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USING FLASH CARD ON YOUNG LEARNERS' ENGLISH VOCABULARIES MASTERY AT GB (GURU BAHASA) STUDENTS IN PARE KEDIRI

PENGGUNAAN FLASH CARD PADA PENGUASAAN KOSA KATA BAHASA INGGRIS PADA ANAK- ANAK DI GB (GURU BAHASA) STUDENTS PARE KEDIRI

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Abstract

This study examines the effectiveness of using flashcards to enhance English vocabulary mastery among young learners at GB Students, Pare Kediri. Teaching vocabulary to elementary school students (grades 1–4) aims to help them naturally recognize and memorize simple English words, fostering long-term retention. Flashcards, which combine colorful pictures with words, provide an engaging method for children to learn and practice English vocabulary while enjoying the process. The research focuses on two main questions: (1) whether flashcards effectively improve vocabulary mastery, and (2) how significant their impact is. The study involved 43 students from Class B and employed pre-tests, post-tests, and documentation as primary instruments, along with observations and

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interviews as secondary tools. Conducted over two weeks (March 23 to April 6) 2024 , the data were analyzed using a dependent t-test. Results indicated that flashcards significantly improve vocabulary mastery, with statistical evidence at both 5% and 1% significance levels (t0 = 6.48 >t table = 2.02 or 2.69). Post-test scores were notably higher than pre-test scores, confirming the effectiveness of flashcards as a teaching medium. Thus, flashcards are a highly effective tool for teaching English vocabulary to young learners.

Keywords: *Using Flash Card, English Vocabularies mastery.*

Abstract

Penelitian ini mengkaji efektivitas penggunaan flashcard dalam meningkatkan penguasaan kosa kata Bahasa Inggris pada siswa anak usia dini di GB Students, Pare Kediri. Pengajaran kosa kata kepada siswa SD kelas 1–4 bertujuan agar mereka secara alami mengenal dan menghafal kata-kata sederhana dalam Bahasa Inggris, sehingga memiliki daya ingat yang kuat. Flashcard, yang memadukan gambar berwarna dengan kata-kata, menjadi metode pembelajaran yang menyenangkan bagi anak-anak untuk belajar dan berlatih kosa kata. Penelitian ini berfokus pada dua pertanyaan utama: (1) apakah flashcard efektif meningkatkan penguasaan kosa kata, dan (2) seberapa signifikan pengaruhnya. Subjek penelitian adalah 43 siswa kelas B. Instrumen utama yang digunakan adalah tes (pre-test dan post-test) dan dokumentasi, serta observasi dan wawancara sebagai instrumen pendukung. Penelitian berlangsung selama dua minggu (23 Maret–6 April) 2024 dengan analisis data menggunakan uji-t berganda. Hasil menunjukkan bahwa penggunaan flashcard secara signifikan meningkatkan penguasaan kosa kata dengan bukti statistik pada taraf signifikansi 5% dan 1% (t0 = 6,48 > ttabel = 2,02 atau 2,69). Nilai rata-rata post-test lebih tinggi dibandingkan pre-test, membuktikan flashcard sebagai media pembelajaran yang sangat efektif untuk mengajarkan kosa kata Bahasa Inggris kepada siswa

Kata Kunci: *using flash card, Penguasaan kosa kata bahasa Inggris.*

Background of the Study

Nowdays, English is taught as second language in Indonesia. Many Indonesian students are required to master English at least by having a

good speaking skill. The people who become fluent in English have opportunities to contribute the development of their country. In some research, it was found that one of the speaking problems is lack of vocabularies. Meanwhile, vocabulary mastery is important to support a speaking ability. Nowdays, vocabulary is taught in early young learners (SD). Hopely, the early vocabulary learning can stimulate the learners in knowing and memorizing the simple English vocabulary naturally such as: colors, animals, days, families etc. Then, they have a strong memorization to memorize many vocabularies.

Unfortunately, young learners do not aware how to know some certain English vocabularies. They did not learn as easy as adult learn and open dictionary to know the English vocabularies. In this case, the researcher hypothesizes that the English using flash card can be an alternative for young learners to stimulate them in finding and knowing new English vocabularies as fun as possible. So, they are not aware that they are studying and memorizing many English vocabularies whiles they like playing around, but they got many English vocabularies in their early life.

The researcher takes this study because the researcher wants to know how the young learners learn in the real fact on the field and to measure the effectiveness of English by using flash card in enriching their English vocabularies in their early life. Considering that the English vocabularies are different with Indonesian vocabularies. The English and Indonesia have different rule to read the certain word. Such as "a" (in Indonesia) is read by /ʌ/ and "a" (in English) is read by /æ/ like in the word of *cat*. It pronounce /cʌt/ in Indonesia and /kæt/ in English. The researches argued that it is difficult when the young learner is learning to read in Indonesia and English. By some reasons, the researcher takes the study relating to the English vocabulary and how the students learn English vocabulary then what the way they learn. Then using flash card is taken as a media to be measured its effectiveness to the young learners' English vocabularies mastery.

The researcher chooses GB students because this course is completed by many kinds of English media. They are games, picture vocabularies, shells, English vocabularies tree, and any more. It also provided by professional teachers. The researcher believed the professional teachers will help the researcher in conducting the research run well. This elementary school also has many students. Being note there are 84 students (A and B class) among

of this elementary school. In addition the researcher can measure the effectiveness of it to the young learner's English vocabularies mastery effectively and valid.

Method

This research is designed by using quantitative approach in which the data is obtained in numerical scale. As stated by Creswell that quantitative research is an inquiry into social or human problem based testing a theory which composed of variables, measured with number, analyzed with statistical procedures in order to determine whether the generalization of theory holds true.[2] There are two variables in this study. They are variable X (independent variable) is the use of flash card and variable Y (dependent variable) is young learners' English vocabularies mastery. This research uses experimental research because the variables of this research are descrete manipulated, which have cause-effect relationship and it can measured the degree of effectiveness. Experimental design refers to the conceptual framework within which the experiment is conducted.[3] It emphasizes to the numerical data analysis by using statistic methods in experimental research. The researcher wants to make a condition and situation by doing a treatment because the researcher wants to investigate whether there is an effectiveness or not on something that has been treated.

This research uses pre-experimental research, namely on group pretest-posttest design because the researcher wants to use one sigle group in giving treatment to the sample. A single group is measured or observed not only after being exposed to a tretment of some sort, but also before. In this research, the researcher wants to know the effectiveness of the treatment (the implementation of using flash card on the young learners vocabulary mastery). In this research, the researcher uses two tests namely pre-test and post-test.

Population and Sample

Population is the whole subject of research.[4] Population of this research is a whole number of young learners GB students which consist of two classes

[2] John W. Creswell, *Educational Research* (Boston: Pearson Education, 2012), p. 2.
[3] Donald Ary et al., *Introduction to Research in Education* (New York: Holt, Rinehart and Winston, 2010), p. 271.
[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Citra, 2010), p. 173.

(A and B Class). Each class consists of 41 students and 43 students. So, the number of population are 84 students.

While, Sample is the part of amount and characteristic in one population.[5] In this case, the researcher uses cluster sampling in drawing the sample of population. Cluster sampling involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample.[6] The researcher chooses only one class, that is B class students of GB students which consist 43 students. The researcher believes that B class students have more understanding about English vocabularies because their level is higher than A class students. So, it will be more helpful for the researcher to treat them using English Using Flash card as a teaching media.

Research Instruments and its Validity and Reliability

Research instrument is a tool which is used by researcher to collect the data. In gathering the data the researcher used instruments as follows:

1. **Major Instruments**

   The major instruments are the main instruments used by researcher to collect the data. They are:

a. Test

Test is a squence of questions or another measure tool that used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.[7] There are two tests that will be givenby te researcher, they are pre-test and post-test.

Pre-test is conducted in order to know student's English vocabularies mastery before given a treatment or media (English using flash card). This test is held on 25th of March 2024 at 07:30-09:00 AM. While post-test is conducted after the treatment is given by the researcher for 10 days. It is aimed to know the effectiveness of using flash card on young learners' English vocabularies mastery. This test is held on 6th of April 2024. The researcher carries out the research at B class students of GB students course.

[5] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2010), p. 62.
[6] C. R. Kothari, *Research Methodology; Methods and Techniques* (New Delhi: New Age International Publishers, 2004), p. 16.
[7] Arikunto, *Prosedur Penelitian*, p. 266.

The form of the pre-test are the same with the post-test. The tests (pre-test and post-test) are conducted orally through the help of teachers who usually taught them every day. Because the numbers of the students are precisely large (that is 43 students), it will be approximately difficult to conduct an oral test in a person. Besides it will take so much time to do that, it also can make the tester feel tired and feed up. Moreover, the test are young learners or usually called as children which have very different characteristics one another. So, through the teachers help, the test can run effectively.

For the pre-test, the researcher provides ten questions which consists of ten Indonesian words (see appendix IV). The students are asked orally by the tester and they have to answer it in English. The questions of post-test are the same with the pre-test, but the questions are asked to the students randomly (see appendix V).

As the teachers informed the researcher that the scores of students GB is not made in the form of numerical scale. So, the researcher did not follow that scoring technique. In scoring the test answer, the researcher gave 10 points for each items of right answer and 0 for the wrong answer. So the students will get 100 score, if they can answer the ten question correctly. This criteria of scoring apply to both tests (pre-test and post-test). This assessment criteria has been consulted to the teacher of GB students.

To determine the difficulty level of each question, the researcher will use the validity and reliability of the test formula:

1) The validity

Validity was defined as the extent to which an instrument measured what it claimed to measure.[8] The validity of the test always depends on situation and purpose of the test used. A test that is valid for situation may not be valid for other situation, and the purpose of using test is also a factor in showing validity. In this research, content validity shows the validity of the instrument. It was found by consulting the English teachers in GB. The researcher used content validity because it is the most easy technique of testing the validity of instrument.

2) The reliability

[8] Ary et al., *Introduction to Research in Education*, p. 225

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[9] Consistency means the consistence of the score obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

Besides having high validity, a good test should have high reliability too. In tests that have a high coefficient of reliability, errors of measurement have been reduced to a minimum.[10] To know reliability of test the researcher used the Spearman Brown formula. The formula[11] is:

Where: $$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

r_{11} : instrument reliability.

$r_{1/21/2}$: rxy as the correlation between two split-half instrument (odd-even)

Then the result will be interpreted to r_{table} of product moment. If r_{11} is higher than r_{table}, the instrument is called reliable.

b. Documentation

In a view of Suharsimi Arikunto, documentation involves the researcher investigates written sources such as books, magazine, documents, written rules, daily notes and so on.[12]

Based on *Cambridge advanced learners dictionary*, documentation is defined as pieces of paper containing official information.[13] Documentation also can be a photo, video, journal books, etc.

In this study, documentation as the supporting data of research. Based on the documentation guidlines (see appendix VI), this documentation study is used to collect the data related to the students' name list of B class (see

[9] Ibid. 236.

[10] John W. Best and James V. Kahn, *Research in Education* (New Delhi: Prentice Hall of India, 1995), p. 217.

[11]Arikunto, *Prosedur Penelitian,* p. 223.

[12] Ibid. 201.

[13] *Cambridge Advanced Learner's Dictionary*; *3rd Edition* (Cambridge: Cambridge University Press, 2008), Electronic Dictionary.

appendix I), the score of pre-test (see appendix II) and post-test (see appendix III), and photos when the researcher conducted the pre-test, the treatment and the post-test (see appendix IX).

2. Secondary Instruments

Secondary instruments are the supporting instrument used to support the data collecting.

a. Observation

It is as supporting of the data collection. Based on the observation guidlines (see appendix VII), the researcher observes the teaching process in the classroom, facilities and infrastructure school buildings, the teacher techniques in teaching English, the activities and creativities of students to absorb and accept the lesson especially in learning English vocabularies. The teachers have the very important roles in the classroom because they can control and manage the students in order the classrooms activities can run effectively. The researcher did the observation on 23nd of March 2024 at 08:15 AM.

b. Interview

To get additional data, the interview was conducted by researcher to the teacher outside the classroom. It was conducted at the same time with observation, that was on 23nd of March 2024 at 09:00 AM. Based on the interview guidlines (see appendix VIII), there were 4 questions that need to be asked to the teacher. In this study, interview is used to determine the form of tests that will be held by theresearcher in order to get valid obtained data of the tests .

Data Collection Procedure

The procedure of collecting data is done in stage as follow:

a. Collecting data through test.
   1) Researcher created test guidelines.
   2) Researcher visited the school as the place to study.
   3) Researcher gives the pre-test to the examinee orally by the help of teacher because the numbers of students are precisely large to be done by the researcher herself.
   4) Researcher conducts a treatment to the students by setting the English flash card in the classroom.

5) Researcher gives the post-test to the examinee using the same questions and method with the pre-test, but the questions is asked randomly
6) Researcher measures the result of young learners' pre-test and post-test score to t-test formula.
7) Researcher makes conclusion by interpret the result of statistic analysis.

b. Collecting data through documentation.
1) Researcher comes to the head of GB students
2) Researcher takes data about students' name list of B class, the score of pre-test and post-test, and photos of class activity in the English teaching learning process in the classroom.

c. Collecting data through observation
1) Come to location by appointment with the head master and teacher.
2) Observe the facilities of the class, the teacher techniques in teaching English and teaching learning process by observation schemes.

d. Collecting data through interview
1) The interview is conducted with the teacher.
2) It is used to examine the data obtained from examinee.

Data Analysis

The research data will be analyzed by using statistical method. Data analysis that is used by the researcher is t-test. The reason why the researcher uses this kind of data analysis is because the researcher wants to know whether setting English using flash card in the classroom will enrich the young learners' English vocabulary mastery or not.

The formula which is suitable for this experimental research is one group pretest-posstest design. The statistical formula which is used in this research is dependent t-test[14] as follow:

$$t_o = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Where:

Md : Mean of difference

[14] Arikunto, *Prosedur Penelitian*, p. 349.

Xd : Deviation of each subject (d - Md)

$\sum X^2d$: The sum of quadrat deviation

N : Sample of subject

$d.b.$: counted by N – 1

Then, to conclude the result of statistic analysis above, the researcher takes an interpretation using t_{table} (t critics value table) like the following criterias:

- If t_0 is lower than t_{table}, the alternative hypothesis is rejected.
- If t_0 is higher than t_{table}, the alternative hypothesis is accepted.

Result

This chapter conveys what the researcher gets in doing the research after passing several activities in collecting the data. It consists of the presentation of data which also explain with the measurement of validity and reliability of it, analysis of the data and also testing the hypothesis.

Presentation of Data

This part is conveyed to present some data based on the research instruments that were used to collect the data, and also the data analysis.

1. **The result of the test data**

As stated in the previous chapter that test is the major instrument in this research. It means that the data which are obtained from the test instrument will be analyzed by using statistical method.

Before it is analyzed, the researcher presents the data; that is the students' score of pre-test and post-test which the researcher conducts orally through the help of teachers who usually taught them every day. Because the numbers of the students are precisely large (that is 43 students), it will be approximately difficult to conduct an oral test in a person. Besides it will take so much time to do that, it also can make the tester feel tired and feed up. Moreover, the testee are young learners or usually called as children with has very different characteristics one another. So, through the teachers help, the test either pre-test or post test can run effectively.

For the pre-test, the researcher provides ten questions which consists of ten Indonesian words.[15] The students are asked orally by the tester and they have to answer it in English. The questions of post-test are the same with the pre-test, but the questions are asked to the students randomly.[16]

As what the researcher explained in the previous chapter that in scoring the test answer, the researcher gave 10 points for each items of right answer and 0 for the wrong answer. So the students will get 100 score, if they can answer the ten question correctly. This criteria of scoring apply to both tests (pre-test and post-test). This assessment criteria has been consulted to the teacher of GB students.

The result of test data which came by pre-test and post-test that were given to 43 students can be seen in the the next explanation.[17]

a. Validity of the test instrument

The validity is an important quality of any test. The validity of the test refers to how far it measures what it intends to be measured.[18] In this case, the test has to measure the young learners' vocabulary mastery. So, the researcher used content validity to gain the validity of the instrument. Sugiyono stated that for the instrument in the form of test, content validity can be used to compared the content of the instrument with the course that have been taught.[19] So, the researcher consult the teacher about what kinds of English vocabularies (topics of vocabularies i.e., colors, fruits, numbers, transportations, etc.) that have been taught to the children or students. Then the reseacher used it to make a questions for the pre-test and post-test that will be given to the students. So, the pre-test and post-test that the researcher gave to the respondent is absolutely valid.

b. Reliability of the test instrument

Besides having high validity, a test also must have a high reliability. To know the reliability of the test instrument, the researcher uses Spearman Brown formula.

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[15] See Appendix IV, p. 65.
[16] See Appendix V, p. 66.
[17] See Appendix II and III, p. 61-63.
[18] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, p. 15.
[19] Sugiyono, *Statistika untuk Penelitian*, p. 353.

The formula[20] is:

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

Where:

r_{11} : instrument reliability.
$r_{1/21/2}$: rxy as the correlation between two split-half instrument
(odd-even)

Before putting the number into the pattern or the formula, we have to find the value of $r_{1/21/2}$ by using *product moment* formula[21] as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r_{xy} = coefficient correlation between two variable (X and Y)
$\sum xy$ = the amount of multiply x and y
$\sum x^2$ = the amount of variable x squared
$\sum y^2$ = the amount of variable y squared

Then to know whether the test instrument is reliable or not, we have to consult the value of r_{11} to r_{table} that has been provided in the previous explanation. If the value of r_{11} is higher than the value of r_{table}, so the test instrument (post-test) is reliable.

After we consult the value of r_{11} to r_{table}, we know that the value of r_{11} (0,789) is higher than r_{table} in significant level of 5% (0,288) and in significant level of 1% (0,372), [$r_{11} \geq r_t$]. So, the test instrument (post-test) is reliable.

The result of documentation data

Based on the documentation guidlines[22], the data that are obtained from documentation are as follow:

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[20]Arikunto, *Prosedur Penelitian*, p. 189.

[21] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), p. 204.

[22] See Appendix VI, p. 67.

a. The students' name list of B class GB Students.[23]
b. The scores of pre-test and post-test, as follow:

Table VI

The Score of Pre-test and Post-test

No.	Name	Pre-test Score	Post-test Score
1	Muh. Saylil 'Asuul An Nabil	80	80
2	Zuhrotul Jazilah	50	60
3	Intan Nur Aini	80	90
4	Rosalina	40	40
5	Siti Fatimatus Zahroh	70	70
6	Syarifa Husna	60	80
7	Andika Zaril Maulana	70	70
8	Kholifatul Hikmah	60	70
9	Sri Ningsih	50	50
10	Hyba Emelia	50	60
11	Hilyatun Niswah	40	40
12	Maria Qibtia	30	50
13	Erwin Dwi Sendy A	50	70
14	Suhail Dani Robi	60	50

[23] See Appendix I, p. 59.

15	Wildani Khoir	60	90
16	Arenatus Soleha	70	80
17	Moh. Tri Ardiasyah	60	80
18	Ardi Chandra Darma	60	60
19	Kenzy Syaron Al Kaff	70	80
20	Fetria Sari	70	90
21	Sebtian Romadhoni	70	70
22	Mauni Afrian	70	80
23	Imel Icha Santika	60	70
24	Handhika Rismana	40	60
25	Alviatus Shoimah	20	60
26	Aisyah	80	90
27	Ihdina Luthfa Dewi	50	50
28	Nayla Bariroh	80	90
No.	Name	Pre-test Score	Post-test Score
31	Moh. Farel Ayyubi	80	100
32	Liza Alisna	80	90
33	Afdlalia Itsna Silvia	80	90
34	Ibtisam Ramadina	70	90
35	Moh. Akyas Al Farisi	50	70
36	Siti Amalia	50	50
37	Nur Imania	40	50

38	Mariatul Qibtiya	60	60
39	Shefa Indra Maulana	60	70
40	Ach. Birril Mustofa	50	50
41	Ach. Zaukillah	60	60
42	Ahmad Nasrullah	40	50
43	Agung Firmansyah	70	70
Sum		2570	2990

c. Photos[24]

2. The result of observation data

Based on the observation guidlines[25], the researcher found that the infrastructure and the buildings were good. There were three wide classrooms. The school also completed with many teaching media outside and inside the classrooms. Inside the classroom B the researcher found that many kinds of media were whenever. Some of them were in front of the classroom, some in back and others on both left and right side of the classroom and many more were hanging out.

There are three teachers in the classroom. One was standing up in front of the class, and two others were spread out to check, keep and guide the students to follow the instruction given the teacher in front. Sometimes this was changeable. Sometimes all the teachers sat down in front and each teacher guided students at least 13 to 14 students.

The teacher seldom uses the media on the teaching and learning process. Sometimes the teacher draws the certain vocabulary to describe the vocabulary that is taught in the process of teaching and learning.

On the teaching and learning process there were some students were standing up, joking with friends and sometimes walk around in the classroom.

[24] See Appendix IX, p. 71.
[25] See Appendix VII, p. 68.

3. The result of interview data

The researcher conducted the interview to know the kind of assessment being used. Based on the interview guidlines that the researcher used[26], the following are the result of interview:

> "In this second semester, the students are taught about transportations, and in the first semester they have learned about clothes. Usually, the test is conducted orally. There are for about seven to ten questions given to the student. But, the ten is the most. I score them by giving stars. The stars are from 1 to 5. The stars is also as a reward for the student. The more the stars the higher is the reward."

Based on the information from the teacher, the researcher made questions of the test and conduct the test as similar as usual. In order the students did not so surprised with the question and model of the test that the student never had before. Considering that the teacher used the stars to give score to the students, the researcher did not use the stars as a score but the researcher used score from 0 to 100. Because there were 10 questions, so each questions had 10 points.

Data analysis

Before testing the hypothesis, the researcher will analyze the data, then we can get the conclusion of this research. The researcher uses dependent t-test to analyze the data which includes two results of test instrument, namely the result of pre-test and post-test.

To help the researcher in analyzing the data, the researcher makes table of the coefficiency of dependent t-test.

[26] See Appendix VIII, p. 70.

Table VII

The Computation of The Difference Coefficient between Two Tests

(Pre-test and Post-test)

No.	Pre-test Score	Post-test Score	Difference (d)	Xd (d-Md)	X^2d
1	80	80	0	-9,77	95,4529
2	50	60	10	0,23	0,0529
3	80	90	10	0,23	0,0529
4	40	40	0	-9,77	95,4529
5	70	70	0	-9,77	95,4529
6	60	80	20	10,23	104,6529
7	70	70	0	-9,77	95,4529
8	60	70	10	0,23	0,0529
9	50	50	0	-9,77	95,4529
10	50	60	10	0,23	0,0529
11	40	40	0	-9,77	95,4529
12	30	50	20	10,23	104,6529
13	50	70	20	10,23	104,6529
14	60	50	-10	-19,77	390,8529
15	60	90	30	20,23	409,2529
16	70	80	10	0,23	0,0529

17	60	80	20	10,23	104,6529
No.	Pre-test Score	Post-test Score	Difference (d)	Xd (d-Md)	X^2d
18	60	60	0	-9,77	95,4529
19	70	80	10	0,23	0,0529
20	70	90	20	10,23	104,6529
21	70	70	0	-9,77	95,4529
22	70	80	10	0,23	0,0529
23	60	70	10	0,23	0,0529
24	40	60	20	10,23	104,6529
25	20	60	40	30,23	913,8529
26	80	90	10	0,23	0,0529
27	50	50	0	-9,77	95,4529
28	80	90	10	0,23	0,0529
29	70	80	10	0,23	0,0529
30	60	80	20	10,23	104,6529
31	80	100	20	10,23	104,6529
32	80	90	10	0,23	0,0529
33	80	90	10	0,23	0,0529
34	70	90	20	10,23	104,6529
35	50	70	20	10,23	104,6529
36	50	50	0	-9,77	95,4529
37	40	50	10	0,23	0,0529

38	60	60	0	-9,77	95,4529
39	60	70	10	0,23	0,0529
40	50	50	0	-9,77	95,4529
41	60	60	0	-9,77	95,4529
42	40	50	10	0,23	0,0529
43	70	70	0	-9,77	95,4529
Sum	2570	2990	420		4097,6747

Based on the table above, we know that:

N = 43
∑d = 420

$Md = \frac{\sum d}{N} = \frac{420}{43} = 9{,}77$

$\sum X^2 d = 4097{,}67$

These are the steps of counting dependent t-test:

a. Totalizing the subject of research (first column), N = 43
b. Counting the difference by taking away post-test to pre-test, d = posttest – pretest
c. Counting the mean of difference by totalizing the sum of difference and deviding it to the sum of subject of research, $Md = \frac{\sum d}{N}$
d. Counting the deviation of each subject by detracting difference to mean of difference, Xd = d – Md
e. Counting the quadrate of deviation (X^2d)
f. Totalizing the quadrate of subject deviation ($\sum X^2 d$)

From the data above, we can put the number into the formula of dependent t-test (one group pre-test post-test design):

$$t_o = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = \frac{9{,}77}{\sqrt{\frac{4097{,}67}{43(43-1)}}}$$

$$= \frac{9,77}{\sqrt{\frac{4097,67}{43(42)}}} \qquad = \frac{9,77}{\sqrt{\frac{4097,67}{1806}}}$$

$$= \frac{9,77}{\sqrt{2,26892}} \qquad = \frac{9,77}{1,506294}$$

$$= 6,48$$

From the data analysis above, we know that the value of t_0 (the obtained t) is 6,48.

Hypothesis Testing

After passing a several steps in conducting a research; from giving pre-test and post-test to the students, assessing the result of the tests, and then analyzing them into statistic form, namely dependent t-test (one group pre-test post-test design), now, the last step is to test the hypothesis of the research.

To know whether the alternative hypothesis (Ha) is accepted or rejected, the researcher have to consult the value of the obtained t (t_0) to t table (t_t). If the value of t0 is higher or at least have the same value with t_t, so the alternatives hypothesis (Ha) ia accepted. The value of t table can be seen in the following table:

Table VIII

The critical value of t table for certain df [27]

df	The critical value of "t" in significant level of	
	5%	1%
40	2,02	2,71

[27] Sudijono, *Pengantar Statistik Pendidikan*, p. 405.

45	2,02	2,69
50	2,01	2,68

As seen in the analysis above, we know that the value of t_0 is 6,48. If we consult it into t_t with df = 42 (N – 1) in significant level of 5% (2,02) or in significant level of 1% (2,69), we know that t_0 is higher than t_t in both significan level of 5% (2,02) and 1% (2,96). So the alternative hypothesis (Ha) that state that *There is an effectiveness of using Flash card on the young learners' English vocabularies mastery at GB studen'ts* is accepted.

DISCUSSION OF FINDINGS

In this part, the researcher discusses the result of this academic research. This research aimed to find out the two research problems. First, it was to find out whether there is an effectiveness of English Using Flash card on young learners' English vocabularies mastery at or not. And second, it was to measure how significance is the effectiveness of English Using Flash card on the young learners' English vocabularies mastery at GB Students pare kediri

The most important information that should be proposed in this chapter is answering the problems of the study. Based on the findings of this research, the result showed that there is an effectiveness of using English Using Flash card on young learners' English vocabularies mastery and the effectiveness of using English Flash card is statistically significant on young learners' English vocabularies mastery either in 5% level significance or in 1% level significance. It was proven by the result of the obtain data, t_0 is greater than t_{table} (6,48>2,02 or 2,69).

After testing the hypothesis that is used by researcher is accepted. It can be known clearly that the young learners' classroom which is setting by English Using Flash card can make them interest to study English and it was very helpful to enrich their vocabulary mastery. They will feel enjoyable and fun in the teaching learning process because they think that they are not studying, but they think like playing.

From the explanation above, it can be said that English Using Flash card setting in the classroom has an efectiveness to the young learners' English vocabularies mastery. It is proven by the average of post-test scores is higher than the average of pre-test scores. It means using English Using

Flash card is very effective to be used as a media in teaching English to young learners.

Conclusion

After performing some scientific steps in answering the problems of this study, those are: Does the English Flash card have the effectiveness on the young learners' English vocabularies mastery?; and how significance is the effectiveness of English corner to the young learners' English vocabularies mastery?

It can be drown a conclusion that English corner setting in the classroom can effect young learners ability to master vocabulary. It is proven by the average of post-test scores is higher than the average of pre-test scores. It means using English corner is very effective to be used as a media in teaching English to young learners.

The theoritical statements above is supported by the result of research that proves the acceptance of hypothesis. That is there is an effectiveness of English using flash card on the young learners' English vocabularies mastery.

It means the effectiveness of using English corner is statistically significant on young learners' English vocabularies mastery. It was proven by the higher value of data obtained t (t_0), that is 6,48, than the value of t table (t_t) either in significant level of 5% (2,02) or in significant level of 1% (2,69).

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