

Flashcard as an Instructional Media towards Students' Reading Comprehension

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Abstract:

Based on the writer's observation in one of the senior high schools in Pringsewu, the writer found the problems, such as the teacher used conventional method in learning the class. As the result the students get bored and did not interest in learning process. The purpose is to find out the using of flashcard as an instructional media towards students' reading comprehension. The study was done in the one of the Senior High School in Pringsewu. The writer employed experimental method. Both experimental and control classes were employed by the writer. The writer utilized flashcards as a learning tool in an experimental lesson, meanwhile the writer applied conventional treatment in the control group. This study had a sample of 24 students as an experimental class. This study was used quantitative research. Pre-tests and post-tests were employed in the experimental class and control class to gather data. In the teaching-learning process, a test with 10 multiple-choice questions regarding the subject was used to gauge students' reading comprehension of an explanation text. This study used two cycles for the treatment in experimental class. To analyze the data was used the SPSS 16.0 App to know the score of the study. The writer found the experimental class's post-test average is higher than the control class' post-test average. It implies that using flashcards in the classroom can help students' reading comprehension in explanation text. The writer concluded that using flashcard is effective as an instructional media towards students' reading comprehension.

Keywords: *Flashcard, Media, Reading Comprehension*

1. INTRODUCTION

One of the abilities that English language learners should possess is reading comprehension. Reading comprehension is more than just reading aloud; students also need to comprehend the primary idea of a previously read work. As a result, reading comprehension is a difficult skill to teach. The students not only can read aloud but they have to understand the main idea every text. As a result, this is crucial for senior high school students, just as it is for one of the senior high school in Pringsewu students studying about reading comprehension. The goal of teaching reading is to increase the student's reading proficiency. According to Ling (2012:147) in reading activity the students not only have to master the pronunciations, vocabularies, observe the text, translate the text to find the correct meaning. Reading comprehension need two process namely, words pronunciations and also comprehension. That is why it is called as complex activity. According previous research (Ramdhani, 2022) stated in his research that flashcard can improve speaking skills. This research used a literature review or literature method. The results of this research indicated that the flashcard medium is practical and effective when used in learning. The students can get more attention

in learning process by using flashcard. The students felt fun and enjoy in learning process. Therefore, it gave a positive effect for mastering speaking skills. In this research, the researcher concluded that flashcard can improve the students' speaking skill.

(Saputro et al., 2022) in his research, the title was excellent study on how flashcards can help students become better writers. Examining the effectiveness of flashcards as a teaching and learning tool for students was the goal of the current study. The researcher found out how well the students write English sentences using flashcards. This research used applied action research. Interviews, observation, and testing were used as the data collection methods in this study to gather both qualitative and quantitative information. The qualitative data were analyzed using interpretations. For the most part, the IBM SPSS version is used to analyze quantitative data. The findings of this study demonstrated that students can enhance their writing abilities. When composing English phrases using flashcards, the pupils shown greater activity, enthusiasm, diligence, bravery, and motivation.

(Ayu & Prameswari, 2019) stated in their research making flashcards to teach eighth-graders integrated listening and speaking skills. This study set out to discover how integrated listening and speaking abilities may be improved through the use of flashcards. They discovered that the students' use of media during the learning process is lower, so the students get the lack of motivation and competence in learning process especially on integrated listening and speaking skills for 8th grades. They done flashcard development for helping the students in improve their skills. This research goes further to design the new media in order to solve those problems. This study used the ADDIE approach for research and development (R&D). The study's findings suggested that the new flashcard model offers some advantages. In order to maximize the benefits of this flashcard development for consumers.

Based on the (Purnama, 2013) the goal of the study was to increase the seventh-grade students at Sekadau Hulu's capacity to write procedure texts by using flashcards. The purpose of this study is to improve students' writing skills when creating process texts. For this study, classroom action research was used seventh graders were the subjects of this study. 26 students took part in this study as participants. The study's findings indicated that using Flashcards can help students write better procedural texts. The pupils' scores, which ranged from 64,13 to 70,77, show it. Between the first and second cycles, the average percentage was 67,45. The pupils are eager, curious, and motivated to use flashcards to produce procedural text.

According to (Lai et al., 2020) in their research entitled Integrating Flashcards with Narratives for Mobile Learning of English Vocabulary. In this era, learning process can conduct not only in the class but also in online class. It can make a flexible of time and room for both the teacher and the students. There were many mobile learning system now days. There many mobile system for learning English for the students. One of them is Flashcard. As the result of an associated educational experiment showed, the students get interest in learning English using Flashcard. They can improve their vocabularies so they also improve their motivation in learning English.

Based on the pre-observation at eleventh grade one of Senior High School in Pringsewu, there are many problems of students when they are learned reading comprehension in explanation text. The students' interest, which impacted their motivation, is the first issue. The way the students behaved during the English reading assignment provides insight into the students' motivational issues. The students did not pay attention to the text as they read it. They occasionally put down their books to talk to their buddies. The pupils remained silent when the teacher began to discuss the text. Some of the students

remained quiet and paid the teacher no attention, so the teacher had to repeat the instructions. The use of media in the teaching and learning process is the second issue. Only content from the textbook is presented by the teacher. It's crucial to provide pupils with a variety of media for material explanation in the textbook. It's important to give variety media for explanation the materials to the students. The students not only get low score in reading comprehension but they did not interest in learning process. The writer found that the teacher used conventional method in learning the class. As the result the students get bored and did not interested in learning process, so the writer interested to conduct this study used flashcard as an instructional media towards students' reading comprehension at eleventh grade in one of the senior high school Pringsewu.

According to previous researchers above they used flashcard in learning English for the students in listening and speaking skill used flashcard with literature method or used the ADDIE approach for research and development (R&D), flashcard to increase writing skill in procedure text by using action research, and used flashcard with narrative text for mobile learning of English vocabulary. The similarity of the previous writers above is the use of flashcard to make the students interested and motivated in learning English. The differences of this study from the previous writers is the writer used experimental method, this study was conducted in senior high school at eleven class, and the writer focus in reading comprehension in explanation text.

Reading Comprehension

Extrapolating meaning from a text is the process of reading comprehension. It implies that comprehending the whole meaning of the text is preferable to assuming it from a few well chosen phrases or sentences. As they read, students can employ developmental models or representations of the concepts in the text to aid in their comprehension. According to Pourhosein Gilakjani and Sabouri (2016), reading comprehension is a key skill for the development of students' additional abilities. Reading comprehension is very useful when the students want to analyzing, explaining and giving their opinion or ideas in writing. According to (Astiantih et al., 2022) stated that reading comprehension the way the students can gain the information or message from the author of the text. In conclusion, reading comprehension is very crucial for kids to master. In academic assignments, the pupils' reading comprehension can be explored.

Media

Media in education and learning is extremely beneficial. According to (Widiyanti & Darmiyanti, 2021) the use of media one of variety learning model in explaining the material to the students. Media have been used not only now days but also in last time. The benefit of using media is the students can get more interested in learning process. Consequently, the students are able to comprehend the teacher's lessons. According to (Matruty & Que, 2021) the teaching-learning process in English classes should use aids, particularly visual aids, and can include pictures, flashcards, dolls, puppets, realia, miniatures, or something authentic that can be brought into the classroom.

(Sukmahidayanti, 2015) wrote that educators utilize instructional media as instruments to transmit information and materials for efficient teaching and learning. These are many advantages to using instructional media while teaching English, particularly to young students. Using instructional material when teaching English has many advantages. Scanlan (s.d.) lists various advantages of educational media, including:

- (1) gaining notice;
- (2) generating interest;
- (3) changing the educational setting, and
- (4) encouraging concept adoption. In conclusion, they emphasized that learning English is highly challenging and that it would be boring without the media. This made the kids uninterested in paying attention in class. According to (Aprilia Sarno, 2022) media is a useful tool for supporting teaching and learning for the students and also motivated them to learn English.

Explanation Text

A non-fiction literature used to explain how and why things occur is known as an explanation text. It often involves a series of details (explaining how) and justifies a phenomenon or process (why). A text that elaborates on how and why a phenomenon or event occurred in a scientific and technical context is known as an explanation text. According to (Haryono, 2020), an explanation text is a non-fiction work that explains how or why something occurs. It indicates that the explanation text refers to an actual event that occurs in the world. According to (Aprianti et al., 2018) an explanation is a form of literature that explains how a phenomenon occurs or why something in the real world occurs. An explanation text focuses more on actions than on objects. In the explanatory text, technical and scientific forms are utilized. Its mean that explanation text is one of kinds non-fiction text describes about how and why something happen.

Flashcard

Students can use flashcards to acquire terminology and comprehend the subject matter being covered, which can make it simpler for them to complete their assignments and meet competency requirements. Flashcards are simple cards that have a question or a term on one side, and the answer or the definition on the other (Astuti & Languages, 2015) stated that flashcard can be used in learning process by the teachers. The young learners get more interesting in learning process by using Flashcard. Flashcard also allow you to use spaced repetition, which means reviewing the information at increasing intervals to enhance your retention. According to (Hamer & Rohimajaya, 2018) Flashcards can make it simpler for teachers to explain a topic to their pupils and for the students to understand and retain it since they are an appealing medium and/or method. According to (Chotimah, 2021) how to making flashcards are:

- a. Purchase or make your cards. Purchasing an index card set is typically not expensive. Additionally, a template can be used to produce cards.
- b. Choose the category of knowledge for your "deck" of flashcards. Instead of making each fact from the lesson into a card, think about making a deck containing related terminology, information, or formulas.
- c. Decide whatever information in that area, in your opinion, is most important. This is a great opportunity to determine the content that will be covered on the test and to think about the key ideas. Examples of this include words in the textbook that are bolded or concepts that your teacher brought up repeatedly in class.
- d. Personalize the cards by including your own touches. Include images that inspire.

2. METHOD

Experimental design research was employed using two classes of subjects which had a Control Class that received a traditional treatment and an Experimental Class that received the treatment utilizing flashcards. The goal of this study was to evaluate the effectiveness of a strategy for teaching comprehension reading skills using flashcards. To create a baseline against which the outcomes from the Experimental Class can be compared, class control is used. This research intended to find out the result of teaching reading skill by using flashcard as an instructional media. The writer used quantitative research method. According to Pritha Bandari (2022), Quantitative research is the process of acquiring and interpreting numerical data. It can be employed to identify patterns and averages, form theories, investigate the root causes, and extrapolate results to bigger groups. The sample for this study was chosen based on the students' first-semester reading test mean results, which were comparable across courses and reflected common characteristics of classes.

The author chose an experimental class randomly. XIB as the control class and XIA as the experimental class. The subject of the research was the students one of Senior High School in Pringsewu in the academic 2022/2023. The class consist of 24 students. This class is choosen, according pre observation, there are many problems related to teaching learning process, especially in reading comprehension, such as the students did not interest when they are learn about reading comprehension, for example in explanation text.

The research instrument of this study was given by pre-test and post- test. For both the experimental class and the control class received the Pre-test during the first meeting prior to the start of the therapy. The students were asked to answer the question in the reading test, there multiple choice before and after treatments, the student's comprehension of the reading content will be tested. There are 10 items on the explanation text multiple choice test. If the students be able to answer correctly all of the question, they would score 100, each correct answer was given 10 marks but if they were not able to answer correctly the score is 0. This test is used to know the students' competence in reading comprehension before the writer gave the treatment by applying the flashcard as an instructional media toward students' reading comprehension. Both the Experimental Class and the Control Class took a post-test after the intervention to gauge how well the students had mastered reading comprehension utilizing flashcards as a teaching method. The pre-test and post-test used the same questions.

The data collected in three steps as stated below :

1. Pre-Test

The students were given a pre-test. Before starting treatment, the pre-test was utilized to assess the student's reading proficiency. The author provides a multiple-choice test with ten questions. Textual justification was the topic of the query.

2. Treatments

The flashcard is used as an instructional media in teaching reading to the students. The treatments conducted for two meeting about reading. The lesson plan, which had been created, is the foundation for the resources.

The steps of the treatment in the first meeting, the students were split up into various groups. There are four pupils in each group. The writer gave the students a brief introduction to the explanation text and went over its general purpose and structure. Next, the writer discussed about flashcard and how to employ them in the learning process. Then, the writer used distinct titles for the explanation paragraph that listed the media for each

group. The students then focus on the image on one side of the flashcard, and the writer asks them to describe what happened to the image. The last, the students pay attention of the questions in other side of flashcard and the writer asked them based on the questions in each group related to the text and the students discussed and answered it.

For the second meeting, the writer allowed the students to sit in their group that consist of 4 students in each groups. The writer introduced the explanation text to the students and explained the material about the purpose and generic structure of the text. After that the writer introduced the flashcard as an instructional media to the students and how to work it. Then, the writer gave the media for each group in different title of the explanation text. Then the students pay attention the picture in one side of flashcard and the writer asked them to explain what happened to the picture. The writer gave the media for each group in different title of the explanation text. After that, the students pay attention the picture in one side of flashcard and the writer asked them to explain what happened to the picture. Finally, the students pay attention of the questions in other side of flashcard and the writer asked them based on the questions in each group related to the text and the students discussed and answered it.

3. Post-Test

After using flashcard as a teaching tool, pupils were given a post-test to determine their reading proficiency. To determine how well the students understood the subject, the post test is identical to the pre test. Applying measures to one identical treatment and drawing conclusions from them would be nonsensical. 10 multiple-choice questions about explanation texts were provided by the writer.

The experimental class received teaching utilizing flashcard whereas the control class received the customary teacher-centered education. During the teaching and learning process, the identical explanatory materials were used by both groups. To see if there were any discernible changes between the experimental class and the control class prior to and following the testing, the researcher used the SPSS 16.0 App to analyze the test findings.

3. FINDINGS AND DISCUSSION

Flashcard is one of instructional media is used. Students at the eleventh grade one of the senior high school in Pringsewu are taught reading comprehension in explanation texts during the academic year 2022–2023. 24 students were given the pre-test, which consists of 10 multiple-choice questions. Both in the Experimental Class and the Control Class. The outcomes of the pre-test and post-test compared between the Experimental Class and the Control Class. The Control Class received the usual teacher-centered care prior to the post-test. In the experimental class, the writer taught the lesson using flashcards before the post-test. The process two times by using flashcard as an instructional media reading comprehension in explanatory texts is particularly important in the educational process. The writer created the students into 4 groups, every group consists of 4 students and introduced flashcard as an instructional media. Then explain the material about an explanation text. During the treatment was held, the writer gave different material about explanation text for each other groups and the students pay attention the picture in the flashcard, and other side of flashcard had an explanation and several questions based on the text then they are discussed it with their group. The post-test was given by 10 multiple choice questions too in control class and experimental class. The value was gotten if they are true answers, they got

10 marks, but if they are wrong to answers they got 0 marks. The result of pre-test and post-test data were analyzed by using descriptive statistical analysis. The purpose is to know about quantify research data, such as maximum value, minimum value, and average value.

Tabel 1. Descriptive Statistics Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	24	20.00	50.00	1.66667	8.16497
Post test	24	20.00	60.00	2.02453	9.91814
Valid N (listwise)	24				

Tabel 2. Descriptive Statistics Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	24	20.00	60.00	41.6667	10.90140
Post test	24	60.00	90.00	73.3333	8.16497
Valid N (listwise)	24				

According to Tabel 1. Comparative Statistics, the results of the Control Class revealed that the pre-test's average score was 38.33, the maximum score was 50, and the lowest score was 20. The post-test results showed an average score of 41.25, with a maximum score of 60 and a minimum score of 20. Descriptive statistics are shown in Tabel 2. The Experimental Class's average pre-test score was 41.66, while the maximum score was 60 and the lowest score was 20, and the average post-test score was 73.33. The smallest and greatest values were 60 and 90 respectively. The experimental class's post-test average is higher than the control class' post-test average. It implies that using flashcards in the classroom can help students' reading comprehension.

Tabel 3. Paired Samples Test Experimental Class

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre test								
	Post test	-3.16667E1	15.51063	3.16609	-38.21623	-25.11710	-10.002	23	.000

Based on the Tabel 3. Paired Samples Test above outlined the significance of the differences in the average student test scores between the pre- and post-tests. Has 2 tails,

0.000050. The paired samples test was used to evaluate and process the pre-test data, and the post-test data were obtained using the test findings. To determine the impact of employing flashcards as a teaching tool, paired samples testing was demonstrated. be able to increase student reading comprehension with a substantial improvement (Sig.) to all data between the pre- and post-tests (Sig.>0.005). This indicates the reliability of the research's findings about the learning outcomes of students. From the result of analysis, the writer finding of the experimental research was satisfactory.

4. CONCLUSION

Based on the data above the post-test findings reveal that, on average, the experiment class's value is higher than that of the control class, which supports the research and discussion's conclusion. Pre-test results for the Control Class revealed an average value of 38.33, a maximum of 50, and a minimum of 20, while the post-test results showed an average value of 41.25, a maximum of 60, and a minimum of 20. For the experimental class's average value of post-test showed 73.33. It implies that using flashcards in the classroom can help students' reading comprehension in explanation text. The benefit of using media is the students can get more interested to follow in learning process in the classroom. The students are active, enthusiastic, and motivated to learn. This study is limited to using flashcard as an instructional media in learning process at one of the senior high school in pringsewu. The writer concluded that using flashcard is effective as an instructional media towards students' reading comprehension.

The writer suggests for the teachers to be able to use flashcard as an instructional media for teaching learning process English, towards students' reading comprehension and can make the atmosphere of learning English is not monotonous in the classroom. The current writer recommended further writer to discover flashcard as an instructional media towards students' reading comprehension at different school or educational institution levels and conduct experimental research to seek the effectiveness of flashcard as an instructional media towards students' reading comprehension.

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