THE USE OF FLASH CARDS APPLICATION IN TEACHING VOCABULARY

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Abstract

This research highlights the use of flashcards application in teaching vocabulary. The study's goals were to discover how students' vocabulary may be improved by utilizing flashcards programs. To fulfill the aims, the researcher performed classroom action research, with 30 students chosen using a purposive selection approach as participants. The result of this research was gathered by multiple tests, they were pretest, a cycle 1 test, a cycle 2 test and a post-test. The result of this research showed that most of the students had an improvement in learning vocabulary using a flashcard application in the pretest the students could not reach the KKM score, they only could attain 49.00 but after learning using the flashcard application, they achieved 1990 (63.33) for cycle 1 test, 2515 (83.83) for cycle 2 test and 2766 (92.2) for the final posttest.

Keywords — Flashcard application, Vocabulary, Improvement.

INTRODUCTION

One of life's activities is communication. Agreeing with Keidler (1999), communication could be a framework of images people converse via Visions can be spoken, constructed, or written by hand. Communication is used to convey our ideas, reflections, and feelings to others around us. Individuals will converse using a portion of their taught vocabulary. Lexical can aid pupils in communicating and delivering a few info wide and diverse range. Therefore, the students need to select the proper phrasing, word, or vocabulary and that is why before the four abilities, vocabulary becomes the fundamental ability in learning English, and it is an important component in teaching English. Furthermore, by utilizing proper and correct words, the teacher and pupils will arrive at the same conclusion.

According to Mohammad, Nikdel, and Oroujlou (2012), vocabulary is the fundamental component of a language. A word's lexicon is the most essential element of language that is

used to identify things such as objects, qualities, and verbs to clarify the purpose of what is to be transmitted. According to Khasanah, Chamdani, and Susiani (2014), vocabulary is an important aspect of the learning process but is sometimes overlooked in learning activities. Students will face difficulties studying English if they lack vocabulary. English instruction for primary school students has improved not been based on clear references and proper teacher preparation. Teachers are not seriously trained to be English teachers for students. As a result, learning English in schools is considered a burden. Whereas by enriching the teaching methods, teachers can easily adapt English learning to the conditions of students (Keswara, 2012).

Based on observations made on 15 - 16 August 2019 with one of the teachers who taught English subject, stated that the learning process in class uses the lecture method or practice exercises. The teacher only gives a student worksheet (LKS) and instructs the student to complete it, so the method improvement is needed for the student. The teaching method is used in schools to teach English. Students focus only on written tasks, that are subsequently gathered and scored on and the practice method (teacher active) is considered to be less fun and boring for students. the teacher. Teaching methods and HR (Human Resources) teachers become an important factor causing the inconvenience of learning English in Schools. Whereas by enriching the teaching methods, teachers can easily adapt English learning to the conditions of students (Keswara, 2012). Then the need for new methods in the process of learning vocabulary in English.

Concerning the Importance of vocabulary of the four skills in English and wanting to apply a new way of using flashcards, the researcher is inspired to do research with the title "The use of Flash cards application in teaching vocabulary". The application that will be used for this study is a digital application full of images, the name of the images and a sound of a native speaker pronouncing the words which also will make it different from the previous studies.

The researcher is inspired to use digital applications since during the pandemic, most students learn via digital platforms such as Zoom, WhatsApp, google meet, etc. so using a digital application as the strategy to teach could ease both teachers and learners during the pandemic.

LITERATURE REVIEW

1. Vocabulary

Hatch and Brown (1995, p.1) define lexicon as "a listing or set of words for a particular wording or a lists or collection of phrases that a particular speaker of the language may utilize."

It refers to the phrases of a specific dialect used by the speakers to interact with others. As according Hatch and Brown (1995, p.1), the only alphabetic order concerned is vocabulary. Moreover, Hornby (1986) described lexicon as the total number of words in a dialect.

According to the definitions above, Glossary is a collection of words that are utilized as a basic part of language competence and have a form (phonological awareness and writing), emotion, and content to communicate between two people. That is why it is critical to master vocabulary.

Some scholars distinguish between vocabulary (both active and passive). According to Harmer (1991), there are 2 forms of vocabulary. The first type of language is which that students have indeed been given and thus are expected to understand utilize. Meanwhile, the second relates to terms that pupils will identify when They will recognize the phrases and will most probably become unable to speak them. As per Haycraft (1978), as referenced in Hatch and Brown (1995), there are two forms of language: reception vocab and lexical items.

2. Flashcards

a. Definition of Flashcards

Some meanings of flashcards exist. Flashcards are little cards that the instructor may hold up for the children to view, as according Jeremy Harmer (1991). The teacher flashes Students are given cards with phrases or figures from images. Flashcards are a type of study aid that's also designed to provide a person with a single original difficulty or challenge connected to a specific topic. Every flashcard is just an accordion folder or item of paper with query, concern, or situation to be examined solely on a single face as well as the answer, trouble, or appraisal of the conditions on the other. As a consequence, flashcards are a simple yet effective way for an individual to study a specific material.

b. Flashcards as Teaching Aids

English is not utilized in everyday society since it is a foreign language. English is regarded as a tough topic for pupils to study. As a result, approach and strategy are required. To make English learning easier and more engaging, to explain the material, an English teacher should utilize a variety of teaching tools. In the teaching process, educators must use a strategic plan, be inventive, or adaptive. If lecturers only use one strategy, pupils will become bored with the material. In other terms, educational tools are referred to as media. It refers to anything that may be utilized to transmit a message from the sender to the recipient. Medium also acts as a tool that may be seen, heard, read, or spoken, as well as a suitable instrument for teaching and

learning. According to Anderson (1976), there are ten types of media: Sound tapes, printed books, sound, OHT, audio and visual projection, visual movement, audio and visual motion, tangible item, person, and computer are all examples of audiovisual media. In generally, there really are three categories of media: graphic, auditory, and audio-visual assistance. The second type of assistance is visual; this refers to the visible media. Some instances are picture, card, picture, maps, miniature, and real. The second media is audio assistance; this medium is audible. The tape player is an instance. The final type of help is an audio-visual aid; this is a media that may both be heard and seen. For example, the instructor may utilize a film or a television program as a teaching medium. According to the statement above, the medium is a tool used to carry a message from the instructor to the pupils. In this study, the researcher used flashcards as excellent teaching aids. As a result, the researcher employs visual assistance as a teaching medium since visual aids play a significant part in learning activities.

c.   Application of using Flashcards

Using Language as a Training Tool The research will use flashcards to teach vocabulary since they are graphics that can give incentive and excitement during in the training phase. Students' word understanding can swiftly improve. Notecards, as per Harmer (2001), are extremely useful for studying grammar elements for synching sentences or rehearsing terminology.

METHODS

1.   Research Design

The study was carried out via classroom activity research. Action research in the classroom is described as "an approach in which the action researcher and a client collaborate in the diagnosis of the problem and in the development of a solution based on the diagnosis" (Bryman &Bell, 2011, p.414). In those other terms, one of the primary characteristics of this form of research is cooperation among research and organizational member to address problems in the organization. Furthermore, Bogdan and Bilken (1992) define a research project as the methodical collection of knowledge to affect social change. McNiff (1999) described research method as the term given to a growing movement in academic research that enables educators to reflect on their activities to improve the quality of learning for both their pupils. Furthermore, the research study is fundamentally a cycle of contemplation, preparation, and action. Kemmis

and McTaggart (1988) proposed a research methodology paradigm. They presented a spiral model with four steps: prepare, act, observe, and evaluate (see Figure 1).
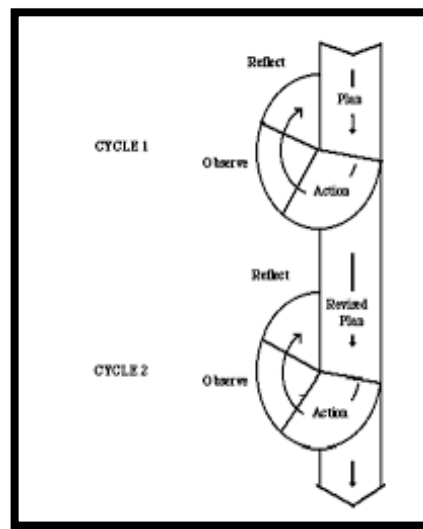

Figure 1. Kemmis and McTaggart's action research spiral

a. Planning

Plan an action research project by considering who, what, when, where, and how the activity will be carried out to increase the student's abilities. This step should also be planned based on the pre-in-classroom.

b. Action

An activity should be carried out with awareness and control. The strategy is subsequently put into effect in the lesson once some approach has been planned.

c. Observation

The following phase is observation, which involves attentively monitoring and studying the teaching. The learning process includes data collection from action results. The researchers made a monitoring paper to understand racial caste when the action occurs, then the scientist and the writing partner (English teacher for first graders) debated the right perspective and the condition - based on the learning process of teaching and sought the best solution to address the issue. During the teaching-learning process, the researcher watches and takes notes.

d. Reflection

Reflection refers to analyzing the outcome depending on the data collected to determine the next activity in the next phase. At this point, the investigator may observe the outcome of the preceding activity, the progress made, and the good and bad aspects.

According to the previous definition, the researchers concluded that classroom activity research is structured research and a sort of ego inquiry undertaken or put out by participants in educational contexts to improve the students' skills. Class action study pertains to an educational endeavor in this study. by the researcher to increase students' vocabularies.

2. Time of the Study

The research was conducted at MTS 1 TAKALAR. The researcher picked one of the year nine classrooms. In particular, the research was carried out during the odd semester of the 2021/2022 academic year. The researcher then conducted the study beginning in September 2021.

3. Research Participants

Classroom action research was used in this study. The people who constituted the research sample were the year nine students of MTS 1 Takalar consisting of 30 participants. The students chose class year nine as the sample because class year nine has more experience in English learning yet their English vocabularies are still low.

4. Instruments and Data Gathering Technique

Some equipment is required when researching so that the researcher can conveniently plan the study and complete the data gathering. This study included two sorts of instruments: classroom observations and tests. However, during the preliminary study, the researcher employed observation forms. Furthermore, the examinations were separated into two stages. There was a pre-test and a post-test. Each test had a distinct purpose, but the end outcome was a hybrid of the two. The following is a full explanation of each instrument as well as the data collection procedure.

a. Observation

Classroom observation is the first tool. This test is an observational tool for determining how social situations in the speaking skill affect students will be implemented. The subjects of observation in this classroom observation will be students' activities in acquiring language. The observation was carried out twice, before cycles I and II.

The checklist observation will be checked by the researcher to make it more methodical. Best (2006) defined a checklist as the most basic device, consisting of prepared list items. The items are in the form of numbers that represent various statements, words, or numbers.

b. Test

A test is a question-based data collection procedure. Testing is a crucial aspect of every learning and education process, according to Heaton (1975), because testing and teaching are intricately intertwined. A test will be given to the pupil to examine his or her grasp of a topic to determine what he/she understands or has learnt. Tests might be specifically intended to learn better and push pupils' linguistic competence. In this study, the researcher will employ a written test. According to Henson and Janke (1975), there are two types of written tests: subjective and objective. True-false, multiple choice, and matching items may be included in an objective written test. In this study, the researcher employed matching objects to conduct an objective exam. This study will include two exams. There are two types of tests: pre-testing and post-testing. Following the instruction of vocabulary without the use of cards, the investigator gave the pupil a pre-test with questions to figure out the meaning in Indonesian and English. The investigator will next begin the research methodology cycle with cards. Following that, the researcher performed a post-test that included 30-word list items.

5. Data Analysis Technique

The scientist described the method of analyzing tests and the method for evaluating data in this section. After collecting the data through tests, to determine the test score, the researcher will examine the data utilizing percentage descriptive quantitative analysis. The procedures will be followed:

a. Following the test, the investigator will assign a score to the exam. The maximum allowable rating then was given, which was 100.

b. Calculate pupils' intervals grades simply by calculating their answers. The formula may be used to calculate the percentages of the score test results:

$$SCORE : \frac{Total\ right\ answer}{Total\ Items}\ x\ 100\ \%$$

c. The average of a pre-test & post-test may be determined using the following formula:

$$\overline{X} = \frac{\sum X}{N} \quad \overline{y} = \frac{\sum y}{N}$$

In which

$\overline{x}$ = Pre-test

$\overline{y}$ = Post-test

$N : number\ of\ students$

It can summarize in the table:

Table 1. Students Test Score

Kind of test	Pre-test	Posttest Cycle 1	Posttest Cycle 2
Total Score			
Mean Score			
Increasing the students' mean score			

Secondly, by examining the quantifiable information Using the data, the research can decide how much-using cards may help students improve their vocab. The strategy is effective if the post-test score of the majority of the students is greater than the pre-test score. On the other hand, if the students' post-test score is lower than their pre-test score, the strategy is ineffective.

RESULTS

The study findings demonstrated the results of an experiment from cycle 1 to cycle 2 to address the research questions in the first book. The purpose of this study was to discover how to increase students' vocabulary by utilizing flashcards in one of Mts 1 Takalar's junior high schools. This chapter describes each cycle of study implementation, which includes tasks such as planning, acting, observing, and reflecting. This study was carried out on the 15th of September for the pre-test, the 22nd of September for cycle 1, the 29th of September for cycle 2, and the 6th of October for the post-test.

1. Pre-test analysis

On 15th September, the students were learning about gerunds so the researcher gave them vocabularies related to the lesson on that day, at that time, the students only knew little about the verbs that be used in gerund. The investigator did not personally administer the pre-test, rather asking the students of what they know about gerund and what they know about verbs but none of them raising a hand. So, the researcher gave them an example of gerund sentence "cook into cooking – cooking is my hobby" and researcher asked them to mention the meaning of walk, run and sleep and only few students respond. After that, the researcher gave the students a worksheet (pre-test) consists of 15 matching questions for 30 students. After

during the test, the researcher assigned a score to each correct and incorrect response scored 0. The result of students' pre-test showed in table 4.1 below

Table 2. Pre-test score

No.	Name	Score - Pretest
1	AVSD	60
2	AZ	50
3	AAN	55
4	AF	40
5	ARF	30
6	BS	20
7	CRA	45
8	DK	45
9	FH	65
10	FN	50
11	H	50
12	HI	60
13	IQH	70
14	KZ	45
15	LPA	45
16	LH	60
17	MA	50
18	MRN	55
19	MHM	45
20	MZF	35
21	NNAP	20
22	NS	60
23	NAA	65
24	NIA	75
25	LPA	60
26	RAF	55
27	SMJ	40
28	YNA	40
29	WA	45
30	WZF	35
Average		49.00

The average score was calculated as continues to follow:

$$\overline{x} : \frac{1470}{30}$$
$$\overline{x} : 49.00$$
Average: 49.00

According to Table 2, the majority of the pupils had bad grades. The researcher then identified the total of the total values that have been utilized to create the mean or average. It revealed that the pre-test mean score of the students was 49.00. However, the KKM (*Kriteria Ketuntasan Minimum*), or English passing grade, is 70.00. This suggests that the kids' performance may be classified as bad, and their vocabulary mastery was extremely low. The researcher discovered certain signs related with the pupils' poor level of vocabulary mastery based on the results of the pre-test. The indications were as follows: a) Some words were difficult for the children to grasp. It might be demonstrated by a large number of queries from students who did not understand the meaning of the words presented; b) the pupils mispronounced several English terms. It might be demonstrated by the kids speaking the word wrong when given questions; c) the students were unable to spell words correctly. It might be demonstrated by the pupils' difficulty when asked to spell the word by the teacher. The researcher determined in this example that the therapies in each cycle were required to improve the pupils' results.

2. Cycle 1 Analysis

The researcher moved on to the next phase after completing the pre-test. Cycle 1 consisted of four steps: planning, acting, observing, and reflecting. This cycle took 90 minutes to complete.

a. Planning the action

The researcher proposed to employ flash cards application in teaching vocabulary to increase the vocabulary mastery of year nine students at Mts 1 Takalar based on their issues. The teaching-learning process began during this cycle. The researcher created materials to assist the activity, such as a flashcards application as the primary medium, as well as worksheets for the pupils.

b. Acting

The researcher served as a teacher in this step. The researcher began the class by explaining the example of gerund and some verbs used in gerunds. The pupils were then handed a word list from the prior pre-test, as well as the instructor instructed them to determine the meaning in Indonesia as well as English using a lexicon. This exercise was completed in a group setting. Following the group discussion, the instructor asked individual squad for its answer. The teacher then began to explain the terminology using the flashcards program. First, the teacher instructed the pupils to repeat the words with the right pronunciation from the app. The researcher then flashed the flashcards at randomly, as well as

the participants had to answer truthfully, the students also looked at the application and listened to the audio to know how the words pronounced.

The researcher next handed them a worksheet with 15 picture-based questions as the following task. The students should complete it in 20 minutes and respond in both Indonesian and English. After the pupils completed the worksheet, the instructor verified and collected their response sheets.

c.   Observing

The observation was carried out to determine the effectiveness of the flashcards program in boosting pupils' vocabulary. This observation was made during the classroom's adoption of flashcards. Drilling, ostensive meaning, group discussion, and individual testing were employed in the first cycle. The pupils were really enthusiastic during the teaching learning process, therefore the setting in the class was more favorable than previously. Following that, the researcher distributed individual worksheets requiring students to determine the meaning in both Indonesian and English by matching with the picture. The students completed the exam with great focus and enjoyment.

d.   Reflecting

The researcher discovered various improvements and difficulties based on the results of the first cycle's observing and testing.

1)   Improvements

a)   The pupils enthusiastically participated in the learning exercise. They also liked the process of learning and teaching. They also learned new terms.

b)   The pupils enthusiastically participated in the learning exercise. They also liked the process of learning and teaching. They also learned new terms (table 4.2)

Table 3. Cycle 1 Score

No.	Name	Score – Cycle 1
1	AVSD	70
2	AZ	60
3	AAN	65
4	AF	60
5	ARF	50
6	BS	80
7	CRA	55
8	DK	65
9	FH	80
10	FN	60
11	H	60
12	HI	60
13	IQH	85

14	KZ	55
15	LPA	50
16	LH	85
17	MA	65
18	MRN	75
19	MHM	75
20	MZF	55
21	NNAP	45
22	NS	55
23	NAA	70
24	NIA	85
25	LPA	80
26	RAF	80
27	SMJ	70
28	YNA	75
29	WA	60
30	WZF	60
Average = 66.33		

The average score was calculated as continues to follow:

$$\bar{X} : \frac{1990}{30}$$

$$\bar{X} : 66.33$$

Average : 66.33

According to Table 3, the majority of the pupils increased their score. Following that, the researcher discovered the sums of the scores in the distribution that are utilized to determine the average.

2) Problems

a) The kids' proficiency of word spelling remained low. There were several errors committed by the pupils, for example, they should have written terms such as "S-T-E-A-L", "T-H-R-O-W", "S-W-E-E-P" and "F-I-G-H-T". However, they wrote like "S-T-I-L", "T-R-H-O-W", "S-W-I-P" and "F-A-I-G-T".

b) Some pupils participated in the teaching, while others did not. They were preoccupied with other things applications.

In general, students' vocabulary understanding improved, but the test results showed that students' written-form (spelling) of the terms remained poor. Furthermore, some pupils were not engaged in the teaching-learning process. As a result, the following cycle is required to address the issues raised in cycle one.

3. Cycle 2 Analysis

After conducting After cycle one, the researcher moved on to the following cycle. In this case, at this point, the researcher had devised a strategy to address the issues. The same as in cycle one, there were four phases in cycle two: planning, acting, observing, and reporting reflecting. This cycle took 90 minutes to complete.

a. Planning the Action

Some issues were discovered during the first cycle of flashcard implementation that needed to be resolved. As previously stated, there were two major issues. The first was that the kids' mastery of spelling remained low. This issue might be rectified by increasing spelling activities. The second issue concerned the students' engagement in the learning and teaching process. This issue might be resolved by group discussion and a flashcard game. During this cycle, students were taught 15 new action verbs to expand their understanding. The researcher administered a post-test at the conclusion of the cycle to assess students' progress in vocabulary mastery.

b. Acting

The researcher began the class by welcoming the students and verifying their attendance. The session then began with a review of the preceding 15 terms using flashcards, with pupils guessing the name of the picture in the flashcards. The researcher repeated this task three times, displaying the flashcards at random. The researcher then assigned 15 new terms to the students in the following task. Before utilizing the flashcards, the researcher instructed the students to form groups of five and to look up the meaning in both Indonesian and English to use a lexicon. As a result, the pupils work on it for around 30 minutes. Following that, the researcher and the students debated the proper response. Then, 30 students took notes on the white board. The purpose of this task was to assess the pupils' abilities to write and spell words. The researcher explained the proper response and played the user's audio to correctly pronounce it. Following that exercise, the researcher began to utilize a flashcards program to help them comprehend better.

The slides were shown to the participants a few at a time, and they have been asked to review what they would have learned from of the sound. The approach used in this teaching and learning process called practice. The researcher drilled them multiple times to help them recall the terms as well as how to spell them. Following drilling the 15 new words, the teacher blended them with the past fifteen words, for a total of 30 phrases.

During the drilling process, the teacher flashed the flash cards at random, and the pupils had to answer correctly as well. During the previous cycle, the teacher administered an exam to the pupils. Before the students took the test, the researcher repeated the drilling to ensure that they understood. The test was designed to assess pupils' progress in vocabulary mastery. The pupils were then required to properly answer 30 questions using a worksheet. The researcher urged the students to learn more about the new word during the last task. The teacher then concluded the discussion by asking whether the pupils had any issues. Fortunately, the pupils faced no challenges at the moment. As just a consequence, it implied that student's language knowledge has deteriorated improved.

c.   Observing

Cycle two students were equally as excited as the first. Every activity was well received by students, who became more involved inside the lesson. They were more attentive in class, replied to the school's questions, made participated in both solo and group learning activities. The pupils also had a better understanding of new words. This cycle two included a drilling strategy, which improved pupil comprehension. Furthermore, the problem may be easier to manage than previously.

d.   Reflecting

Based on the observations and tests, certain points might be addressed in the second run. Cycle two has several enhancements. These were the criteria:

1)   The kids' language mastery improved. The majority of the children accurately spell the words.

2)   The kids' language scores improved. It was evident from of the post-test in cycle ii. The average score in cycles first was 66.33, whereas the mean score in cycle two was 83.83, indicating that the language mastering problem had been resolved. (Table 4.)

Table 4. The Result of Cycle Two

No.	Name	Score – Cycle 2
1	AVSD	80
2	AZ	78
3	AAN	80
4	AF	80
5	ARF	75
6	BS	90
7	CRA	78
8	DK	80
9	FH	90
10	FN	88
11	H	90

12	HI	78
13	IQH	90
14	KZ	70
15	LPA	80
16	LH	90
17	MA	88
18	MRN	88
19	MHM	89
20	MZF	90
21	NNAP	65
22	NS	78
23	NAA	87
24	NIA	90
25	LPA	95
26	RAF	95
27	SMJ	97
28	YNA	86
29	WA	70
30	WZF	80
Average = 2515		

The average score was calculated as continues to follow:

$$\bar{X} : \frac{2515}{30}$$
$$\bar{X} : 83.83$$

Average: 83.83

According to the table, the majority of the pupils increased their score. To summarize, pupils' language mastery improved during this cycle. It said that using flashcards might help pupils enhance their vocabulary mastery. The kids' vocabulary mastery improved as a result of the flashcards. It was demonstrated by the fact that the pupils' grades were higher than previously.

4. Analysis of Post-Test

The post-test is the final stage of the study process. The researcher used the same procedure as in cycles one and two. To determine the impact of the flashcard's application the study's focus was on the pupils' language. required the final exam to ensure that the educators' vocab increased.

a. Planning the Action

The third round of gamecard creation corrected certain concerns. This post-test was the final test in this study. The meeting was over in 90 minutes.

b. Acting

First, the researcher welcomed the students and verified their presence. The primary activity then began. The first exercise was to drill the kids on the preceding 30 words using a flashcards program. When they opened the application, the pupils paid close attention and responded appropriately.

In the second exercise, the researcher introduced them to five additional new terms. They were then asked to translate the message into Indonesian and English. This task took 15 minutes to complete. After the pupils were done, they had a discussion with the teacher. The teacher then began to drill the children using the flashcards program. It was coupled with the preceding 30 words, requiring pupils to know 35 words. The researcher drilled the pupil's multiple times to ensure that they understood everything. The following action was a post-test. The system was not the same as the prior test procedure. The researcher handed them a worksheet, and the students were instructed to pay close attention when the investigator showed them a gamecard.

The examination comprises of 35 questions. As a result, whenever the researcher displayed a flashcard, all participants should record the Indonesian or English names on their sheet. After the students completed the test, the researchers obtained the sheet and assigned a grade.

c. Observing

The pupils were more enthused in the post-test due They learnt a lot from the cards app. This post-test included a drilling strategy, which improved student comprehension. Furthermore, the post-test was designed to assess students' progress in vocabulary knowledge.

d. Reflecting

There were improvements in scores based on the post-test. Many pupils received great marks, and they can recall practically all of the action verbs assigned by the teacher. The mean score for cycle two was 83.83, while the average score again for post-test was 92.2. This advancement means that utilizing a cards program may help kids enhance their vocabulary (Table 5).

Table 5. The Result of Post-test

No.	Name	Score – Post test
1	AVSD	88
2	AZ	88
3	AAN	90
4	AF	97
5	ARF	88
6	BS	100

7	CRA	88
8	DK	100
9	FH	100
10	FN	95
11	H	100
12	HI	88
13	IQH	100
14	KZ	80
15	LPA	80
16	LH	90
17	MA	88
18	MRN	88
19	MHM	89
20	MZF	90
21	NNAP	88
22	NS	87
23	NAA	87
24	NIA	90
25	LPA	95
26	RAF	95
27	SMJ	97
28	YNA	100
29	WA	100
30	WZF	100
Average = 2766		

The average score was computed as follows:

$$\bar{X} : \frac{2766}{30}$$
$$\bar{X} : 92.2$$
Average: 92.2

Pupils increased their vocabulary knowledge by using cards, according to the post-test activities.

DISCUSSIONS

The investigator arrived at a number of results that answered the research issues. mentioned in Chapter 1 after assessing the study results from documents. The study discovered that utilizing a flashcard application improved pupils' language proficiency. The first was about increasing pupils' language proficiency. The results of the pre-test, post-test in cycle one, post-test in cycle two, and final post-test demonstrated that the students' vocabulary mastery had improved (Table 6).

The rise in the mean pupils' vocab score demonstrated the progress. The average score is shown in the chart beneath:

Table 6. The finding results

Kind of test	Pre test	Post cycle 1	Post cycle 2	Post test
Total score	1470	1990	2515	2766
Mean score	49.00	66.33	83.83	92.2
Increasing of the students mean score	-	**17.33**	**17.5**	**8.37**

Because the sessions ran well, there was a considerable improvement between cycles one and two. Because flashcards were not employed as teaching aids, the researcher used a traditional technique in the pre-test. The majority of the pupils were not engaged and enthused about the session. Furthermore, they did not respond fully. The average was 49.00. Then, in the first cycle, the mean score climbed to 66.33, which is still far from the KKM but represents a significant improvement. 17.33 The researcher started using flashcards to teach language. Many pupils paid attention to the lesson during the learning process, yet there were spelling errors of the terms. Following that, in the cycle ii, the average score was 83.83, and it met the KKM of 7.00.

This cycle's teaching learning procedure was comparable to the previous stage. However, the researcher provided additional vocabulary. The most recent post-test result was 92.2. It outperformed the pre-test. The majority of the pupils also paid close attention to the learning process. This cycle's activities proceed smoothly. It is possible to conclude that there has been any progress since the pre-test to the final post-test.

At last, based on the quantitative data from the study discovered that flash programme may boost the pupils' vocabularies from the which was before to a post-test. The students' language proficiency ratings improved as a result. The fast cards program was quite beneficial in improving language mastery. As a result, this classroom action research on the deployment of flashcards in vocabulary teaching at Mts 1 Takalar was a success.

CONCLUSIONS

Based on the preceding chapter's findings and discussion, the researcher finds. according to the post-test & pre-test results, students' language increased dramatically; however, the kid did not obtain the KKM grade just on the refresher program, its mean score was only 49.00, yet

after applying the memory device application, it grew 17.33, and as such the total average in trial 1 has indeed been 66.33, even though it has not reached the KKM rating, For cycle 2 to new words granted, this same educators' instructional pts totals could reach 83.83, allowing them to continue with KKM rating. Again, for the fourth test, which was a submission test to five major new vocabularies, the students' instructional pts tally could reach 83.83, allowing them to pass the 9-point threshold.

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