjusted the flashcard media in two vocabularies, the first of which is seeded in Bahasa and the second of which is sown in English. It same with Cross cited in [4], The first vocabulary on the modified flashcards is sowed in Bahasa, while the second vocabulary is sown in English. The English-language terminology used in flashcards caused the pupils with disabilities to be unable to understand. Fifth, for the classes of vocabulary that the researcher gave on the treatment in the learning process is the words of noun refer persons, things, animals and fruits. All of the nouns vocabulary that the researcher gave on the

treatment is a basic vocabulary. For the things word, the researcher tried to give all of the basic nouns vocabulary and that is around the school, for examples, chair, book, table, marker, pen, pencil, window, motorcycle, car and etc. While, for the persons, fruits, and animals, the researcher gave all of the basic nouns and students can find. For example, persons like, mother, father, children, grandmother, grandfather, uncle, aunty, son, and etc. While fruits, for examples, banana, pineapple, apple, mango, orange, watermelon, pear, and guava, then, animals as a monkey, dog, snake, pig, birds, cows, chickens, fish, buffalo, horse, and butterfly.

### CONCLUSION

This conclusion described how impact the use of flashcard media in teaching vocabulary to disability students especially students with mental retardation at SLB Negeri Sorong Regency. The first the result of paired sample T-test, it is classified into quite impact. So, it can be concluded the alternative hypothesis which state that flashcard media is impact in teaching vocabulary is accepted. Second, Flashcard media is having a positive impact on the learning process. The students' feel happy and easy to understand, they are gave pay attention and enthusiasm on the lesson. Third, Flashcard media has important role to help the English teacher in controlling the class condition. The last, using flashcard media in vocabulary teaching and learning successfully improves students' score in vocabulary test.

Based on the findings of the study and the benefits of using flashcards to teach vocabulary to students with disabilities, particularly those with mental retardation, at SLB Negeri Sorong Regency, it is recommended that teachers pay close attention to the needs and characteristics of their students when teaching English to students with disabilities, particularly those with mental retardation. For students with mental disability to benefit from learning in their social lives. Teachers now frequently employ flashcards or other media in the classroom. Additionally, pupils should try learning English more, particularly vocabulary. They won't have a lot of vocabulary if they don't practice more.

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