

THE USE OF FLASHCARD GAME IN IMPROVING STUDENTS' READING COMPREHENSION OF TENTH GRADE STUDENTS

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**THE USE OF FLASHCARD GAME IN IMPROVING STUDENTS' READING
COMPREHENSION OF TENTH GRADE STUDENTS**

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ABSTRACT

This research concentrated in the use of flashcard game in improving students' reading comprehension. The objective of this research were: (1) to find out students' reading comprehension scores before taught using the flashcard game as learning media, (2) to find out students' reading comprehension scores after taught using the flashcard game as learning media, (3) to discover the significant different of using flashcard game in improving students' reading comprehension. This research used quantitative pre-experiment research design. This research used one group pre-test and post-test design. The procedure of data collection were test and treatment. This research used SPSS to analysis the data to know whether there was a significant difference on students' reading comprehension before and after taught using flashcard game as the teaching media. The result showed that the students reading comprehension score before taught using the Flashcard Game is 60,27 and the students reading comprehension score after taught using the Flashcard Game is 86,25. The result of the hypothesis testing showed that the value of the t-test was greater than the value of the t-table ($10,834 > 1,689$). It means H_0 is rejected and H_1 is accepted. The result of the research showed that the there was an improvement of the students' reading comprehension by using the flashcard game as the teaching media for tenth grade students.

Keywords: *Flashcard, Reading Comprehension*

ABSTRAK

Penelitian ini berkonsentrasi pada penggunaan permainan flashcard dalam meningkatkan pemahaman membaca siswa. Tujuan dari penelitian ini adalah: (1) untuk mengetahui nilai pemahaman membaca siswa sebelum diajar dengan menggunakan permainan flashcard sebagai media pembelajaran, (2) untuk mengetahui nilai pemahaman membaca siswa setelah diajar dengan menggunakan permainan flashcard sebagai media pembelajaran, (3) untuk mengetahui perbedaan yang signifikan penggunaan permainan flashcard dalam meningkatkan pemahaman membaca siswa. Penelitian ini menggunakan desain penelitian kuantitatif pra-eksperimen. Penelitian ini menggunakan desain one group pre-test and post-test design. Prosedur pengumpulan data yang digunakan adalah tes dan perlakuan. Penelitian ini menggunakan SPSS untuk menganalisis data untuk mengetahui apakah ada perbedaan yang signifikan pada pemahaman membaca siswa sebelum dan sesudah diajar dengan menggunakan permainan flashcard sebagai media pembelajaran. Hasil penelitian menunjukkan bahwa skor pemahaman membaca siswa sebelum diajarkan menggunakan permainan flashcard adalah 60,27 dan skor pemahaman membaca siswa setelah diajarkan menggunakan permainan flashcard adalah 86,25. Hasil uji hipotesis menunjukkan

bahwa nilai t-test lebih besar dari nilai t-tabel ($10,834 > 1,689$). Hal ini berarti H_0 ditolak dan H_1 diterima. Hasil penelitian menunjukkan bahwa ada peningkatan pemahaman membaca siswa dengan menggunakan permainan flashcard sebagai media pengajaran untuk siswa kelas sepuluh.

Kata kunci: *Flashcard, Pemahaman Membaca*

A. Introduction

According to Mayalisa et al., (2023) English is an international language that extensively used by people around the world to connect the communication between one another that use different language. Learning English is like learning language in general, involves the mastery of four main language skills, such as listening, speaking, reading, and writing (Susanto and Widyaningsih, 2018).

Reading is one of main language skills that helps us getting more knowledge. With reading, we can learn some new words so it can enhance our vocabulary. Reading comprehension is not only an ability to read the text but also an ability to understanding the meaning of the text that we read. According to Grabe and Stoller (2013), reading for general comprehension is, in its most noticeable definition, the ability to understand and evaluate the information in a text. Meanwhile according to Solekah et. al., (2023) reading comprehension is very

important to be taught to students so that they have the ability to read and understand the content, purpose, and objectives of reading so they can elaborate it with their own understanding.

Reading comprehension problems among students in Indonesia have been a topic of concern in recent years. Many studies have been conducted to examine the difficulties that students encounter when trying to comprehend written text. These studies indicate that reading comprehension is considered a challenging part of learning English for many Indonesian secondary school students.

According to Jayanti (2016) Indonesian students often find difficulties to discover the information from texts they read. In contrary, under the Regulation of the Ministry of Education and Culture 2013 of the Basic Competence of Senior High School and Junior High School mandates that Indonesian secondary students must effectively comprehend

various English texts such as recount, report, narrative and descriptive texts.

Some of the factors that lead to poor reading comprehension include students' limited vocabulary and grammar, lack of motivation, and insufficient reading practice. To address these issues, possible solutions include providing more engaging reading materials, increasing the amount of reading practice, and improving instructional strategies to build students' reading comprehension skills.

Based on Yuli and Susanto (2013) not all English teacher have a good knowledge of how to implementing reading comprehension. Some of them have difficulty in implementing it. The reason was caused by various factors, including: (1) some teachers believed that the most important aspect of teaching is ensuring their students understand the materials, so they reluctant to leave their comfort zone in teaching; (2) their inability to move beyond their old ways of teaching in the classroom; and (3) the training provided by authoritative government is insufficient to make them mastering reading comprehension.

Kusumawardhani et al., (2017) states that teachers should make the teaching and learning process more entertaining for students by giving relevant media that grabs their attention before going on to the actual grammar taught. The media means to facilitate the students to understand and interpret the learning process (Ardhiani et al., 2021). Suwarti & Susanto (2009) said teacher should pay more attention to their students by inspiring, complimenting, recommending and guiding them, and so on. Susanto et al., (2020) states that teachers in 21st century are expected to be more rather than using lecturing method in the classroom. Based on Machmut et al., (2023) teachers can enhance students' enthusiasm for attending classes by implementing innovative techniques or integrating state-of-the-art technology. According to Sahalluddin et al., (2023), the selection of an appropriate learning model influences the success of learning outcomes. Educators are continuously seeking to select an engaging and new learning model in order to bring the learning environment to life.

In order to improve students reading comprehension, teachers

need to use a creative and innovative media in learning process so it can make students more interested in learning English. One of the media that can be used is the flashcard game.

Oryanda et al., (2022) states that the used of flashcards media can effectively attract and motivate students in accordance with the study's objectives. Students can be successfully attracted and motivated by the flashcards media that has been deployed. The development of this learning material may allow students to be more excited about studying English. The development of this learning media can provide opportunities for students to be more enthusiastic about learning English.

The purpose of this research is to find out the students' score before and after using flashcard game as teaching media and to discover the significant different of using flashcard game in improving students' reading comprehension.

Previous Studies

Studies on games flashcards have been explored by many reseachers. The researcher discovered the following research that related to this research:

The first research by Nurfadilah (2019) writes research entitled "Improving Student's Reading Comprehension Through Flash Card at the Eleventh-Grade of SMA Negeri 3 Luwu Larompong". The objective of the research is to find out data and information about what is the effective way to improve students reading comprehension. This research used Classroom Action Research. It use 26 students from tenth grade of SMA Negeri 3 Luwu, in 2019/2020 academic year as the sample. The procedure of the research used two cycles namely cycle I, cycle II, to find out the effective way in teaching students reading comprehension. The result of this research revealed that the score of cycle II was better than cycle I. It can be shown by the mean score of students in cycle I (70,38) and cycle II (90,4). The researcher conclude that using flash card was the effective ways in teaching reading

The second research by Tatu Munawaroh (2022) writes research entitled "The Effect of Flash Card to Improve Simple English Vocabulary Mastery". The researcher used experimental research design. This research showed, there is a significant difference score of students'

vocabulary before and after being taught by flash card media. Where the differences of mean showed that mean of post-test higher than mean of pre-test. It can be concluded that the use of flash card media is effective to improve students' vocabulary.

The third research by Sopiah et al., (2022) writes research entitled "Improve Beginning Reading Skills Through Flashcard Learning Media in Children Aged 5-6 Years". The purpose of this research was to improve early childhood reading skills through flashcard media in RA. Al-Falah Bogor. The methodology in this research is Classroom Action Research which is qualitative with data collection techniques carried out through observation, interviews, or interview and documentation. The results of the research indicate that flashcard media can improve beginner reading skills.

Based on these research, researcher conclude that one of the inovative and creative teaching media that can be used is flashcard. Flashcard can be used as an effective learning media in order to improve students English skills such as reading, reading comprehension, and also vocabulary. Based on this case,

researcher conduct a research entitled the use of flashcard game in improving students' reading comprehension : a case study of tenth grade students at SMA N 1 Weleri.

B. Methodology

Research Design

The researchers used quantitative pre-experiment research design. The design used in this research was one group pre-test pos-test design. The researcher applied flashcard as learning media in learning reading comprehension to find out the effectiveness of using Flashcard Game in improving students' reading comprehension for tenth grade students.

$$O_1 \longrightarrow X \longrightarrow O_2$$

Note:

O₁ : pre-test

X : treatment

O₂ : post-test

(Creswell, 2009)

Population and Sample

The researcher need a subjects to gain the data in this research. The tenth grade students of SMA N 1 Weleri were choosen to be the subjects in this research.

1. Population

Based on Creswell (2009), population is a group of individuals used as sample in the study who had the same characteristic. It means the population is all members of several groups that have the same criteria on a large scale. Meanwhile according to Sugiyono (2015), population is a generalization area consisting of objects or subjects that have certain quantities and characteristics set by researchers to be studied and then drawn the conclusions. The population in this research are the tenth grade students of SMA N 1 Weleri from class X-1 to X-9.

2. Sample

Based on Creswell (2009), sample is a subgroup of a target population that the researcher planned to study for generalizing about the target population. Meanwhile according to Sugiyono (2015), the sample is a part of the whole and the characteristics possessed by a population. In this research, the researcher take class X-1 that consist 36 students as a sample.

Technique of Collecting Data

In order to collect the data, the researcher use pre-test and post-test to collect the score of the population. The form of the data required for this research are students score.

1. Pre-test

In this study, the researcher used multiple choices to asses students' reading comprehension. There are 20 items of multiple choices with the score per item is 5 points for the correct answer. Students would get 100 points if they can answer all the questions correctly. The purpose of pre-test is to know the students English skill and to know earlier knowledge of reading comprehension before the treatment.

2. Treatment

After pre-test, the researcher manage the treatment using the Flashcard Game as media in learning process, the researcher applied descriptive text as the teaching material. The treatment procedure can be explained as follow:

- a) First, the researcher introduced the material to the students.
- b) Then, the researcher explained the flashcard game to the students:
 - 1) The researcher ask students to make a group consist of 4 students each group.
 - 2) Each group would randomly be given a flashcard that consist of descriptive text.
 - 3) Each students in the group have to read the text in the flashcard.

- 4) The students discussed what is the content of text in the flashcard tells about.
- 5) After the discussion, each group presented the content of the flashcard in front of the class based on their own understanding.

3. Post-test

Same as the pre-test, the researcher used multiple choices to assess students' reading comprehension. There are 20 items of multiple choices with the score per item is 5 points for the correct answer. Students would get 100 points if they can answer all the questions correctly. The purpose of the post-test is to know the improvement of students reading comprehension after the treatment.

Technique of Analysis Data

To analyze the data in this research, it is analyzing the score of each students and the mean score based on the result of the pre-test and post-test. Furthermore, the researcher used SPSS (Statistical Product and Service Solution) program in order to analyze the hypothesis if there any significant different from the pre-test and post-test.

D. Result and Discussion

The research deal with the students' pre-test and post-test result. A pre-test was given before treatment to determine the students' reading comprehension before the treatment, while the post-test was given after the treatment to determine the students' reading comprehension after the treatment. The result of the test aims to find out the use of the Flashcard Game in improving students' reading comprehension for tenth grade students at SMA N 1 Weleri.

1. Students' Reading Comprehension Scores Before and After Taught Using the Flashcard Game as Learning Media.

Based on the data that has been collected, the result of the students' reading comprehension score before and after using flashcard game as teaching media was:

Table 1. The Result of Students' Pre-Test and Post-Test Score

No.	Test	Mean score
1	Pre-test	60,27
2	Post-test	86,25

From the table above, the score that students obtained were

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increased. The mean score of the post-test was higher than the pre-test. The mean score of the post-test was 86,25 and the mean of the pre-test was 60,27. It means that there was significant improvement of students' reading comprehension after using the flashcard game as teaching media in the treatment that was given.

2. The Significant Different of Using Flashcard Game in Improving Students' Reading Comprehension.

In order to find the significant difference of using flashcard game in improving students' reading comprehension, the researcher used SPSS for the hypothesis testing. The result was:

Table 2. T-test and T-Table Result

No.	Test	Value
1	t-test	10,834
2	t-table	1,689

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For the level significant (p) 5% and $df = 35$, the value of t-table was 1,689. From the result of t-test above, the value of the t-test was 10,834. It means that the value of the t-test was greater than the value of the t-table (10,834 > 1,689). It means H_0 is rejected and H_1 is accepted. So that

there was a significant effect of using the flashcard game in improving students' reading comprehension for tenth grade students.

Based on the result, it can be concluded that there was an improvement of the students' reading comprehension by using the flashcard game as the teaching media for tenth grade students.

D. Conclusion & Recommendation

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According to the explanation above, the researcher found that the use of flashcard game was able in improving students' reading comprehension. The use of flashcard game as teaching media can make learning English more enjoyable. It's also effectively draws students attention and motivated them in following the learning activities.

Additionally, the reseacher suggest to the English teacher to provide a creative and innovative teaching technique or strategies especially in reading comprehension so it can helped teacher in order to get attention from the students and the students can enjoy and focus on the learning process.

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